

W35

Clinical teachers, like Monsieur Jourdain, do clinical reasoning all the time without knowing it, but how can they teach it?

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Background and Aim: The clinical setting in Primary Care provides a fertile learning environment for medical students and junior doctors who can engage in authentic professional tasks and problem-solving. This is particularly true for clinical reasoning. However, experienced teachers have to be conscious of their own clinical reasoning to be able to guide learners through the process of decision-making to come to a diagnosis, to decide on investigations or a management plan. Additionally, supervisors face specific challenges that render their task difficult, since they have to play both a clinical role with their patients and an educational one with their learners.

Method: The workshop will be divided into two parts. To begin, a brief overview of recent research in cognitive psychology will help participants to understand the analytical and non-analytical processes involved in clinical reasoning. Helpful supervisory behaviours will be discussed such as direct guidance on clinical work; linking theory and practice, engaging in joint problem-solving and offering feedback, reassurance and providing role models. In the second part, skills-building practical exercises will allow participants to simulate supervising clinical reasoning with learners. Thus, participants will learn how to use SNAPPS (a six-step, learner-centred technique for case presentations), the One-Minute Preceptor method (a technique for revealing clinical reasoning and providing constructive feedback) and the 4 steps Flipped supervision (that helps raise the cognitive level of clinical reasoning in the outpatient setting).

Results: Participants will be encouraged to reflect on their own clinical reasoning skills and will have practiced 3 supervision tools that can be immediately applied in educational outpatient settings. This will help experienced clinical supervisors to continue to care for their patients while efficiently helping learners to acquire complex problem-solving skills.