Optimizing the Educational Environment: GLEAM
October 13, 2020

Observation and Hypothesis (First Video of student and preceptor)
- Work with a single preceptor. Better learning style with one person? Not good with multiple preceptors?
- Difficult experience in the past
- Maybe student not feeling safe
- Seems nervous, anxiety?
- Is he expressing a need? What is underlying this?
- Millennial comment. Not a valid need
- Assumptions already being made by the preceptor
- Is student actually interested in the rotation, but preceptor assumes he is not.
- Student proactive
- Preceptor telling him who he should be rather than where he is now
- Acknowledge the hierarchy
- Student was shut down when making requests
- Initially irritated by the requests but took the time to reflect on potential reasons why

How are your impressions different? (Second Video using the GLEAM tool)
- Seems like someone who wants to do a good job
- So much more info. Take notes on learning objectives?
- Confidence shaken by last rotation. Family responsibilities
- Medicine is so much more than just the clinical
- Identified his lack of experience
- Honest and upfront
- Aware of cultural challenges
- Bidirectional conversation
- Requests may still be unreasonable but now understood
- Didn't address clerkships rules, expectations
- More accurate assumptions

Reflections
- Open ended questions allowed for answers otherwise unsolicited
- Allowed opportunity to correct assumptions
- Might be overwhelming from day one. Maybe do on different day or do it twice
- How to adapt tool to different clinical scenarios
- The MORE may be the most important question
- Delivering tool in on-line format ahead of time?
- Challenging moment: Student didn't yet feel safe to share early in the GLEAM but upon revisiting it later more may come up for the student.
- Create bidirectionality

- Allows for an opportunity to manage expectations and to coach trainee rather than letting them drive the way the rotation is run.
- Balancing support and boundaries. Next step?