



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.