

SOLUTION FOCUSED LEARNING (A LEND Application of Problem-based Learning)

SFL is a student-centered educational method in which you become responsible for your own learning.

Tutors function as a guide and not as a dispenser of knowledge. Tutors are there to stimulate and guide discussions. A major objective of the tutor is to eventually become unnecessary as all the group members take increasing responsibility for keeping track of the SFL process and challenging each other with questions.

In the discussion groups, you will be expected to express your ideas and thoughts freely. You and your group members will have an opportunity to discuss and comment on the ideas and opinions of others, ponder unclear issues and different points of view, pick the brains of faculty, and learn from and help each other.

SFL will simulate the same process you will use in your future work as a health care provider.

The order to the SFL will be as follows:

- ◆ Introductions at the beginning of each family
- ◆ Asking for volunteers to record facts and learning issues
- ◆ Presenting the family
- ◆ Interviewing the family
- ◆ Recording facts and learning issues
- ◆ During the interview, time outs will be called to review the facts and issues
- ◆ Break out into discussion groups

The steps for small discussion groups will typically be:

- ◆ Identify resources
- ◆ Summarize and discuss learning issues and possible solutions
- ◆ Assign new learning issues
- ◆ Self, peer, tutor, and group evaluation

Each member should choose at least one learning issue that involves an area that they lack sufficient background or knowledge. Class members from different groups may pick the same learning issues and work together in their research and study. Dividing up learning issues allows each member of your group to:

- ◆ be well informed in a unique aspect of the problem.
- ◆ concentrate on areas of learning important to their own growth.
- ◆ have an important role in the follow-up discussions of the problems.
- ◆ set up a logical search strategy for information using primary sources (journals, on-line, faculty).
- ◆ sort through relevant and irrelevant resources.

Each member is asked to provide handouts concerning what they learned during self-study (reprints of articles, text pages, diagrams, personal notes).

Barrows, H.S. (1996). *What Your Tutor May Never Tell You: A Guide for Medical Students in Problem-Based Learning* (Revised Edition). Southern Illinois University School of Medicine, Springfield, Illinois.