Get a commitment from your learner

For example:
- “What do you think is going on with this patient?”
- “What investigations do you think should be done?”

Probe for supporting evidence

For example:
- “What are the findings that lead to your diagnosis?”
- “What other diagnoses did you consider?”

Teach a brief, general principle

For example:
- “When a patient presents with right lower quadrant pain, we must rule out appendicitis”
- “Jaundice in a neonate within the first 24 hours of life is always pathological”

Reinforce what was done right, and correct errors

- Be specific
- Use sensitive language - e.g. “not best” as opposed to “bad”

For example:
- “I like how the history you took from this patient included all pertinent risk factors for pulmonary embolism”
- “D-Dimer isn’t the best test for this patient, as she is at very high risk for pulmonary embolism”

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