MED ED MINUTE

We know that expectations determine the difference between success and failure. The clearer you can be in discussing expectations of learners, the more likely they are to meet them - and the easier it is to hold them accountable if they fall short.

Process of Setting Expectations

Orienting > Goal Setting > Action > Feedback

Orienting	Questions to ask your learner: • What types of patients have you seen? • What areas do you want to study or improve? • How do you learn best?
Goal Setting	Create goals for your learner based on the SMART Model: **S**: *Specific* — where, when, how? **M**: *Measurable* — identifiable mark of goal being met **A**: *Attainable* — is the goal acceptable for the learner to complete? **R**: *Relevant* — Why do you want to teach this goal? **T**: *Timely* — keep it reasonable!
Action	• Provide learner with pertinent tips or guidelines • Ask them to walk you through what they are going to do • Have them do what you asked
Feedback	Follow the Ask, Tell, Ask Model: • Ask the learner how they think they did with their goal/expectation. • Be informative. Share your thoughts and insight as the experienced clinician. Let the learner know when you will revisit the learning goal and how they can practice in the meantime. • Ask the learner to check for understanding. Do they know what they need to do to improve? By when? Find opportunities to see if they've incorporated the feedback.

Questions? Contact comfacdev@ucf.edu

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