CREATING A SCHOLARLY ENVIRONMENT OF INQUIRY

18 STEPS TO PROMOTING AN ENVIRONMENT OF INQUIRY & SCHOLARLY ACTIVITY

It is amazingly simple to accomplish creating an environment that promotes inquiry & scholarly activity - just use the following 18 tools:

1- THINK OUT LOUD

- Think out loud, especially in the outpatient or procedural setting. Explain what you are doing, why you are doing it, or what you are thinking WHILE YOU ARE DOING IT.

- It is especially important for novices when learning clinical reasoning to hear comments like the following:

    "You will notice the patient has vitiligo, vitiligo can be associated with autoimmune diseases."

    "The patient answered this way. Had they answered differently, I would think more of…"

    - The ability of an experienced clinician simply explaining what they are seeing or why they are thinking or doing something is powerful

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2- ALLOW STUDENTS TO OBSERVE YOU TREATING PATIENTS

- Allow students to observe you, especially in clinics
- There is often little chance for young learners to see, first hand, the doctor patient relationship in progress

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3- GENERALIZE ON ROUNDS

- Use evidence-based teaching, not simply "in my experience" or "in the last 120 cases I've seen" teaching
- Base your teaching on guidelines or literature

4- HAVE LEARNERS LOOK THINGS UP

- Have learners research specific topics
- Ask learners to discuss these topics for 2 minutes the following day

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5 – USE QUOTES OR REFERENCE SCHOLARLY ARTICLES

- Use quotes

- Reference scholarly articles while teaching – bring copies

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6-FIND A TEACHING MOMENT

- Before moving on to the next patient, **ALWAYS** find a teaching moment

- Find a teaching moment in each case – even if it is not directly related to the specific illness at hand

7-BE PROFESSIONAL

- Young learners have not yet developed a "hard shell" and perhaps, in some cases, the cynicism of experienced clinicians

8-ASK LEARNERS TO PRESENT FINDINGS

- Ask learners to give small presentations on interesting findings, lab data, x-rays or other clinical aspects

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9-ASK "WHAT IF" QUESTIONS

- Ask questions like, "What if this patient were male or female, older or younger?"

10-ASK LEARNERS TO *LOOK IT UP*

- As questions come up during patient rounds, ask learners to look up the answers

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11-USE INTERPROFESSIONAL TEAMS

- Utilize all types of interprofessional team members – pharmacists, nurses, etc.

12-TEACH AT THE BEDSIDE

- Teach at the bedside to involve patients and their families

13-ENGAGE YOUR TEAM

- Make sure everyone on the team is engaged
- Start with the junior member and finish with the senior member
- Let the older teach the younger so everyone stays attentive

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14 - SAY "I DON'T KNOW"

- Be willing to say, "I don't know" but let's find out

15- LET THEM SAY "I DON'T KNOW"

- Make sure everyone knows that they can say,

    "I don't know" without fear of reprisal

16-LET LEARNERS CORRECT MISTAKES

- Let students have an opportunity to correct their mistakes

- If a presentation goes poorly, let the student redo it another time

17-BE SAFE

- Create a safe learning environment

18-REGROUP

- After rounds, have a cup of coffee and talk the cases over more

THANK YOU