



Northern Ontario
School of Medicine

École de médecine
du Nord de l'Ontario

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Setting the Stage

- *Take time for introductions and group formation*
- *Create an effective working atmosphere: ground rules, student role, role of the tutor*
- *Resist the urge to be the 'sage on stage' and rather 'guide from the side' – be the 'neutral chair'*
 - *Question, listen, reinforce, summarise*
- *Don't be afraid of silence*
- *Remember you can say 'I don't know'*



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Scenario 1

Cindy notices Joey has been particularly vocal in the last few classes. He responds fairly well to Cindy, but doesn't take well to being questioned by his classmates. On a few occasions, the harsh tone of his responses seems to have subdued the class discussion. Finally the issue becomes more serious when he and Sundeep disagree over his differential diagnosis. He pushes the boundaries of professionalism by loudly questioning the validity of her sources without cause. Cindy notes the rest of the class looks a bit stunned.



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Scenario 2

Cindy is disappointed by the level of collaboration and problem solving she is observing, particularly in one of her classes.

Cindy notices her class seems to have been dividing the project work and working independently with minimal interaction. In addition, she's overheard Peter making a comment to the effect that he doesn't waste time with group work.

