



UW SCHOOL OF MEDICINE: CLINICAL TEACHING CERTIFICATE

Teaching in the Presence of Patients Break-Out Sessions Worksheet

Breakout Room Guidance

- Camera's on (Please!)
- Introduce yourself – go alphabetical order by first name
 - Where you work
 - What you do
 - What level/ type of learners you work with

Break-out Session #1



Goal: Reflect on teacher behaviors that contribute to learners feeling safe or unsafe engaging in clinical reasoning in front of patients.

Task:

1. Share a time when a learner* made a knowledge or reasoning error in front of a patient.
2. Discuss:
 - Did it go well?
 - Why or why not?
 - Could learner distress have been prevented?
 - How?

You could have been the **learner, the **teacher**, or an **observer** in this situation*

Notes:



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Breakout Session #2



GOALS:

- Practice language to address racism or other bias during a patient encounter.
- Practice language to debrief after an expression of racism or other bias.

Task:

Choose one or both cases below, and/or a time when someone in your group experienced a demeaning, culturally insensitive, racist, and/or sexually explicit comment while caring for a patient (either as a learner or with a learner present).

Cases:

Borrowed from UW IM Resident as Teacher and Leader Course, 2021, case developed by residents and faculty.

- A patient is admitted to the hospital for control of pain related to a terminal illness. At the conclusion of bedside rounds, a team member asks what else they can do for him, to which he replies, “you could have a shower with me”. The team quickly leaves the room, noting that someone will check back with the patient later. You are stunned and didn’t respond.

From my personal experience:

- An outpatient well known to you is seen by a medical student for follow-up of chronic conditions. At the conclusion of the visit, which includes routine discussion of preventive care and vaccinations, the patient refers to COVID-19 as “that Chinese virus.” Your student identifies as Asian American.

Or discuss a case someone in your group has experienced.

Discussion Questions:

1. What language can you use in the moment in a similar situation?
2. If not addressed in the moment, how could the teacher readdress and begin to repair the situation with the learner(s)?