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# SHOW NOTES

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## How to “ENGAGE” Multilevel Learner Groups in the Clinical Setting

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Teaching groups of learners at different learning stages is a challenge. The “ENGAGE” mnemonic is a practical tool allowing teachers to target the right types of teaching that learners at different levels need. This tool is not only applicable in clinical learning settings such as bedside rounds, but also in traditional classroom settings.

Set yourself up for success first before using ENGAGE:

**1. Be familiar with your environment.**

What setting will you be teaching in (inpatient, outpatient, etc.)?  
What issues are you commonly going to see in your setting?  
What are the team dynamics?

“Wherever you find your learner...the goal is to keep taking them to the next level.”

**2. Get to know your learners and their goals.**

Start to get to know your students on day 1 and write it down.  
Are they a student or resident, have a PhD, or have they done similar rotations?  
Ask them what they want out of the experience and articulate what you expect of them.  
Include the whole team in the discussions so everyone is looking out for opportunities for each other.

“We really have to meet each learner where they are.”

**3. Assess where learners are with their learning needs.**

Check-in at the halfway point to see if their expectations are being addressed.  
Get their self-perception of where they believe they are.  
Be active with questioning and pay attention to how they are learning.  
Reassess (daily, per patient, etc.) where you, as the teacher, believe they are in the learning process.

### ENGAGE

- **E** – Everyone teaches
- **N** – Novel topics
- **G** – Guide
- **A** – Ascend the ladder
- **G** – Groups within the group
- **E** – Empower learners for autonomy

### **Everyone Teaches**

- Assign each learner an article for them to teach on that will benefit other learners.
- Set the expectation that the most senior learner should be teaching as well.
- Go beyond your core team and let family, staff, and others teach by having them ask your team questions and provide info.

### **Novel Topics**

- Introduce topics that go above even your most experienced learner, to encourage growth.
- Impart knowledge in a way that exemplifies that being familiar with evidence is simply a way of life for us.

### **Guide**

- Role model the hard to teach behaviors like professionalism and humanism – make the implicit, explicit.
- You control what the learners walk away with.
- Ask your learners ahead of time to watch your interactions and give feedback on your behavior, delivery, etc. afterwards.

### **Ascend the Ladder**

- Target questions towards what the individual learner needs.
- Place the learner in the next position they will find themselves in, to help them climb the ‘ladder’.
- Make it a safe place to think through what they would do in a specific setting and make it a team game.
- Let learners know it’s OK to not know an answer and allow other learners give feedback to another learner’s response.

### **Groups Within the Group**

- Create small teams within your team to encourage collaboration, teamwork, and leadership.
- Pair someone with a specific strength with someone who is weak in that area.
- Match teams based on learner needs and the specific question or task.

### **Empower Learners for Autonomy**

- Ask an upper level resident to facilitate a conversation.
- Push a student or intern to the next level and if they get stuck, encourage them to look to another learner to assist.
- Get input from everyone so learners are learning from each other and you, as the teacher, can gauge where the learners are in their learning process.
- Use positive reinforcement and use team member’s successes as an example for other team members to use and incorporate in the next cases.

The RIME Framework by Louis Pangaro, MD is also another helpful tool to use to get a snapshot of the learner and what we perceive their clinical capabilities to be.

### **RIME**

- **R – Reporter**
- **I – Interpreter**
- **M – Manager**
- **E – Educator**

[Learn more about each section of RIME in Dr. Pangaro’s article.](#)

[Also applicable is PRIME+ which incorporates the additional domain of Professionalism and Plus.](#)

### **Key Take-Aways:**

- Set yourself up for success by preparing for the learning environment and the learners themselves – meet each learner where they are.
- Keep taking your learners to the next level.
- ENGAGE your learners!

### **Action Steps:**

- Be familiar with strategies for teaching multilevel learners.
- Try just one strategy from time to time and determine what works for you.

### **Resources:**

[How to “ENGAGE” Multilevel Learner Groups in the Clinical Setting by Nicholas Potisek](#)

[Pangaro’s RIME article “A New Vocabulary...”](#)

[The Rhythm of RIME video by Lou Pangaro](#)

[PRIME+: An Assessment and Feedback Tool](#)

[Bloom’s Taxonomy for crafting lessons to lead students to refine their thinking](#)