

Scenario 1

You are precepting a medical student who is presenting an H&P on a patient they just saw. The student gives a comprehensive history describing the patients' symptoms and relevant past medical history, which includes fever, cough and shortness of breath in a patient with a 10 pack-year smoking history. The student also reports focused physical exam findings, but does not offer an assessment or plan. How would you discuss feedback with the medical student? Try to apply Ask-Tell-Ask and (elements of) the Keep-Stop-Start framework.

Scenario 2

You are attending on a busy inpatient service, and learn that one of the brand new interns ordered a blood transfusion for a mildly anemic patient under your care without discussing this with anyone. You do not think a transfusion was indicated. How would you discuss this with the intern? Try to apply Ask-Tell-Ask and (elements of) the Keep-Stop-Start framework.

Scenario 3

During a small group teaching session, one of the senior learners in your group is on their mobile phone. You can't really tell what they're doing (texting with a friend, looking something up?) but it appears that they're not paying attention and you feel it sets a bad example for the early learners. How would you discuss this with the learner? Try to apply Ask-Tell-Ask and (elements of) the Keep-Stop-Start framework.