Teaching on the Fly/Around a Case/Across a Rotation

**INTRODUCE: Establish a positive Learning Environment**
- Introduce yourself; ask the learner’s name and other relevant information
- Be enthusiastic
- Encourage collegiality

**TARGET: Identify the Learner’s Needs**
- If you don’t already know, ask about rotation/course requirements
- Ask students about their prior experience (What surprised them in a similar case? What do they have questions about? What is interesting to them about this case?)
- Ask students what they would like to learn, if possible; Identify learning goals for the case/session
- Identify features of the case, and tie them to the learning goals

**ENGAGE: Involve the Learner**
If student is observing:
- Tell student what to watch and what to watch for
- Identify what learner will be asked after observation
- Ask questions to prompt further learning
If student is actively involved in the patient case:
- Set clear expectations regarding what the learner is to do
- Identify when you will intervene
- Explain what student is to do if they are unclear
- Identify what will be discussed afterward

**DISCUSS: Provide Feedback**
- Give learner the opportunity to self-assess prior to receiving instructor comments
- Prompt learner to consider strengths/areas for personal improvement
- Provide appropriate suggestions for further development
- Link feedback to learning goals/objectives
- Prompt learner to summarize experience; elaborate if necessary

Questions? Please contact Tracy Blanchard at tlthompson@gwu.edu or 202-994-4034.