



Breakout Room Guidance

- Camera's on (Please!)
- Try to remember your small group room number (in case Zoom kicks you out you can join easily for the next breakout).

Break-out Session #1 (20 minutes total)

- 10 minutes: Introduce yourself – go alphabetical order by first name (*remember this is great opportunity to build your community of educators!*)
 - Where you work
 - What you do
 - What level/ type of learners you work with
 - Share a story about someone who supported your psychological safety in training
 - *Psychological safety: You can be yourself, can participate without fear of ridicule, and are safe to make mistakes*

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

Time: 10 Minutes

Task:

1. One or two people can share a time when a learner* made a knowledge or reasoning error in front of a patient. **You could have been the learner, the teacher, or an observer in this situation*
2. Discuss:
 - Did it go well?
 - Why or why not?
 - Could learner distress have been prevented?
 - How?
3. Practice:
 - Use the pocket card to practice scripts you might use in your clinical environment to support psychological safety.
 - Use the notes section below to write down any phrases that resonate with you that you plan to use.



UW SCHOOL OF MEDICINE: CLINICAL TEACHING CERTIFICATE
Teaching in the Presence of Patients Break-Out Sessions Worksheet

Breakout Session #2 (15 minutes total)

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: 15 minutes

Task:

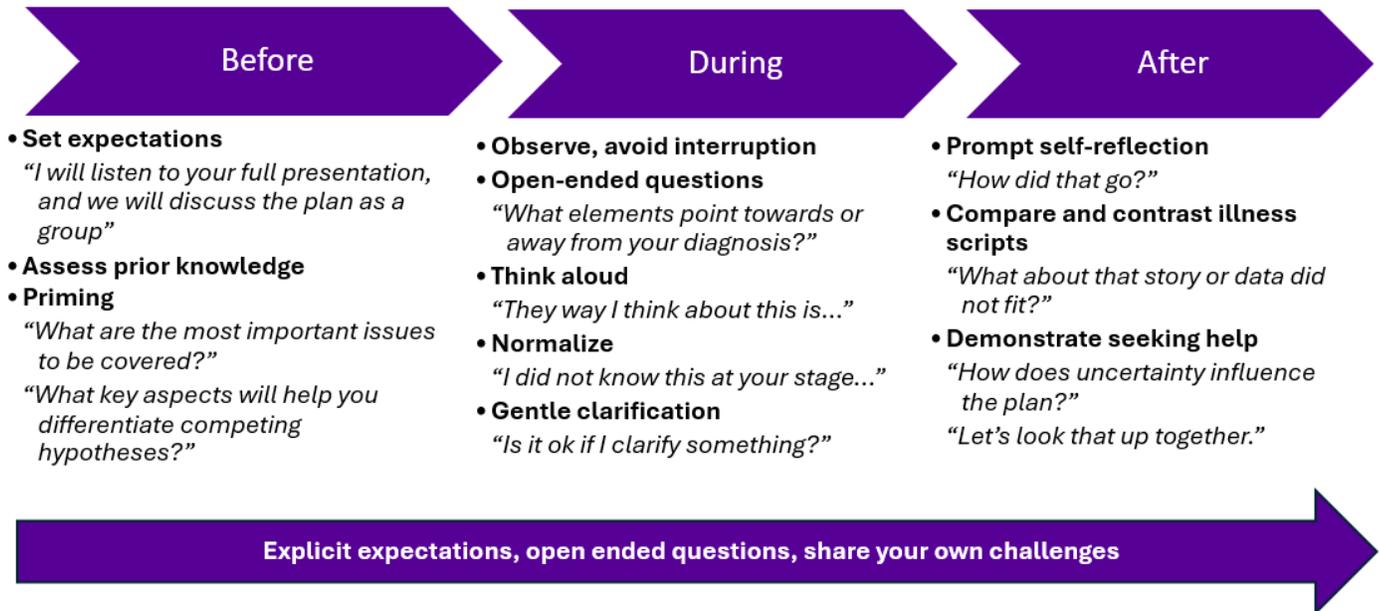
Discuss:

- 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”
 - Use the pocket card as a reference
 - What will you say to open the discussion?
 - Brainstorm solutions to barriers like time constraints or limited continuity with learners.
 - Write down your script below to use the next time you work with learners.

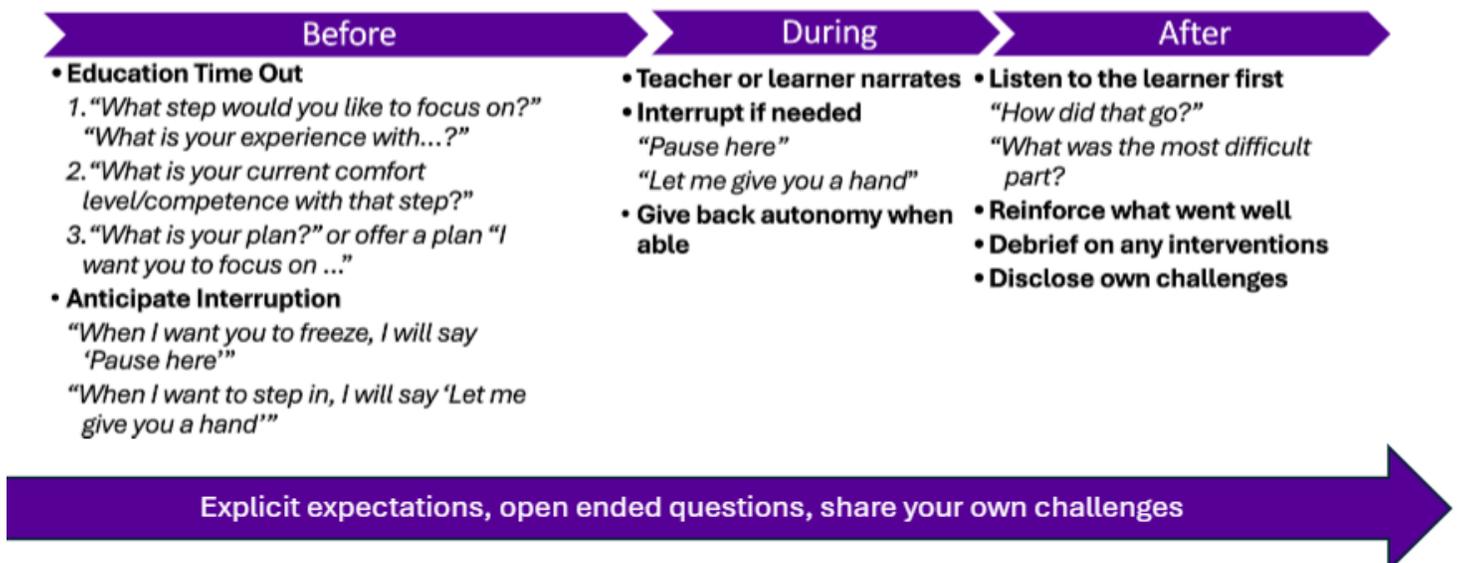


Pocket Cards:

Teaching Clinical Reasoning in the Presence of Patients



Teaching Psychomotor Skills in the Presence of Patients





Addressing Racism and Bias in the Presence of Patients

