PROMOTING LEARNER’S THINKING

MAKE IT CLEAR, YOU ARE INTERESTED IN THE LEARNER’S THINKING, RATHER THAN JUST FACTS.

Example: “What I’d like you to do is give me a brief and focused history and physical. Then tell me how you thought about the case, especially your two or three leading diagnoses. I’d like us to explore anything about this case you’re unclear or puzzled about.”

Example: “What I’d like to do is frame this encounter so that we can talk about how you’re approaching and thinking about problems. I’m especially interested in anything that you’re still trying to sort out about this case, the problems or issues you’re having.”