Teaching on the Fly/Around a Case/Across a Rotation

INTRODUCE: Establish a positive Learning Environment
- Introduce yourself; ask the learner’s name and other relevant information
- Be enthusiastic
- Encourage collegiality

TARGET: Identify the Learner’s Needs
- If you don’t already know, ask about rotation/course requirements
- Ask students about their prior experience (What surprised them in a similar case? What do they have questions about? What is interesting to them about this case?)
- Ask students what they would like to learn, if possible; Identify learning goals for the case/session
- Identify features of the case, and tie them to the learning goals

ENGAGE: Involve the Learner
If student is observing:
  o Tell student what to watch and what to watch for
  o Identify what learner will be asked after observation
  o Ask questions to prompt further learning
If student is actively involved in the patient case:
  o Set clear expectations regarding what the learner is to do
  o Identify when you will intervene
  o Explain what student is to do if they are unclear
  o Identify what will be discussed afterward

DISCUSS: Provide Feedback
- Give learner the opportunity to self-assess prior to receiving instructor comments
- Prompt learner to consider strengths/areas for personal improvement
- Provide appropriate suggestions for further development
- Link feedback to learning goals/objectives
- Prompt learner to summarize experience; elaborate if necessary

Questions? Please contact Tracy Blanchard at tlthompson@gwu.edu or 202-994-4034.