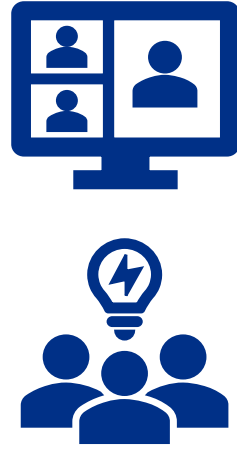


**BCH Academy
for Teaching &
Educational
Innovation and
Scholarship**



Academy Seminar Series

Advanced Small Group Teaching: Strategies for Engaging & Empowering Learners

September 16, 2024



Boston Children's Hospital
Center for Educational
Excellence & Innovation

Where the world comes for answers



Disclosures

The speaker(s) do not have relevant financial relationships to disclose.



To receive credit for today's BCH Academy Seminar:

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Introductions



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Learning Objectives

By the end of the session, participants will begin to:

1. Create a **safe learning environment** that encourages and supports challenging discussions.
2. Identify key components for effectively leading **inclusive discussions**.
3. Transform challenging moments into **valuable learning opportunities**.



Community Four Cs

- Curiosity – collective pursuit of knowledge
- Candor – open sharing of diverse perspectives
- Courtesy – respectful engagement with ideas
- Courage – willingness to listen with an open mind



Potential Barriers

- Fear of judgement
- Pluralistic ignorance
- Experience of discomfort



Approaching Challenging Moments

- Acknowledge and decide how much to engage with the issue
- Approach with curiosity
- Recognize and support vulnerability
- Consider stepping back and reflecting on the process
- View as a learning opportunity for instructor and students



Case 1

A small group of interprofessional clinical learners and a clinician educator are meeting to discuss a case about the management of a teen admitted to the ED with acute asthma. The patient has already been given a breathing treatment (albuterol nebulizer) but is still wheezing and struggling to breathe. During the case discussion, WL, one of the most senior learners, suggests giving the child an oral steroid but at a dose that is too low for how serious the asthma attack is. The correct amount should be higher, but no one speaks up. Some learners even give concerned “looks” to the educator facilitating the case discussion.



Case 2

Combined patient care rounds are wrapping up for the day in time for people to grab lunch. A senior learner, BL, presents the final case of a 12-year-old girl admitted with right middle lobe pneumonia with a history of cerebral palsy. The clinician-educator leading rounds inquires about the patient's social history. BL responds, "Since the child is wheelchair-bound, I didn't feel it was necessary to ask about her social history and activities." There is a mix of reactions from the other members of the team -- some look concerned, while others glance at their watches or begin packing up their belongings.



Case 3

Weekly NICU case discussions are held via Zoom to educate learners who have various levels of education and experience. During a recent case discussion session, a fellow presents a challenging case of a complex neonate with a congenital diaphragmatic hernia. After the presentation, the senior educator assigned to the session asks questions to engage the learners in discussing clinical care topics related to the patient. However, most participants have their cameras and microphones off, and no one responds except the fellow who presented the case.



Contact BCHacademy@childrens.harvard.edu
with any questions, feedback, comments, or ideas
for seminars!

Thank you!

