Module 3:
Microskills of Clinical Teaching and Learning

The Workshop should be helpful/ applicable to:
• You
• Your faculty
• Your residents
• Your medical students

Logistics:
Optimum number of learners: 5-10
Approximate run times: 1 hour
AV Requirements: speakers

Module 3:
Microskills of Clinical Teaching and Learning

Quick Tips
1. Read through the slides and facilitator's guide.
2. Adapt the slides for your context (ie. add in site or specialty specific information).
3. Review the presentation in "Slideshow" view so you are familiar with the animation.
4. There are two ways to run the videos:
    a. Switch between the video and presentation using "Alt+TAB" (PC) or "Clover +TAB" (Mac).
    b. Embed the video. Visit the Help page on the Residents as Teacher website for instructions.
        i. Add a new slide for each video you plan to use before the current slide labeled "video". (One exception, video associated with slide 17 – add video slide after slide 17)
        ii. On the current slide, remove the black box labeled "video."
        iii. Renumber slides below to account for additional video slides
5. All times have been listed for each "good" and "bad" video in the notes page and facilitator's guide. The suggested time for this session is one hour but it can be longer:
        i. **1hr:** Use only a few of the videos and limit the discussions
        ii. **1hr30mns:** Use suggested videos and be flexible in for discussions
        iii. **2hrs:** Use all videos (good and bad) and be flexible with discussion times
6. Print out the facilitators guide.

SLIDE #	NOTES
Slide #1	Add your name, title, date, etc.
Slide #2 **Workshop** **Objectives**	Start with the rationale for teaching the Microskills: • Improves residents' clinical teaching skills • Satisfies ACGME and LCME requirements Describe characteristics of effective clinical learning encounters from both the • From the Learner's Perspective • From the Teacher's Perspective
Slide #3	Residents tend to teach the most in clerkships. Quick show of hands: "How many of you have had formal training in teaching/education?" Acknowledge that most do not have any formal background in teaching/education and yet, they do teach; especially residents. Residents make a major contribution to student education: • More contact – often assigned one-to-one • Better position to evaluate • More approachable – less power differential

Slide #4/Characteristics	This is an animated slide. Once you review the characteristics of the effective clinical instructor with participants, click "next". "& Learners" will appear. The characteristics are the same for both groups.
Slide #5	This is an animated slide. Read the slide then press "next" three times. In previous workshops, **time** has always been the #1 challenge. You can also ask about additional challenges to teaching in the clinical setting.
Slide #6	This is an animated slide. This table, from an Irby 2000 study, confirms that the amount of time increases when students are present. "Teaching the student" is highlighted "Total time of patient with team is highlighted.
Slides #7&8	Why use this framework? Go through bullet points
Slide #9/OMP Model Assess Prior Knowledge	This is an animated slide. This is the OMP framework. Please note that there are two significant changes to Irby's original model that you should share with your participants. 1) Points 1 & 7 were added by faculty at CUMC who felt that these two elements were critical to the learning process. 2) In the Irby model, "Teach the General Rule" is the third step after "Probe for Evidence." Again, CUMC faculty revised the order because is more sense to teach the general rule after identifying and correcting mistakes rather than before. Once you have quickly read through the seven steps (and/or provided the details listed above) click "next." A red arrow will appear next to the first step.

Slide #10	"Assess prior knowledge"
	
	Assess the 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 goals for the encounter
	   • "For this patient it is important to focus on ……"

Slide #11 VIDEO	This is an animated slide. Click "Alt+Tab" to move from PPT to video. **Watch: 01_bad.wmv** (38

	seconds)
	Click "Alt+Tab" and tab back to the PPT. Click "Resume Slideshow" Click "next" to move the black rectangle. Discuss question, click "next", discuss next question.
Slides #12 Get commitment	This slide is animated. Click and the red arrow will place itself on "Get a commitment.
Slide #13	This slide provides examples for why a learner may not want to commit to a diagnosis, treatment, etc.
Slide #14	These 5 W questions will help to illicit a commitment from your learner.
Slide #15 VIDEO	Switch back to your videos. **Watch: 02_bad.wmv** (1:08) Switch back to your PPT. Click "next". Lead discussion.
Slides #16	You have to think about what prevents a learner (your medical student) from making a commitment. In addition to this list, there maybe other factors. If time permits, you could ask your learners Difficulty in making a commitment may be due to: a. Fear of being wrong b. Incomplete or contradictory data c. Knowledge gaps d. Passive learning style e. Fear of teacher 1. PTSD

Slide #17 VIDEO	Then, as a teacher, think of your own reasons for having difficulty in making a commitment and share.
	
	Difficulty in making a commitment may be due to:
	1. Fear of silence
	      a. *Cognitive processing takes 6 seconds*
	      b. *Teacher jumps in and fills the gap*
	2. Fear of being wrong
	3. Knowledge gaps
	4. Fear of being too demanding
	      a. *Fear of not being liked*
	5. Fear of falling behind in patient care
	
	Watch: 02_good.wmv (1:35) after you have gone through these points.

Slide #18 Probe for Evidence	This slide is animated. Click and the red arrow will place itself on "Probe for Evidence"

Slide #19	1. Encourage the learner to think out loud
	2. Share rationale for commitment
	3. Why do you think that is so?
	      a. *What factors make this diagnosis likely*
	      b. *Why do you suggest getting this test first?*

	c. *Which medicines are available, and why did you choose this one?* 4. "What if...?" questions allow you to further identify the learning edge and push to the next level
Slide #20 VIDEO	Switch from PPT to video using "Alt+Tab", **Watch 03_bad.wmv** (:32) Switch back to PPT then discuss. You may skip this video and discussion if time is a factor. The runtime for the 03_ good video is 1:29 (if time permits)
Slide #21 Feedback	This slide is animated. Click and the red arrow will place itself on "Give positive feedback"
Slide #22	Share "Ask-Tell- Ask Model" for giving effective feedback **Ask**: learner to assess own performance first **Tell**: what you observed: diagnosis and explanation using <u>specific</u> observed behaviors **Ask:** about recipients understanding and strategies for improvement Then go through points on the slide. (Review Feedback module if you need more information on this framework.)
Slide #23 Correct Mistakes	This slide is animated. Click and the red arrow will place itself on "Identify and correct mistakes"
Slide #24	1. Actions that are reinforced positively are likely to be repeated. 2. Rather than just, "You did a good job."
Slide #25 VIDEO	Switch from PPT to video using "Alt+Tab". **Watch the 04-05_bad video** (1:05) Switch back to PPT. Discuss. If time permits watch 04-05_good.wmv (2:38)
Slide #26 General Rule	This slide is animated. Click and the red arrow will place itself on "Teach the general rule"
Slide #27	Read points. Think of general rules in your own specialty.
Slide #28	Share examples (you can adapt this slide to include your own example)
Slide #29 Encourage reflection	This slide is animated. Click and the red arrow will place itself on "Encourage reflection and promote Self-Directed Learning"
Slide #30/31	Questions to ask to promote reflection. Self Directed Learning: a process ... in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (Malcolm Knowles, 1975)
Slide #32 VIDEO	Switch from PPT to video using "Alt+Tab" **Watch 06-07_good.wmv (1:56)**

Slide #33	1. Taking time to "debrief" on the day's cases enables learners to articulate "what did and did not make sense" and "what was comfortable and what made me uneasy."
	2. Your own experiences and stories are reflections of your own practice, models reflective practice.
	
	In clinical practice
	-Reflection on, in, and for action
	In clinical education:
	-Teach
	-Reflect
	    • *What worked and why?*
	    • *Get feedback from your learners*
	-Teach some more

Slide #34	Advantages of OMP – anything other advantages?
Slide #35	One way in which to remember the steps of the OMP.