RESIDENTS AS TEACHERS

Teaching Toolbox: Microskills
LEARNING OBJECTIVES

• Understand the theory behind the “One Minute Preceptor – OMP” infrastructure for teaching students
• Know the 5-7 microskills of the OMP
• Know how to use the microskills to diagnose and teach medical students
• Use this model to format teaching encounters in all clinical settings
ONE MINUTE PRECEPTOR MODEL

• Get a commitment
• Probe for supporting evidence
• Teach the general rule
• Tell what was done right
• Tell what needed to be improved upon

TEACHER REASONING AND MICROSKILLS

• Case presentation = teacher diagnoses the patient
diagnoses the patient

• Inquiry = microskills1 and 2 (diagnosing the learner)

• Discussion = microskills3, 4, and 5 (teaching and giving feedback)
ONE MINUTE PRECEPTOR PLUS

• Assess prior knowledge
  1. Get a commitment
  2. Probe for supporting evidence
  3. Teach the general rule
  4. Reinforce what was done right
  5. Identify problem areas and strategies for improvement

• Encourage Reflection
• Promote Self-Directed Learning
ASSESS PRIOR KNOWLEDGE AND SET GOALS

• Assess learner’s knowledge and prior experience
  • “Have you ever seen a patient like this before?”
  • “What have you learned about.....?”
  • “What clinical rotations have you done in the past?”

• Establish the learner’s goals for the encounter
  • “For this patient it is important to focus on ......”
If you don’t have an objective, bad outcomes can happen.
GET A COMMITMENT

• Why?
  • Encourages learner to process further and problem solve

• Examples:
  • What do you think is going on here?
  • What would you like to do next?

• Beware – learner commitment phobia
  • Students are often afraid to make a commitment because they don’t want to be wrong
  • Encourage commitments won’t affect their grade
PROBE FOR SUPPORTING EVIDENCE

• Why?
  • Helps you to assess the learners knowledge and thinking process
• Examples:
  • *Why* is this your diagnosis?
  • *Why* did you choose that treatment?
• Encourage the learner to think out loud
• Push the envelope with “what if...”
TEACH THE GENERAL RULE

• Symptoms, treatment options, resources to look up information
• Why?
  • Allows learning to be more easily transferred to other situations
• Example:
  • Remember 10-15% people are carriers of strep, which can lead to false positive strep tests
• Don’t provide too much information, serves as appetizer for self directed learning
TELL WHAT WAS DONE RIGHT

• Describe specific behaviors and why they were good
• Why?
  • Behaviors that are reinforced will be more firmly established

• Example:
  • I liked that your differential took into account the patient’s age, recent exposures, & symptoms
TELL WHAT NEEDS IMPROVEMENT

• Describe what was wrong (be specific), what the consequence might be, and how to correct it for the future
• Why?
  • Corrects mistakes and forms foundation for improvement
• Example:
  • During the ear exam the patient seemed uncomfortable. Let’s go over holding the otoscope
ENCOURAGE REFLECTION

• Ask the student to consider how the outcome of their performance can be applied in the future.

• Why?
  • If reflection occurs, it is likely to be applied

• Example:
  • Next time I will ask the mother to help me when I examine the ear.
THE 7 “W” MICROSKILLS OF TEACHING

1. What do you know? → Assess Prior Knowledge
2. What is going on? → Get a commitment
3. Why do you think that? → Probe for Evidence/Facts
4. When I see a patient like this → Teach the general rule
5. Warm and Fuzzy → Provide positive feedback
6. Whoops! → Identify mistakes to correct
7. What will you do next time? → Reflect
NEXT STEPS

• Thank you for studying this unit
• Now is time for you to complete the assessment which follows
• You are one step closer to becoming a KSOM certified resident teacher!