

AQUIFER EDUCATOR CONNECTION PODCAST

Episode 8: Harnessing Group Learning to Develop Clinical Reasoning Skills

Guest: Dolapo Babalola MD, Associate Professor of Family Medicine, Director, Family Medicine and Rural Health Clerkship, and Director, Family Medicine Undergraduate Medical Education at Morehouse School of Medicine.

Host: Lynne Robins, PhD, Professor Emerita, Department of Biomedical Informatics and Medical Education, University of Washington School of Medicine, Seattle, WA.

Description: In this episode, Dr. Dolapo Babalola shares her tips about how to run interactive group sessions that promote engagement with Aquifer cases and enhance students' clinical reasoning skills. Before creating her model of facilitated case-based sessions, which incorporates role play and group learning, Dr. Babalola got complaints from students that Aquifer cases were just busy work. Now students in her family medicine clerkship report finding value in learning how to solve clinical problems collaboratively with peers. Clerkship directors have also commented on the high level of skill that students who have completed the family medicine clerkship bring to subsequent clinical experiences.

Dolapo's Key Takeaways:

- Facilitated group clinical sessions are a great way to harness the power of Aquifer cases.
 - a. Use Aquifer cases to guide facilitated role play.
 - i. The facilitator acts as the patient, stepping out of role when necessary to probe student reasoning.
 - ii. Students rehearse communication skills by interacting with the patient as if they are the patient's physician.
 - b. Sessions can be completed in 30-40 minutes.
- Be intentional about establishing an enhanced learning environment:
 - a. Make sure students are comfortable and understand the objectives. Let students know that these sessions are designed to develop their clinical reasoning skills.
 - b. Set expectations for active participation.
 - i. If done by Zoom, require students to turn on their webcam; assign a student to monitor the chat box, and use the white board to record questions.
 - c. Explain the benefits of group learning.
 - i. Ask students to call on one another for next steps.
 - d. Model the approach
 - e. Leave time for questions
- Be intentional about selecting the cases you facilitate.

- Get your team involved –
 - a. Coordinate with them to ensure buy-in and preparation support

Theme Music: “Little Idea” by scottholmesmusic.com