

CASE 1 – For Breakout Groups 1-6

Please determine whose birthday is closest to today. That person will be the note-taker/reporter.

Please read through the case and, as a group, answer the questions and follow the prompts.

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.

Questions to discuss:

The educator who led this session comes to you for advice on handling situations like this.

- What should the educator be most concerned about regarding how the discussion played out?
- What might the educator have said during the discussion when addressing WL about their answer? Have 2 members of the breakout group role play this discussion.
- What might the educator have said to address the other learners about not voicing their concerns? Have one breakout group member role-play this with the rest of the group.

CASE 2 – For Breakout Groups 7-12

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Please read through the case and, as a group, answer the questions and follow the prompts.

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.

Questions to Discuss

The clinician-educator who led the rounds approaches you for advice on handling situations like the one described above.

- How do words such as “wheelchair-bound” promote stereotypes and biases? How might this be re-phrased?
- Would you advise the clinician educator to address the learner’s bias in the moment? Or address this later on? What are the pros and cons?
- Let’s say you advise the educator to address the learner’s bias in the moment. How would you frame that discussion? Please have 2 people of your breakout group role play this discussion.

CASE 3 – For Breakout Groups 13-18

Please determine whose birthday is closest to today. That person will be the note-taker/reporter.

Please read through the case and, as a group, answer the questions and follow the prompts.

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.

Questions to Discuss:

The educator who led the NICU case discussion has come to you for advice.

- What suggestions would you give the educator to engage the learners in this type of situation? Would you suggest calling on the learners? -

- What if the educator cold-called on a learner (who knows the case well), and they don't respond? What should the educator do in this situation?

- One piece of advice you might give to the educator is to set up expectations at the beginning of the session. If they forget to do that, how can they establish expectations mid-discussion?