

Possible Pitfalls:

- Thinking all patients will be okay with a learner providing care
- Assuming the learner will orient themselves
- Assuming a second year resident is safe to practice with minimal supervision

Quick Tips:

- Introduce yourself, the clinic and the community
- Set clear expectations
- Write down practical items for the learner to remember (dress code, arrival time)

Possible Pitfalls:

- Trying to know it all
- Learning does not need to be formal, it occurs throughout the day

Possible Pitfalls:

- Trying to teach on every chart. Only pick one or two interesting cases
- Trying to give feedback on too many items per interview

Quick Tips:

- Be relaxed and available
- Clearly communicate expectations
- Inspire students to learn
- Provide feedback

Quick Tips:

- You can learn from your learner, if you don't know the answer, get the learner to find out
- Try to vary the types of patient cases a learner sees
- Remember the rate and rhythm of giving feedback

Possible Pitfalls:

- Taking over the case
- Not allowing sufficient wait time
- Giving lectures
- Asking questions that lead to a particular answer
- Pushing the learner too hard

Possible Pitfalls:

- Taking over the procedure when the learner is first learning the skill
- Not providing relevant feedback (see the providing feedback section)

Quick Tips:

- Allow the learner plenty of opportunity to practice the skill to build the learner's confidence
- These ideas can be applied to any procedure

Possible Pitfalls:

- Interrupting and making comments throughout the patient-learner encounter
- Assessing all of the learner's skills with only one patient

Quick Tips:

- Focus on one component of the patient-learner interaction
- Be a “fly on the wall” when observing a learner

Possible Pitfalls:

- Giving feedback too long after the event
- Giving all positive or all negative feedback
- Non-specific feedback
(eg. "That was great.")

Quick Tips:

- When giving feedback there are four things to say:
 - Continue
 - Do more
 - Do less
 - Stop
- Ask the learner what behavior they would like feedback on

Possible Pitfalls:

- Allowing a personal bias in assessing the learners skill level

Quick Tips:

- Know the learner's expected level and evaluate them based on that
- Keep a card with the summary of each of the RIME levels in your pocket when evaluating students

Possible Pitfalls:

- Trying to resolve a complex problem alone
- Ignoring the problem with the hope it will go away

Quick Tips:

- Let the learner know there is a problem
- Contact the unit director or faculty advisor as soon as you perceive a problem