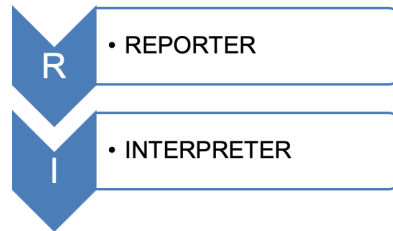


Module 2 (Novice Learner) Handout

The Novice learner is at the Reporter and Interpreter stage on the RIME pathway.



They should be able to:

- Ask the right questions to collect data from patients (most of the time)
- Develop a preliminary list of differential diagnoses based on the data collected
- Prioritize a list of most likely to least likely diagnoses with guidance

They are developing the ability to:

- Apply knowledge from the classroom and textbook
- Learn practical knowledge from experts in the field
- Build pattern recognition and inventory of experiences

Techniques for the Novice Learner

Technique	Description	Pearls	Pitfalls
Two-minute observation	Preceptor observes first two minutes of learner's oral presentation, then debriefs in a private setting later	Good for review of fundamentals of history taking Make sure to explain process to learner and patient Avoid interruptions	Avoid if you don't have time to debrief
Aunt Minnie	Learner sees patient, presents only the chief complaint and their diagnosis, then preceptor sees patient alone and discusses the differential and plan.	Good for lower volume days. Helps learners build pattern recognition skills.	Avoid using in rare or complex presentations.
SPIT	Learner sees the patient, develops a differential list based on the acronym: Serious, Probable, Interesting, Treatable	Helps students expand on narrow differentials, build their ability to develop broader lists.	Avoid using if you don't have time to discuss the list
Activated Demonstrations	The educator introduces a skill to be observed. The learner observes the educator perform the skill then they discuss together.	Can be used for clinical skills (taking a history, performing exam) or procedures (central line, cardiac arrest). Useful when there isn't much time or you have a junior learner.	Make sure you have time after observation for discussion.