Reflective Teaching Practice

B-D-A Framework

- Structures the learning experience by engaging the student Before, During and After a patient encounter or other clinical experience.
- Communicates that you are mindful that the student is there to learn, not just to “tag along”, and that you have given some thought to how learning can occur.

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>• Identify learning demands • Establish student’s relevant knowledge &amp; skills • Set/Clarify learning objectives • Identify relevant &amp; appropriate resources</th>
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<tbody>
<tr>
<td>DURING</td>
<td>• Monitor for expected performance • Ask student to be mindful of questions or issues that you can address together after the encounter or experience</td>
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<tr>
<td>AFTER</td>
<td>• Ask student to self-assess performance, identify questions • Discuss relevant resources to address questions • Provide constructive feedback • Establish goals for future learning</td>
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A Structured Approach to Medical Problem-solving

Medical students use this approach in the Clinical Reasoning Course in Years 1 & 2

Apply this inquiry approach to guiding medical students in their development of differential diagnoses and participation in discussing plans of care.

(1) What problems or questions do I need to address for/with this patient?

(2) Given these problems or questions, what are the possible conditions that could be causing the patient’s symptoms? Why would I include these or not?

(3) What do I need to know and how should I go about finding out? Are there other things about the patient's situation I should consider?

(4) Given what I know now, how does this new knowledge help me differentiate from among the possible diagnoses? What can I rule in or rule out? Why or why not? What else do I need to know?

(5) Now that I have concluded this encounter or clinical situation, what did I do well and why? What could I have done better? How? What should I do next time to improve my approach to this process or clinical encounters in general?

The purpose of this structured approach is to promote:
- A systematic approach to clinical problems
- Re-evaluation of evidence and inferences or assumptions
- Identification of cognitive errors and strategies for avoiding them.