Dispositional Learning

How do we integrate emotions and their management as central to care and not adjacent or on the margins?

Billett's (2011) socio-personal theory of learning foregrounds dispositional learning throughout the curriculum and may be a tool that can help in an already crowded clinical curriculum. This involves attending to the connection between knowing (conceptual knowledge of facts and theories), doing (procedural knowledge or technical competence) and being (dispositional knowledge, attending to the alignment between actions, learning, emotions, personal attributes and values). These forms of knowledge are interpreted and integrated by the student to shape how they apply their knowledge and skills in their clinical practice or approach clinical care.

To become effective, engaged and critical practitioners, learners must also be offered opportunities for reflexivity, to consider, 'share and reconcile' what they have learned (Billett, 2011, p. 8). Reflexivity can be engaged in while reflecting on case studies (written/video) or simulated activities; hearing from people with lived experience; or watching examples of clinical encounters through critical reflexive and video reflexive ethnographic approaches (see descriptions on the next page).

These practices may help students and clinicians to appreciate the socioemotional, relational and cultural dimensions of care. Additionally, incorporating reflexivity from an undergraduate level could potentially assist students and clinicians to be more comfortable with reflexively examining and attending to their practice (not just technical competence), and their emotions (individually and collectively), and the forces that may impact their emotions, such as past experiences, personal factors, or sociocultural and institutional forces.

Billett, S. (2011). Curriculum and pedagogic bases for effectively integrating practice-based experiences. Australian Learning and Teaching Council. https://www.academia.edu/13432747/Curriculum_and_pedagogic_bases_for_effectively_integrating_practice_based_experiences