OPTIMIZING THE EDUCATIONAL ENVIRONMENT: GLEAM
Development of the workshop

“The crucial differences which distinguish human societies and human beings are not biological. They are cultural.”

- Ruth Benedict (1887-1948)
Introductions

- Who works with pre-clinical, clinical, students, residents or fellows?

- Who is responsible for directly orienting groups or individual students or residents/fellows on clinical rotations?
Overview

- Clerkship orientations often focus on logistics, roles and responsibilities.

- Typical orientations rarely provide opportunities to uncover obstacles to student learning and potential student biases that may impact clinical care.
Objectives

- Learn and practice a tool to facilitate exploration and discussion of the student’s goals, learning styles/challenges, roles/responsibilities and experiences/obstacles.

- Encourage early exploration and identification of differences in values and expectations.

- Learn and practice a tool to facilitate preceptor reflection of personal perceptions and biases.
Agenda

- Overview (5 minutes)
- Objectives/agenda (5 minutes)
- Large group role play (5 minutes)
- Observations and Hypotheses (15 minutes)
- Introduction to Workshop Tool (10 minutes)
- Small group, facilitated practice (30 minutes)
- Large group discussion (10 minutes)
- Implementation/Feedback (10 minutes)
Role Play

- On location
- Orientation to ambulatory, primary care clinical clerkship
Observations and Hypotheses

- What hypotheses/assumptions are you starting to form about this student?

- How do you think these hypotheses/assumptions will impact your interactions with this student?

- How might others work with this student?

- Is there anything you could or should change about your approach with this student based on what you are thinking about now?
Introduction to Workshop Tool

- Create a tool to aid with student orientations
- Avoid unidirectional communication
  - Discourages dialogue
  - Promotes frustrations and assumptions
- Move toward a relationship-centered orientation
  - Improve student/preceptor interactions and communication
  - Allow for goal setting
  - Identify learning styles
  - Unmask any potential cultural biases
  - Reveal obstacles that may hinder success
Introduction to Workshop Tool

- Tool must work efficiently
- Modeled after patient-centered interviewing techniques

**Establish Rapport**

**Establish Focus “Agenda Setting”**
- Upfront collaborative conversation
- Utilize GLEAM tool for guided questioning
  - Avoid diving deep and problem solving up front
- Uncover any “doorknob” issues
- Acknowledge and prioritize issues
- Align expectations
Introduction to Workshop Tool

- **Elicit the student’s perspective**
  - Learning or career goals
  - Learning styles
  - Roles and responsibilities
  - Family, religious, cultural influences

- **Create a plan**
  - Consider student’s beliefs and expectations
  - Reach common ground
Workshop tool: Questions

GLEAM

- **G**: Goals
  - What Goals or expectations do you have for this rotation/career?
- **L**: Learning
  - How do you Learn most effectively?
- **E**: Experiences
  - What patient/clerkship Experiences have been meaningful for you?
  - What patient/clerkship experiences have been challenging?
- **A**: Activities
  - What Activities (roles/responsibilities) do you have outside of medicine?
- **M**: More
  - Is there anything More I should know about you to help make this an optimal learning experience for you?
Preface questions with standardized explanation (see laminated “GLEAM” card)

- Establish rapport
- Utilize “GLEAM” questions
- Attempt to create list of goals/concerns
- Avoid diving deep or problem solving up front
- Create a plan to address these issues during your time working together
Small Group Practice

- **Facilitated role-play (15 minutes)**
  - Workshop facilitator or participant will role-play “student”
  - Participant volunteer(s) to role-play “preceptor”
  - Utilize the “GLEAM” questions

- **Small group debrief (15 minutes)**
  - Workshop facilitator will facilitate small group discussion
  - Consider preceptor reflection questions (see next slide)
  - Consider small group debrief questions (see future slide)

- **Record group observations and hypotheses**
  - Participant volunteer(s) to record and report to large group
Preceptor Reflection Questions

- What hypotheses/assumptions are you starting to form about this student?

- How do you think these hypotheses/assumptions will impact your interactions with this student?

- How might others work with this student?

- Is there anything you could or should change about your approach with this student based on what you are thinking about now?
Small Group Debrief

- How are your perceptions different about this student now?
- Did this tool help you uncover cultural bumps that may influence student interactions?
- What was your experience with the GLEAM tool and the preceptor reflection tool?
- Do you perceive any barriers to the use of these tools in your clinical setting?
- What is the impact does using GLEAM have on the student?
Large group Discussion

- Discuss observations/hypotheses/assumptions
- Explore cultural influences on learning environment
- Discuss utility of the workshop tool
- Discuss possible implementation of tool
- Feedback
- Consider questions on next slide for discussion
- **Content:**
  - What is your impression now of the student’s level of engagement?
  - Do you feel you have some idea of this student’s learning style?
  - Are there generational or cultural issues at play?
  - Does this student have social (outside) factors that will impact their learning?

- **Affect:**
  - What were you thinking/feeling when…?
  - Were you satisfied with the interaction with the student? Why or why not?

- **Operational:**
  - What are the risks/benefits of this type of exploration with a student?
  - What do you do with the information you obtained?
  - Did the agenda setting work with the student?
  - Are there other opportunities to follow-up with the student? How can one create those opportunities?
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