

# Bringing Education & Service Together (BEST)

## Faculty Guide - Session 2 – Orienting Learners

---

### Learning Objectives

By the end of this session, residents will be able to:

1. Orient a medical student or intern to a new rotation
2. Clarify goals for a session
3. Explain how learner balances service vs. learning goals

### Faculty Guides

- We offer two faculty guides below, differing primarily in the amount of time available for the session.
- If you have 60 minutes for the session, please use Faculty Guide 1.
- If you can allot more than 60 minutes for the session, use Faculty Guide 2.

#### **Faculty Guide 1: 60-minute session**

Introduction and slide presentation (10 minutes total)

- Introduction to the session on orienting learners (5 minutes)
  - Faculty introduce the session and explain the logistics of the session.
- Orienting learners: slide presentation (5 minutes)

Note: Within the PowerPoint file, please select “view” and then “notes page” in order to see the talking points recommended for each slide.

Practice orienting learners with feedback (35 minutes total)

- Residents divide into pairs (5 minutes).
- Depending upon the composition of the group, we recommend mixing up the pairs to encourage collaboration across training levels and departments.
- The more faculty members available to facilitate the small-group component of the session, the better.
- One faculty member assigned to supervise one or two pairs of residents is an ideal ratio.
- Case 1: A third-year medical student starting an ambulatory rotation (15 minutes total)
  - Each faculty member hands each participating resident only the instructions for his or her role, i.e., hand “Information for the resident teacher” instructions to the resident who will play the teacher first, and hand “Information for the ‘student’” to the resident who will play the student first.

- Resident #1 of each pair orients the “student” to the new rotation.
  - The faculty member watches resident #1 orient the “student” (resident #2).
  - Limit interruptions except to call attention to time as needed.
- Resident #2 (the “student”) fills out checklist then gives targeted feedback using checklist (5 minutes).
  - The faculty member provides one copy of the checklist to each participating resident.
  - Resident #2, who played the “student”, fills out the checklist.
  - It is helpful for resident #1 who played the teacher to start by giving self-feedback.
  - Next, the faculty member assists resident #2, who played the “student”, in going through the checklist to give constructive feedback to resident #1.
- Case 2: A fourth-year medical student starting a sub-internship (15 minutes total)
- Again, each faculty member hands each participating resident only the instructions for his or her role.
  - Resident #2 of each pair orients the “student” to the new rotation (10 minutes).
    - The faculty member watches resident #2 orient the “student” (resident #1).
  - Resident #1 (the “student”) fills out checklist then gives targeted feedback using checklist (5 minutes).
    - The faculty member provides one copy of the checklist to each participating resident.
    - Resident #1, who played the “student”, fills out the checklist.
    - It is helpful for resident #2 who played the teacher to start by giving self-feedback.
    - Next, the faculty member assists resident #1, who played the “student”, in going through the checklist to give constructive feedback to resident #2.

## **Large-group summary of what was learned, introduction to next session (10 minutes)**

### **Faculty Guide 2: 90-minute session**

#### Orientation brainstorming exercise (10 minutes)

Faculty lead the group in a brainstorming activity based on the following prompt questions.

1. What are the expectations of medical students and interns for new clinical experiences?
2. How can you best elicit and address learners’ various expectations and needs?

#### Orientation and slide presentation (20 minutes total)

- Orientation to the session on orienting learners (5 minutes)
  - Faculty introduce the session and explain the logistics of the session.
- Orienting learners: slide presentation (5 minutes)

Note: Within the PowerPoint file, please select “view” and then “notes page” in order to see the talking points recommended for each slide.

### Practice orienting learners with feedback (45 minutes total)

- Residents divide into pairs (5 minutes).
- Depending upon the composition of the group, we recommend mixing up the pairs to encourage collaboration across training levels and departments.
- The more faculty members available to facilitate the small-group component of the session, the better.
- One faculty member assigned to supervise one or two pairs of residents is an ideal ratio.
- Case 1: A third-year medical student starting an ambulatory rotation (20 minutes total)
  - Each faculty member hands each participating resident only the instructions for his or her role, i.e., hand “Information for the resident teacher” instructions to the resident who will play the teacher first, and hand “Information for the ‘student’” to the resident who will play the student first.
    - Resident #1 of each pair orients the “student” to the new rotation (15 minutes).
      - The faculty member watches resident #1 orient the “student” (resident #2).
      - Limit interruptions except to call attention to time as needed.
    - Resident #2 (the “student”) fills out checklist then gives targeted feedback using checklist (5 minutes).
      - The faculty member provides one copy of the checklist to each participating resident.
      - Resident #2, who played the “student”, fills out the checklist.
      - It is helpful for resident #1 who played the teacher to start by giving self-feedback.
      - Next, the faculty member assists resident #2, who played the “student”, in going through the checklist to give constructive feedback to resident #1.
- Case 2: A fourth-year medical student starting a sub-internship (20 minutes total)
  - Again, each faculty member hands each participating resident only the instructions for his or her role.
    - Resident #2 of each pair orients the “student” to the new rotation (15 minutes).
      - The faculty member watches resident #2 orient the “student” (resident #1).
    - Resident #1 (the “student”) fills out checklist then gives targeted feedback using checklist (5 minutes).
      - The faculty member provides one copy of the checklist to each participating resident.
      - Resident #1, who played the “student”, fills out the checklist.
      - It is helpful for resident #2 who played the teacher to start by giving self-feedback.

- Next, the faculty member assists resident #1, who played the “student”, in going through the checklist to give constructive feedback to resident #2.

**Large-group summary of what was learned (10 minutes)**

