### Teaching Strategies

**Goal Setting**
- **When:** First day meeting students
- **Benefit to learners:**
  - Know what is expected of them
  - Know where they should end up
- **Benefit to YOU:**
  - Direction for what to teach
  - Give feedback and evaluate students based off of progress towards meeting goals
  - Align goals to benefit the workflow and the whole team

**Focusing Encounters**
- **Benefit to learners:**
  - Helps narrow focus to avoid lengthy H&Ps
  - Prepares the mind for the task at hand
- **When:** One-to-one in outpatient setting; when there’s time to discuss cases prior to rounds

**Giving Feedback**
- **WHAT:** Sharing observations on performance for the purpose of improvement
- **Characteristics:**
  - Specific
  - Timely
  - Private when negative or cumulative
  - Based on first-hand data
  - Consequences explained
  - Plan for next steps
  - Goal to help, not punish

**How:**
- Share specific and concrete goals you have for learners and their relevance. Consider how learner goals can best align with the goals of the rest of the team.
- **L** establish yourself as a Leader
- **E** stablish clear Expectations for students
- **A** ssess and plan for meeting student goals
- **D** evelop a plan for feedback

**Think out loud**
- **What:** Making thought processes and clinical reasoning behind decisions and behaviors explicit to learners
- **When:** You are presented with a clinical scenario in front of learners (e.g., on rounds, in the workroom) that requires you to compare options to lead to a diagnostic or treatment decision
- **How:** As you are contemplating a decision in your head and weighing options silently, instead talk through the reasoning process.

**Extending the case:**
- **Teaches the learner how to anticipate the course of the disease or general principles when the context changes**
  - “What if he were 60 instead of 20?”
  - “What if the creatinine were 3 instead of 1?”

**Debriefing**
- **What:** A continuous learning process, designed for adaptation and embedded evolution of ideas, techniques, and knowledge.
- **When:** Any regularly scheduled time/place (daily, monthly, weekly); should come to be part of the workflow.
- **How:**
  - **Set the Tone:** As learning is the primary objective, any judgement or hierarchal standing should be suspended in the debrief space.
  - **Review 4 questions:** What was trying to be done? Where did this succeed/fail short? What was the root cause of this result? What can be changed, started, or eliminated moving forward?
  - **Recap:** State and continuously revisit learning points from the debrief.

**Modeling**
- **What:** Clear illustration of a pattern to be adopted or imitated
- **When:** Most pressed for time; clinical encounter is too complex for the learner
- **How:**
  - **Pre:** Brief the learner about the skill, behavior, or interaction they are about to observe in as a learning moment.
  - **Model:** the skill, behavior, or interaction.
  - **Debrief:** the encounter, highlight learning points, and seek feedback.

**Extending the case:**
- **Teaches the learner how to anticipate the course of the disease or general principles when the context changes**
  - “I want you to notice how I approach the neurological exam in a child.”
  - “Pay attention to how I screen for IPV.”
  - “I’d like you to observe how I share bad news.”

**Framing**
- **Give specific tasks to be accomplished in a specified amount of time.**
  - “I’d like you to spend 10 minutes on the history and spend 5 minutes on a focused physical exam, then come and find me.”

**Extending the case:**
- **Teaches the learner how to anticipate the course of the disease or general principles when the context changes**
  - “I want you to notice how I approach the neurological exam in a child.”
  - “Pay attention to how I screen for IPV.”
  - “I’d like you to observe how I share bad news.”

---

K. Crisler, I. Shelton, & M. Keating 2020
Teaching Toolkit References

This material was adapted from the following publicly available educational resources:


