

Module 2 Orienting Learners: Teaching Cases

CASE 1: Orienting learners: A third-year student starting an ambulatory rotation

Information for the resident teacher

You are on an ambulatory rotation in your department's clinic. As part of this rotation, you will supervise a new third-year medical student. You have been assigned to be the "resident liaison" for this student. (This is a new resident leadership role your department just created.) As the resident liaison, you are responsible for orienting the student today and then keeping in touch throughout the month to see how the learning experience is going – like a "big sib" type of role. The student will be assigned to work under your direct clinical supervision for several half-day clinics this month: seeing your continuity patients with you, writing notes, and participating in all aspects of patient care as much as possible. The student will also see patients with other residents and there will be overall supervision by faculty. You have the next ten minutes to meet with the student for an orientation to the rotation. This will be the first clinical rotation for this student, who just began the third year of medical school.



CASE 1: Orienting learners: A third-year student starting an ambulatory rotation

Information for the "student"

- You are a brand new third-year medical student, just starting your first clinical rotation.
- The rotation is an ambulatory primary care month. (For purposes of this case, the specific specialty of the ambulatory rotation is whatever specialty your resident teacher is training in: family medicine, internal medicine, or pediatrics.) After this month, you will be on the inpatient service for this same primary care specialty for an additional month, with different residents.
- You are a shy student, so you don't volunteer much information unless the resident asks for it.
- You are quiet but nervous about starting clinical rotations. You are an MD/PhD student and you just finished your PhD program in pharmacology. You performed adequately in the first two years of medical school, but that was years ago and by this point you feel very rusty in your clinical skills.
- You are not interested in primary care, but you only mention this if the resident asks you. You are planning to go into anesthesiology.
- Your goals for this rotation (if you are asked for them) are to get a refresher in clinical skills. You are not especially interested in learning detailed content in primary care because you don't see how that would help you get into an anesthesiology residency. You are much more interested in your surgery rotation, which you will begin in two months.

CASE 2: Orienting learners: A fourth-year student starting a sub-internship

Information for the resident teacher

You are the supervising resident on your department's inpatient service this month. As part of this rotation, you will supervise a new fourth-year medical student who will be doing a sub-internship for a month. The student will be assigned to work with your team every day: following patients with you, writing notes, taking call every fourth night, and participating in all aspects of patient care as much as possible. S/he will also work with your intern to a lesser extent, but you will be the primary supervisor. You have the next ten minutes to meet with the student for an orientation. This rotation will be the first fourth-year rotation for this student, who is just beginning fourth year.



CASE 2: Orienting learners: A fourth-year student starting a sub-internship

Information for the “student”

- You are a brand new fourth-year medical student, just starting your first fourth-year rotation, which is a sub-internship. (For purposes of this case, the specific specialty of the sub-internship is whatever specialty your resident teacher is training in: family medicine, internal medicine, or pediatrics.)
- You are a shy student, so you don't volunteer much information unless the resident asks for it.
- You are quiet but excited about starting your sub-internship. You are planning to go into the same specialty in which the resident is training. You hope to do well and get honors in this rotation.
- You are potentially interested in applying to this resident's residency program, so you consider this an “audition” rotation.
- Your goals for this rotation (which you say only if specifically asked about your goals) are to learn as much about inpatient primary care as you can. You would also like to brush up on your physical diagnosis skills, particularly the ENT, ophthalmologic, and cardiovascular exams. You hope to be a generalist physician after finishing residency and you do not think you will want to do a fellowship.
- You really want to do well on your sub-internship evaluations.
- You are hoping the resident will tell you what s/he expects of you this month, and how much you should try to function like a “real intern”, but you wait for the resident to bring up these topics. You have no idea how call arrangements work for this rotation.
- If asked, you did pretty well on your third-year rotations last year and got honors in your internal medicine rotation.
- The dean of student affairs approved your application to go to a national conference next week of the American Medical Student Association. You are hoping that the residents and attending will not mind that you will miss a couple of days of your sub-internship. You mention this concern only if the resident keeps asking if you have more questions.

Checklist for Giving Feedback on Teaching Cases: Orienting Learners

The “ORIENT” approach to orientation

Orientation:

1. Did your resident teacher clarify mutual goals for this orientation?

_____No _____Somewhat _____Yes

2. Did s/he clarify mutual goals for the rotation itself, starting with your goals first before stating own goals?

_____No _____Somewhat _____Yes

Responsibilities:

3. Did s/he describe what would be expected of you during the rotation: your role in patient care, the format for supervision and teaching, charting responsibilities, call arrangements, and how you’ll get feedback?

_____No _____Somewhat _____Yes

Interchange:

4. Did s/he prioritize rotation’s goals for you (service vs. learning), showing why you should be a “team player” because it will help you learn more?

_____No _____Somewhat _____Yes

Education:

5. Did s/he explicitly encourage further learning?

_____No _____Somewhat _____Yes

6. Did s/he encourage outside reading and discuss texts, articles, computer aids, consultants, or other learning resources?

_____No _____Somewhat _____Yes

7. Did s/he ask you to define your own learning needs and ways you would like to address them?

No Somewhat Yes

Needs

8. Did s/he solicit your concerns and questions *early in the session* and thoroughly?

No Somewhat Yes

Timing of follow-up session

9. Did the resident teacher arrange for a follow-up session to discuss your mutual goals again later in the rotation?

No Somewhat Yes

Other Teaching Skills

10. Did the resident teacher listen to you and look at you without interrupting or dominating the discussion?

No Somewhat Yes

11. Did the resident treat you with respect, sit down with you, introduce him/herself, and use your name?

No Somewhat Yes

12. Was the session paced well without dragging out or seeming rushed?

No Somewhat Yes

Evaluation: Orienting Learners Session

Please rate the quality of your learning experience with each part of this Session, using the key below. A score of 4 indicates an average learning experience compared with the rest of your residency training.

1 Not acceptable	2 Needs some improvement	3 Fair	4 Good	5 Very good	6 Excellent	7 Wow!	
1. Mini-lecture on orienting learners	1	2	3	4	5	6	7
2. Brainstorming about orientation	1	2	3	4	5	6	7
3. Practicing orientation cases	1	2	3	4	5	6	7
4. Orientation session as a whole	1	2	3	4	5	6	7

What did you like best about this session?

What could be improved about it?

What will you do differently after having participated?

Thanks!