



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
- Try to remember you small group room number (in case Zoom kicks you out you can join easily for the next breakout).

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.

Time: 15 Minutes

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:

- **Brainstorm when, where, and how you will discuss responding to bias in the learning and clinical environment.**
- **Practice language to introduce this topic with your next group of learners.**

Time: 10 minutes

Task:

Discuss:

- Describe the next time you will be working with learners.
 - Who are your learners?
 - What space and time will you have at the start of your working relationship?
- Plan your “pre-brief”
 - What will you say to open the discussion?
 - Brainstorm solutions to barriers like time constraints or limited continuity with learners.

Notes: