

Framework for Student-Centered Teaching Skills in Health Professions Education

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Knowledge of Content

Order + Depth of Content

- Comfortable with scope of material, Anticipate Pain Points, Thoughtful handouts

Simplify + Explain

- Eliminate jargon, Use metaphors, Consider pacing

Know Your Limits

- 'I don't know,' Address questions, Be open

Considerations in the Clinical Space

Saying "I don't know" is Critical

Create shared learning environment

Know who you're teaching

- Learner level and background (MS, PA, Resident)

Share management from your specialty

- Helpful for when consultant shows up

Enthusiasm for Learners

Optimize Learning Climate

- Clear expectations, Model vulnerability, Read the room for inclusivity

Respect Student View

- Ask about their insight + connections

Handle Questions Thoughtfully

- Consider them feedback on learning, Answer to encourage more

Prepare + Improvise

- Plan, Adapt to learner needs

Share your Passion!

Know the Learner's Level

- Take home points that vary by level of learner, Show you're on their level, No pimping, Teaching to gain understanding, Develop skills to make work and care for patient easier

Share what you love about your work

Make bedside sessions 'must see teaching moments'

Presentation + Facilitation Skills

Presentation Strategies

- Clear slides, Story-telling, Appropriate teaching methods

Facilitation Skills

- Keep timing, Include all voices + move conversation along, Be curious

Virtual Strategies

- Know the technology, Flexibility

Time Management

Preparation

Adjust to learner needs

- Examples: Semi-planned whiteboard talk, Ad-hoc teaching during rounds, Respect the learner's time

Match patient vulnerability to learner level

Always give patients an out when it comes to bedside teaching

Selected References:

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