

## CHART OF TEACHING STRATEGIES

STRATEGY	Advantages	Disadvantages	Example Situation
<b>Apprenticeship/ Preceptorship</b>	Begins to change behavior with personalized instruction.	Very time and resource intensive.	Continuity clinic, a day spent with a lobbyist.
<b>Brainstorming</b>	Good for generating initial ideas, learning others' points of view.	Needs several people and some setup and recording. Ideas need to be further developed.	Discussion of possible solutions for staffing. Discussion of different community-based options for care and pros/cons.
<b>Computer-Assisted Instruction</b>	Good for initial instruction, practice, repetitions, and future reference.	Learner may need to obtain basic computer skills before using, may have "mechanical" quality.	Anticipatory guidance on development, safety, community activities.
<b>Demonstration/ Modeling</b>	Illustrates concepts for visual learners.	May take time and equipment to set up.	How to perform age-appropriate developmental assessment. How to wear a bicycle helmet properly.
<b>Discussion</b>	Good for problem-solving, critical thinking, demonstrating different points of view.	May take time for the concepts to evolve, some in group may not participate.	Discussion of community approaches to child health problems. Discussion of strategies that different learners have found effective.
<b>Feedback</b>	Affirms knowledge, corrects misunderstandings, begins to change behavior, essential for learning.	The teacher may not give useful feedback or may not give any feedback at all.	Asking a supervisor how your procedures or techniques could improve. Asking a patient or family member how helpful suggestions for behavior change have been.
<b>Handouts/Printed Materials</b>	Often used to illustrate initially; useful for later reference.	Information may not convey nuances, quantity of information may overwhelm.	Handouts on discipline that works, TV charts for logging hours watched.
<b>Lectures</b>	Works well for initial explanation or clarifying concepts.	Teacher centered, not learner centered. Generally cannot review the presentation.	Review of the biochemical actions of new vaccines, normal cardiac electrophysiology, or medical treatment plan.

*(continued on next page)*

### CHART OF TEACHING STRATEGIES (continued)

STRATEGY	Advantages	Disadvantages	Example Situation
<b>Practicing</b>	Begins to change behavior with personalized instruction, reinforces concepts.	Takes time, may need observation from an instructor.	Practicing new ways of eliciting history. Going over new methods of performing pubertal exam, using asthma inhaler properly.
<b>Problem-Solving</b>	Provides opportunity to apply critical thinking skills. Also see Practicing.	Takes time and requires commitment and mastery.	Working with parent on child care options, advocating for window guards in housing complex.
<b>Questioning</b>	Promotes problem-solving, critical thinking; elicits better information; stimulates recall.	Can be too teacher centered.	What is the patient's/family members' knowledge of nutritional needs? What feeding techniques has the family learned?
<b>Reading</b>	Good for instruction, future reference, further exploration.	No interaction with people.	Update on attention deficit hyperactivity disorder (ADHD); what constipation is and how it can be managed.
<b>Review/Repetition</b>	Reinforces concepts learned.	Takes time.	How are tooth-brushing, flossing being carried out? No guns in the home.
<b>Role-Playing</b>	Good in helping learner apply material.	Learners may feel threatened; it may be difficult to relate to the character or situation.	Giving feedback to a junior learner, supporting patient/family members in making plans or decisions.
<b>Slides</b>	Similar to lectures.	Information is very brief, cannot easily repeat the information.	Reinforce specific verbal points such as immunization schedule.
<b>Videotapes</b>	Good in support of content in a lecture.	Need audiovisual equipment, may be difficult to relate to the character or situation.	Wide range of child health topics, particularly effective for demonstrating group approaches.