

# Kolb's experiential learning theory for learner module in the management of lower urinary tract symptoms (LUTS)

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No conflict of interest declared

## OBJECTIVE

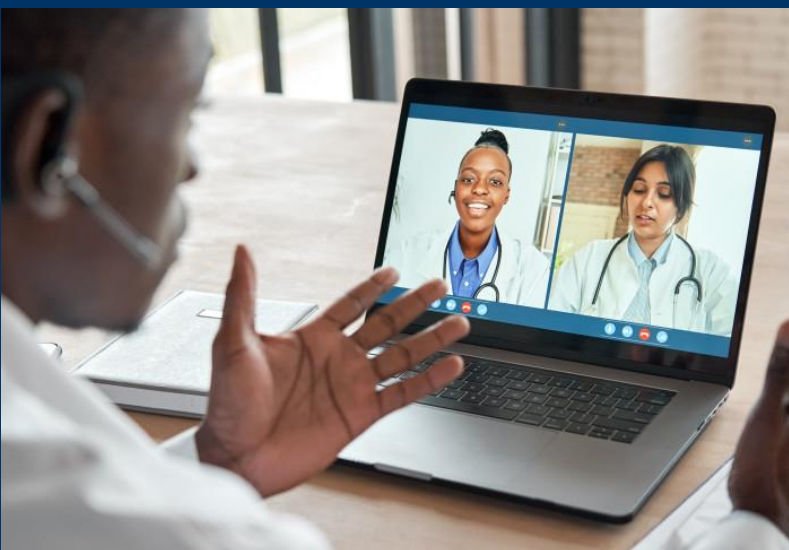
A module was developed and implemented for LUTS, Uroflowmetry and Ultrasound among learners who expressed interest using the Kolb's experiential learning theory.

Duration: 25/05/2022 - 30/09/2022

## PLATFORMS OF EXPERIENTIAL LEARNING



Face-to-face



Virtual (audio-video) via OTN

## BACKGROUND AND INTRODUCTION

- Office Urology Practice forms a significant portion of any urology program
- Medical Schools' curricula contain limited exposure to urology and less so to Office Urology Practice
- More procedures are becoming office-based, therefore learner's preparation in techniques and competency are imperative
- Kolb's experiential learning theory can provide an effective framework for students to learn about the practice of office urology

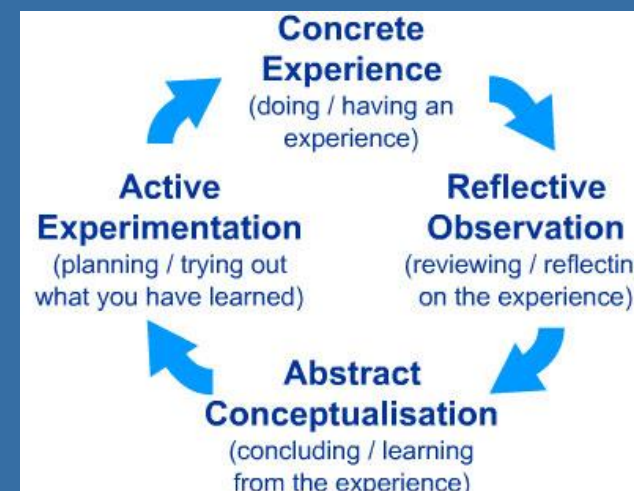
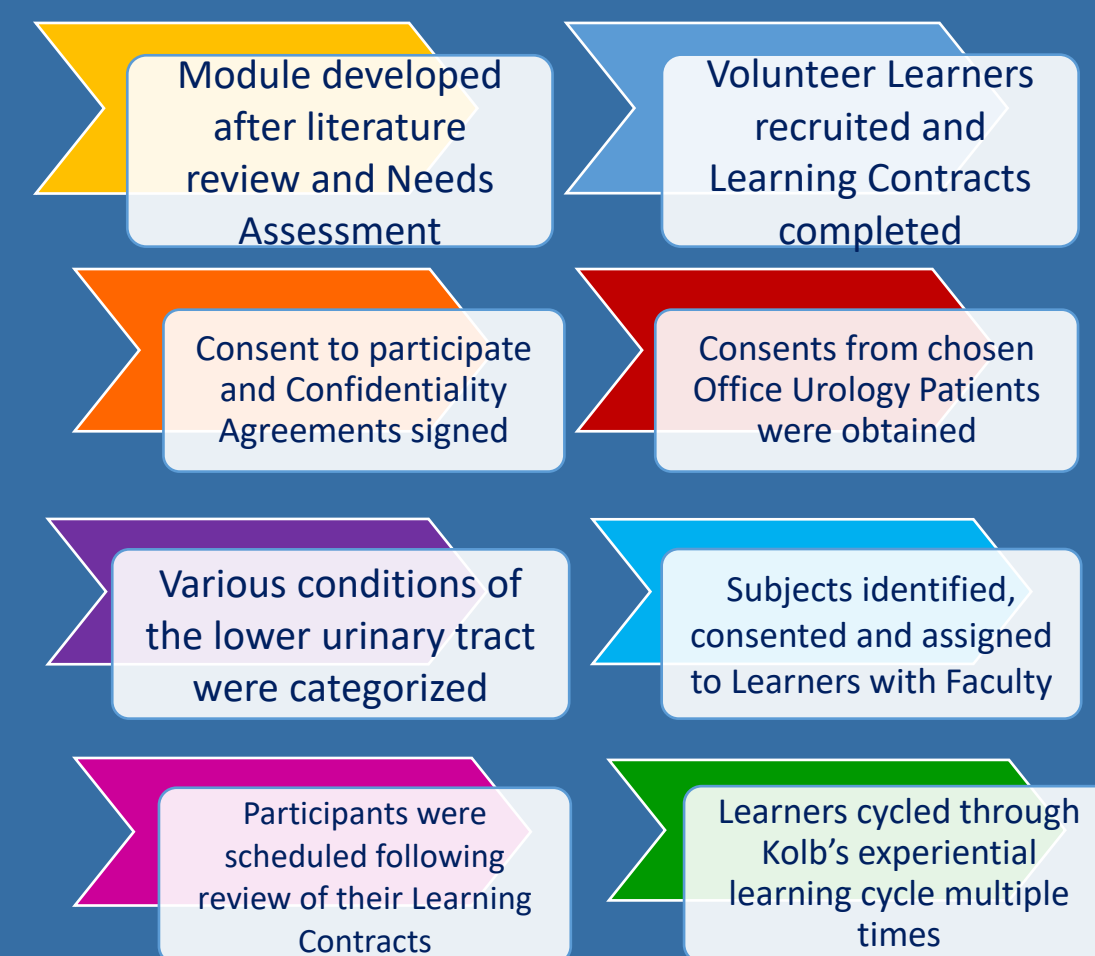


Figure 1: Kolb's Experiential Learning Cycle

## DESIGN



## METHODS

### Implementation of Kolb's experiential learning theory

Kolb's experiential learning cycle:

- Concrete experience:** observation by learner of direct care by faculty
- Reflective observation:** learner-faculty facilitated reflection, learning contracts and feedback
- Abstract conceptualization:** discuss other diagnoses and management strategies based on experience
- Active experimentation:** hands-on practice with real patient scenarios

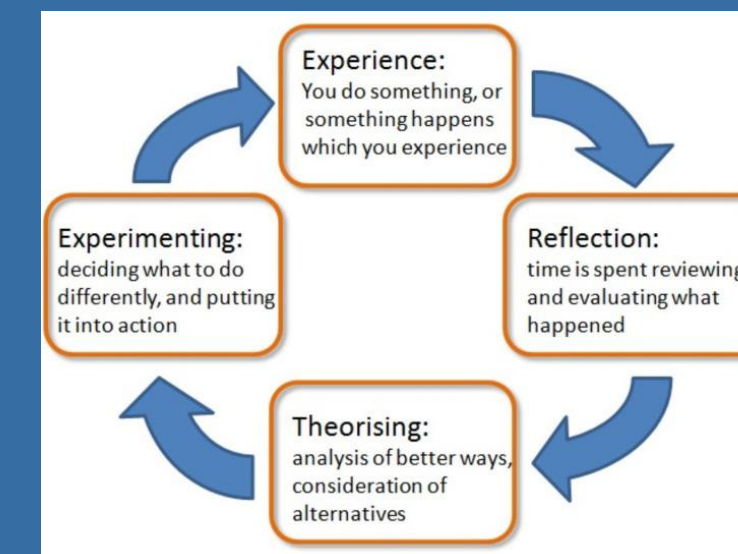
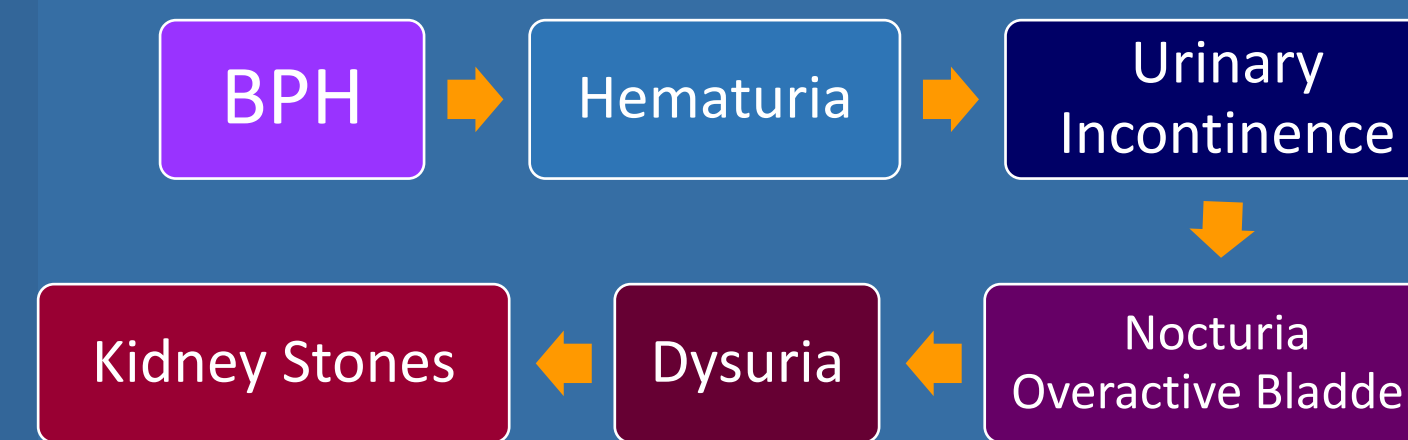


Figure 2: Cycle of continuous development (adapted from Kolb's Experiential Learning Cycle). Experiences took place both face-to-face and virtually via OTN.

## RESULTS

4 Volunteer learners scheduled in 3 months

### Patient Encounter scenarios:



## RESULTS

### Hands-on experiences:

- Digital Rectal Examination DRE
- Completion and Interpretation of IPSS
- Voiding Diary
- Questionnaire and other Questions
- Performing Post-void ultrasound residual urine
- Supervising uroflowmetry (standard and e-uroflowmetry)
- Interpretation of the Studies
- Counseling of patients
- Informed Consent Process
- Informed Consent

### Feedback from learners:

"This learning experience was very insightful and allowed me to learn more about the techniques and preparation required to practice urology, I am so grateful I got this experience!"

"My highlight was the goal-setting part of the learning contract as an important part of reflective observation (as I found thinking back on how my experiences related to achieving my goals was very helpful) and also the writing of a case report as a great way of putting together and applying many different skills (abstract conceptualization)".

## INTERPRETATION AND OUTCOMES

- Learners guided by Faculty to acquire useful skills for future career
- Faculty-Learner relationship grown and nourished to flourish
- Learners make their choices and Faculty encourages them to create, identify resources and devise strategies to achieve their objectives

### Limitations:

- Small numbers of Volunteer Learners
- Solo faculty in a private Community Urology Office
- Possible bias of 1 faculty
- Limited ultrasound devices and therefore procedures
- Lack of funding

## CONCLUSION

- Kolb's experiential learning theory, despite limitations, is useful for a learner module in Office Urology Curriculum.
- It is recommended for trial in well established and new Urology programs

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