<div align="center">Modeling
November 2017 lecture notes</div>

Slide 3: What is a Role Model?
- Role Models often are excellent clinicians, but are not necessarily modeling.
  - They often arrive at diagnoses in mysterious and amazing ways, leaving us marveling at what they just did, without quite knowing how they did it.
- Look at the amazement on this toddler's face!
  - This dancer may not be a good choice as a role model at this time…I'm thinking we (literally) need to learn to walk before we dance en pointe.

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Slide 4: A Call for Modeling
- Remember, practice only makes permanent…if you practice poorly, you will play the same way.

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Slide 5: Modeling We Have Experienced
- Think back for a minute to a time when someone showed you very clearly how to do something, and you learned something in your role as an observer…
  - Are there examples where modeling was not effective?

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Slide 6: Modeling & Learning
- "My wife and I had to taught our daughter to ride her bike, a task that achieved success between her 5th and 6th birthdays.
- As her instructors, we had to break down the individual skills for her into small goals so she would not be frustrated or injured. We also had to slow ourselves down, and make something that we had both been doing without thought for 30 years into something much more explicit and conscious.
- Think about the process of riding a bike without training wheels…the balance, the subtle fine tuning of speed and steering to keep yourself upright...all happening-for most of us-without thought."

So…………
Learning takes place in a stepwise fashion, proceeding from:
- Unconscious Incompetence to
  - Conscious Incompetence to
    - Conscious Competence to
      - Unconscious Competence.
- Modeling join's the world of teacher's conscious competence to learner's conscious incompetence

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Slide 8: Modeling Demo – Video
- Let's watch this video and see how this role model does with their learner in a clinic setting.
- Bonus enjoyment for the incredibly dated fashion choices.

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Slide 9: Modeling and Task Analysis
- What we do is completely obvious to us…but are learner's (and even our patients) may not be aware of the WHY.

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Slide 10: Modeling and Task Analysis (cont.)
- Giving the learner not only the list, but the ORDER of tasks can be very important.

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Slide 11: A Model for Modeling
- During the activity is just-in-time-teaching (JiTT)!!!

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Slide 12: Modeling Demo – Video 2
- Let's revisit our clinic setting and see how it can go using the POSE model.

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Slide 13: Modeling Opportunities in the Clinical Encounter
- Note all of the different types of work done in the clinical encounter that you can draw attention to. Point out what kind of work you are doing to your students, and have them observe and draw conclusions.
- Please understand, you DO NOT have to cover all of these with every learner every time. Start with a few and move on. If you are consistent, the learner will develop all of these (over time) without both of you working overtime.

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Slide 16: Modeling Demo – Role Play
- Let's show this in a large group role-play format…

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