Module 2
Orienting the Learner

The Workshop should be helpful/ applicable to:
• You
• Your faculty
• Your residents

Logistics:
Optimum number of learners: 5-10
Approximate run times: 1 hour
AV Requirements: speakers

Quick Tips

1. Read through the slides and facilitator's guide.
2. Adapt the slides for your context (ie. add in site or specialty specific information).
3. Review the presentation in "Slideshow" view so you are familiar with the animation.
4. There are two videos* in this workshop and two ways to run the videos:
    a. Switch between the video and presentation using "Alt+TAB" (PC) or "Clover +TAB" (Mac).
    b. Embed the video. Visit the Help page on the Residents as Teacher website for instructions.
        i. Add a new slide for each video you plan to use before the current slide labeled "video".
        ii. On the current slide, remove the black box labeled "video."
        iii. Renumber slides in the guide below to account for additional video slides.
5. Print out the facilitators guide.

Due to copyright laws, we cannot publicly post these video clips. To request copies, please contact mhall@columbia.edu.

SLIDE #	NOTES
Slide #1	Add your information here: Name, title, date, etc.
Slide #2	Quickly review the learning objectives for this workshop
Slide #3	Read through the scenario or ask a participant to read through this slide
Slide #4 VIDEO	"What do you do?" Now let's watch this example from ER. Carter's First Day (3:14) Click "Alt+Tab" to move from PPT to video. Click "Alt+Tab" to tab back to the PPT. Click "Resume Slideshow" Click "next" to move the black rectangle. Unpack the video, ask "what happened?" Discuss for 1-2 minutes You want to include a definition of learning climate when you debrief this video clip.
Slide #5	This slide is animated. Click "next" and the question will pop up. Discuss for 3-5 minutes: Catalog main points on flipchart or white board. Then pull apart your comments and codify it (General themes of what to do, what not do).

	Some of the comments may overlap with comments made when you unpack the video initially.
Slide #6	Quickly reinforce the learning environment characteristics identified by the group. Then share these five qualities/characteristics that make up an effective learning climate that you will discuss in the following slides.
Slide #7	This slide gives specific examples of tone/atmosphere of a teaching session. You want to introduce yourself and include personal details You also want your students to introduce themselves and encourage them to give personal details (hometowns, interests, etc.)
Slide #8	Creating a respectful and comfortable learning environment: Learn names! Treat students as vital team members Invite and respect opinions *Appreciate student opinions and concerns* Avoid ridicule, intimidation, interruption Acknowledge learner's limitations
Slide #9	Creating a stimulating learning environment: Show enthusiasm for the work at hand and for the learners. *Be mindful of your voice and body language* Try to find the learner's edge so you can challenge them but not overly so. Encourage participation
Slide #10	Creating a safe environment: Admit your own errors or limitations. Never Lie. It's okay to say "I don't know". It will role model good behavior that will signal to your learners that it's okay to not know everything. Reward risk-taking Tolerate mistakes Use the opportunity to learn together.
Slide #11	Set expectations early on: <u>What are the student's goals?</u> *State your commitment in helping them to achieve these goals* *Mine opportunities for learners to pursue goals* <u>What are your goals?</u>

	Provide assistance and guidance in achieving competence in fundamental clinical skills *Encourage and model self-directed learning* Now that you've set the environment, how do you go about teaching the fundamental skills?
Slide #12 VIDEO	Sandlot Clip: Learning to Play Catch (time??) Click "Alt+Tab" to move from PPT to video. Click "Alt+Tab" to tab back to the PPT. Click "Resume Slideshow" Click "next" to move the black rectangle. Discuss for 2-5 minutes: What was good/not good? How might you change this interaction (See suggestions below)? What might you incorporate into your own practice? <u>Assess your learner</u> *"Have you ever played catch before?"* <u>Break down the skill</u> *"This is a ball. We are going to pass it back and forth"* <u>Set your learner up for success</u> *"I'm going to roll it to you. Then, you roll it back to me."*
Slide #13	So let's see how this works in clinical practice. Clinical Application/History Taking: <u>Assess your learner</u> *What are their ideas about the chief complaint?*
Slide #14	Clinical Application/Physical Exam: <u>Assess your learner</u> *What types of patients have they examined?* *How confident are they in their exam skills?*
Slide #15	Clinical Application/Oral Presentations: <u>Assess your learner</u> *What types of presentations have they performed?* *How confident are they in their presentation skills?* <u>Make explicit differences between presentations:</u> *Admission and continuity presentations* *Morning work rounds and sign out rounds*

	Emphasize preparation *Allow (encourage) them to practice with you* *Help them to distinguish pertinent from non-pertinent data* Provide specific and immediate feedback
Slide #16	Clinical Application/Interpersonal & Communication Skills: Assess your learner *How comfortable are they with patients?* *Are they able to develop rapport?* *Are they sensitive to team goals?*
Slide #17	In each clinical application scenario, you start by assessing your learner. The assessment of your learner should continue throughout the clerkship. So how do you know if your learner has made progress? You can use the RIME program to help you understand where your learner is on the continuum. RIME: Evaluation framework developed by Lou Pangaro at Uniformed Services University. R(eporter): student can accurately gather and clearly communicate clinical facts of his/her own patients I (nterpreter): Student must prioritize among problems identified in their time with patient. Then offer differential diagnosis M(anager): Student is more confident and can make judgments in deciding when actions need to be taken, propose and select options for patients. E(ducator): Student goes beyond basics, reads deeply and shares new learning with others. Text pulled from: *Evaluating the Development of Professional Skills: A Vocabulary and Method for the Descriptive Evaluation of Students in Clinical Clerkships* Please click on link to get more information about this framework.
Slide #18	When you teach with RIME, you want to set expectation: where are your students on the continuum? You also need to think about how you might give feedback and how you might measure their learning.

	When you assess your learners, the connections you're making are in terms of your expectations.
Slide #19	Pulling it all together: Prepare yourself: *Consider your past great teachers and memorable teaching moments. Cull from your past experience and interactions those methods, styles, and moments that might translate to your teaching in the medical setting.* Model Excellent Behavior: *Think out loud and invite them into your thought process* *In gap areas, problem solve together* *Encourage them to teach you and to develop their own teaching skills and style* Ask for feedback: *The feedback you receive may be critical in improving your teaching skills* Have fun!: *Relish the opportunity to occupy such an important role in these student's lives*
Slide #20	In teaching reflectively you need to consider: Yourself: *What went well?* *What could have been done more effectively?* *Did I address the learner's goals? My goals?* *Did I enjoy it?* *Shall I do something differently next time?* The Learner *How did the learner do?* *What did they learn relative to the established goals?* *How will I let them know how they did?*