Breakout Room Guidance

- Camera's on (Please!)
- 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 (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.

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

Before

- **Set expectations**
  "I will listen to your full presentation, and we will discuss the plan as a group"
- **Assess prior knowledge**
- **Priming**
  "What are the most important issues to be covered?"
  "What key aspects will help you differentiate competing hypotheses?"

During

- **Observe, avoid interruption**
- **Open-ended questions**
  "What elements point towards or away from your diagnosis?"
- **Think aloud**
  "They way I think about this is..."
- **Normalize**
  "I did not know this at your stage..."
- **Gentle clarification**
  "Is it ok if I clarify something?"

After

- **Prompt self-reflection**
  "How did that go?"
- **Compare and contrast illness scripts**
  "What about that story or data did not fit?"
- **Demonstrate seeking help**
  "How does uncertainty influence the plan?"
  "Let's look that up together."

Explicit expectations, open ended questions, share your own challenges

Teaching Psychomotor Skills in the Presence of Patients

Before

- **Education Time Out**
  1. *"What step would you like to focus on?"* *"What is your experience with...?"*
  2. *"What is your current comfort level/competence with that step?"*
  3. *"What is your plan?" or offer a plan "I want you to focus on ..."*
- **Anticipate Interruption**
  "When I want you to freeze, I will say 'Pause here'"
  "When I want to step in, I will say 'Let me give you a hand'"

During

- **Teacher or learner narrates**
- **Interrupt if needed**
  "Pause here"
  "Let me give you a hand"
- **Give back autonomy when able**

After

- **Listen to the learner first**
  "How did that go?"
  "What was the most difficult part?
- **Reinforce what went well**
- **Debrief on any interventions**
- **Disclose own challenges**

Explicit expectations, open ended questions, share your own challenges

Addressing Racism and Bias in the Presence of Patients

Before

- **Timeliness and Audience**: Discuss early on with all learners
- **Acknowledge:** Recognize the presence of racism and bias in clinical environment
- **Importance:** Express your care about supporting learners and addressing these issues
- **Plan:** Create a plan for how to address as a team

"I want to acknowledge that microaggressions happen. It is my goal to support our team. How will we address these as a team?"

"We are all learning and will say things that could have an unintentional impact. I would like you to tell me if I say something that has a negative impact."

During

- **Call Out-** when need to interrupt to prevent further harm, allows to break momentum

"That word/comment is triggering/offensive, please use a different word"

"I don't see it that way"

"I wonder if you've considered the impact of your words"

"It sounds like you are making some assumptions that we need to unpack"

- **Call In-** when we want to understand/learn more, help imagine different perspectives

"I'm curious. What was your intention when you said that?"

"What did you mean by that?"

After

- **Acknowledge and Summarize-** what happened- name it and summarize

- **Clarify impact and reflect**

"What was just said made me feel uncomfortable. Did anybody else feel uncomfortable?"

"How can I be most supportive to you in addressing what was said?"

"I would like to talk about what just happened."

"I would like to go back to something I heard/I said yesterday, I worry that it may have had a harmful impact."

Explicit expectations, open ended questions, share your own challenges