

### **Schwartzstein Clip 3**

*[These facilitator notes provide commentary and ideas that might be helpful as you use these raw video clips with other educators.]*

Schwartzstein spends the first part of this clip questioning students, pushing them to explain their thinking and explore other possible actions they might have taken. Notice how his questions move from lower order (who did what) to higher order (why they did that, and how that connects to key course concepts). It is always a balance in these discussions to ask questions that help the session get at key concepts without making the questioning too directive. How well do you think Schwartzstein strikes that balance?

He then spends the second half of the clip answering a student's question and discussing various considerations doctors need to make in these types of situations. These types of intense and even confusing simulations can lend themselves well to a "time for telling," where students are really motivated to incorporate new ideas. Also note how he talks about the actions and thought processes of a doctor, trying to make visible a doctor's expertise. Notice also how he offers validation to students here.