

LESSON PLAN - Module 2 – Orienting Learners

Learning objectives

By the end of this module, participants will be able to:

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

Lesson Plan

- 1) Welcome
 - a) Orientation to the Orienting Learners module
 - i) Faculty introduce the module and explain the logistics of the session.
 - b) Orientation brainstorming exercise
 - i) 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?
- 2) Practice orienting learners with feedback
 - a) Break residents into pairs
 - b) First resident teaches case
 - i) Resident observer fills out checklist
 - ii) Detailed feedback using checklist
 - c) Second resident teaches case
 - i) Resident observer fills out checklist
 - ii) Detailed feedback using checklist.
- 3) Introduction to orienting learners
 - a) The ORIENT approach to a new rotation
 - i) Orientation
 - (1) Clarify mutual goals for this orientation session: what are the learner's expectations today?
 - (2) Discuss mutual goals and expectations for the rotation.
 - (3) Start with the learner. Explore learner's concerns and interests in detail.
 - (a) What does s/he hope to get out of this rotation?
 - (b) What are his or her learning goals?

ii) Responsibilities

(1) Explain learner's role in patient care and other teamwork:

- (a) Format for supervision and teaching
- (b) Expectations regarding charting
- (c) Where and when learner will receive feedback
- (d) Call arrangements
- (e) Anything else she or he should know about your particular institution.

(2) Interchange

- (a) How can the learner best balance service vs. learning goals during the rotation?

(3) Education

- (a) Model self-directed learning: ask learner to define his or her own learning goals and how s/he can best achieve them.
- (b) Offer suggestions for reading and learning during the rotation (books, articles, online resources, consultants).

(4) Needs

- (a) What questions does the learner have?
- (b) Is there anything else going on that you might help with (e.g., any special needs or concerns)?

(5) Timing of follow-up session

- (a) Any final questions or comments?
- (b) When would learner prefer to meet again to follow up on mutual goals for the rotation?

4) Closing

- a) Review of key concepts
- b) Large group summary of what was learned
- c) Introduction to the next module