

Patient #1: Emergency Medicine



- You're an intern in the Emergency Department and have been asked to help supervise a third year medical student.
- The student has completed most of their required clerkships and is enrolled in an Emergency Medicine clerkship.
- The clerkship manual states that students should be involved in caring for a patient suspected of or having sepsis, and recommends students be encouraged to follow a sepsis patient through their care in the ICU.
- The pager blares. Someone announces an ambulance will arrive in 3 minutes with a patient with "possible sepsis".
- A senior resident indicates they will take the patient and heads to the room to set up.

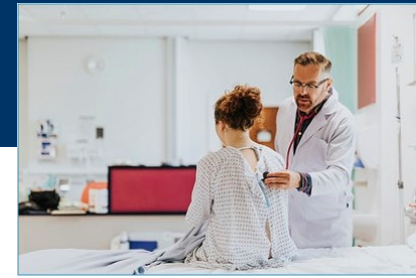
With a partner or team:

- Please review the scenario.
- Discuss how you to apply the BDA framework to create a learning experience for the medical student.
- We will ask you to SHARE your ideas

CONSIDER:

- What you might want the student to learn from this experience (learning objective)
- What sort of task or role would be appropriate for the student's level of experience, knowledge & skills that would help them to achieve that objective
- What challenges they might face and how you could prepare them for those challenges, or support their learning during the encounter

Patient #2: Family & Community Medicine



- Your next appointment is with a 33yo Transgender woman, with a history of asthma. First visit to clinic; No insurance for several years until 3 weeks ago
- ER visits in the past year; discharged with prescriptions but nurse's note indicates "PT reports no meds"
- You are supervising MS3 who has completed Surgery and Neurology.
- In front of the student, the med tech says: "This next one should be quick. He, uh, she, I don't know what to call him. He 's pretty grumpy. Said he just wants 'to get an inhaler and get outta here'."
- Vitals: BP=115/80; HR=68; Temp=36.9 Respiratory Rate: 20
- Chief Complaint: "Trouble breathing", "needs an inhaler"

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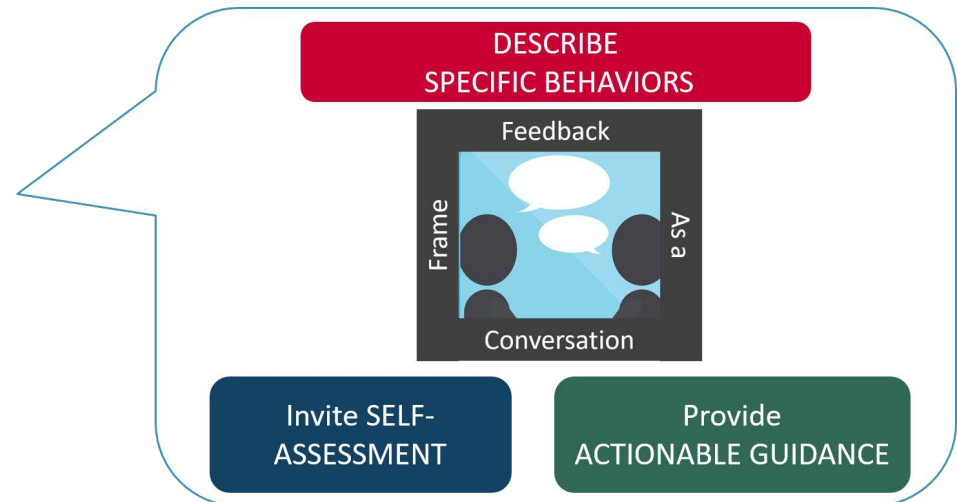
Patient #1: Feedback Time



- Before the possible sepsis patient arrived, you asked the student to observe for and take notes of relevant information concerning the SERS criteria.
- Afterward, you checked with the student and it seemed they had not followed through on what you had asked them to do.
- You have seen this student with 4 other patients today.
- Usually they seem eager to participate in physical exams and tend to ask relevant questions.
- You're baffled as to why they dropped the ball.

You are the Resident. Please offer Constructive Feedback to the Medical Student

- Review the scenario.
- Offer constructive feedback, applying the reflective feedback conversation model (at right).
- When we call time, we will ask you and your "student" to share what happened.



Patient #2: Feedback Time



- Usually this student is eager to participate in physical exams and asks patients great questions.
- Before entering the examining room, you asked the student whether they are familiar with the asthma guidelines.
- The student said, "No, not really."
- You had asked the student to find resources and review the guidelines before seeing the patient.
- The student only had a minute to do so.
- During the patient encounter, the student auscultated patient's lungs over her shirt, and did not ask the patient any questions during the encounter.

You are the Resident. Please offer Constructive Feedback to the Medical Student

- Review the scenario.
- Offer constructive feedback, applying the reflective feedback conversation model (at right).
- When we call time, we will ask you and your "student" to share what happened.

