

Setting expectations should be an initial activity. Sit down with all learners to set expectations on Day 1 of the rotation. This should include:

1. go over the student and resident schedule to understand what will take them off the ward (conferences, clinic, days off)
2. understand learners goals
3. set a schedule of times you will round
4. tell students what you value/expect in student performance (3rd yr students should be at Reporter moving toward Interpreter, 4th years should be at Interpreter moving toward Manager)
5. consider having students and/or residents prepare a mini-talk (10") on subject related to their patients
6. consider the SNAPPS format for student presentations

Feedback is one of our most important responsibilities as educators. Feedback should be provided at midpoint of *your* rotation *and* at the end of your time with learners. Remember **INSIGHT: Inquiry** – Try first asking the learner about *their* assessment of their performance (remember to Listen). **Needs** – What are their needs/perspective. **Specific feedback** – Start with Positives. Give 1st hand data, Limited to behaviors that can be changed, Descriptive & non-judgmental, Regarding specific performances, Dealing with decisions and actions rather than assumed intentions/interpretation, Be Timely. Include your assessment of where they are performing in the O-R-I-M-E scale and what they need to do to move to the next level. **Interchange** – How can you best balance the learner's needs with the team's needs? Does he/she understand or have any question about the feedback. **Goals** – What are your suggestions/goals for improvement, **Help** – Any serious problems?, **Timing** – of follow-up session.

Ende, J. (1983). Feedback in Clinical Medical Education. JAMA 250(6):777-81.
Irby, D. (1986) Clinical Teaching and the Clinical Teacher. J Med Educ. 61:35-45.

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