

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

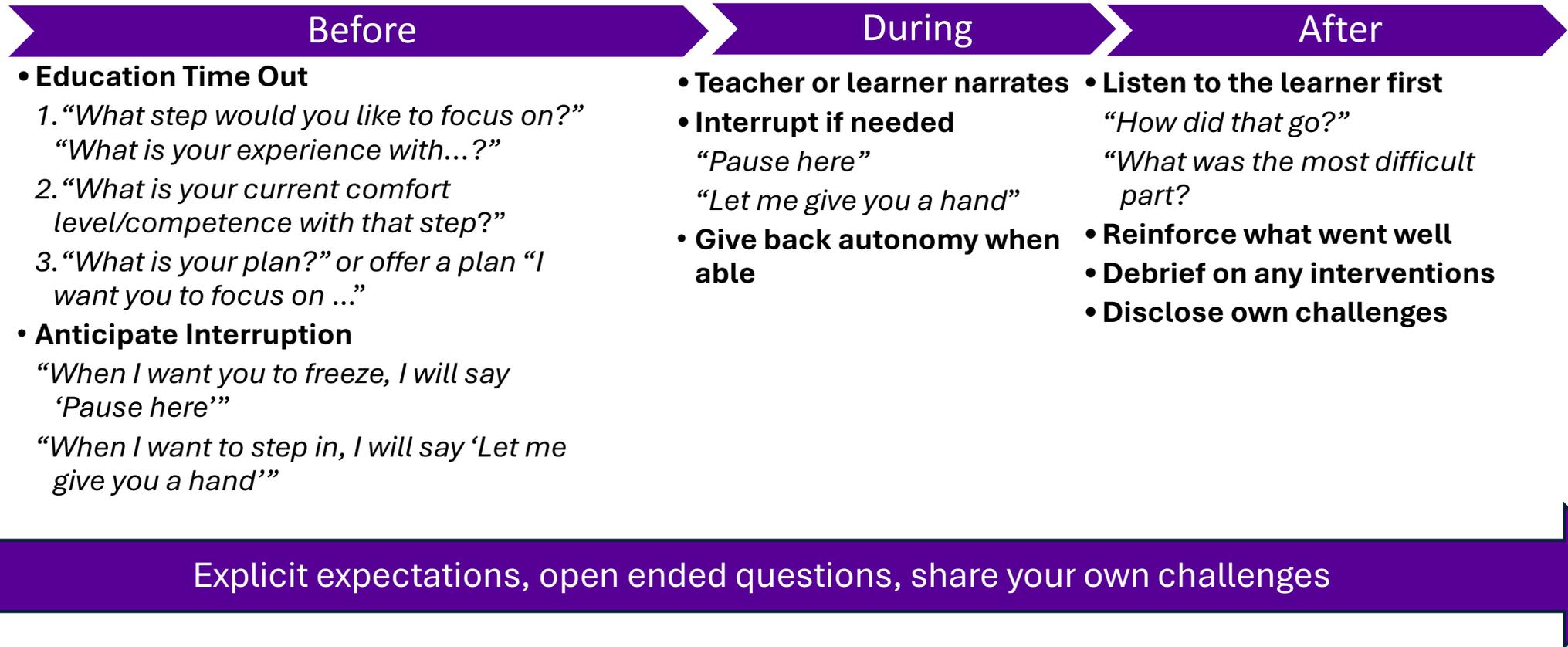
- **Observe, avoid interruption**
- **Open-ended questions**
“What elements point towards or away from your diagnosis?”
- **Think aloud**
“The way I think about this is...”
- **Normalize**
“I did not know this at your stage...”
- **Gentle clarification**
“Is it ok if I clarify something?”

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



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