HURRY UP AND TEACH ME SOMETHING

OCT 19, 2018
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GENERAL PEDIATRICIAN

DOES THIS SOUND FAMILIAR?

- 9:30 am – arrive at office, 30 minutes late due to traffic, children spouse etc
- Find office waiting room full, all eyes turn to you
- Office assistant says: ”Fred, the student is waiting in your office, its his first day”
- You do the following:
- A: turn around and walk out of the office
- B: ignore said student and start your day
- C: paste a big, friendly (scary?) smile on your face and welcome him to your practice

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- What did I like as a student?
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- What were the characteristics of my best teachers:
  - Approachable
  - Caring
  - Knowledgeable
  - Good clinical example

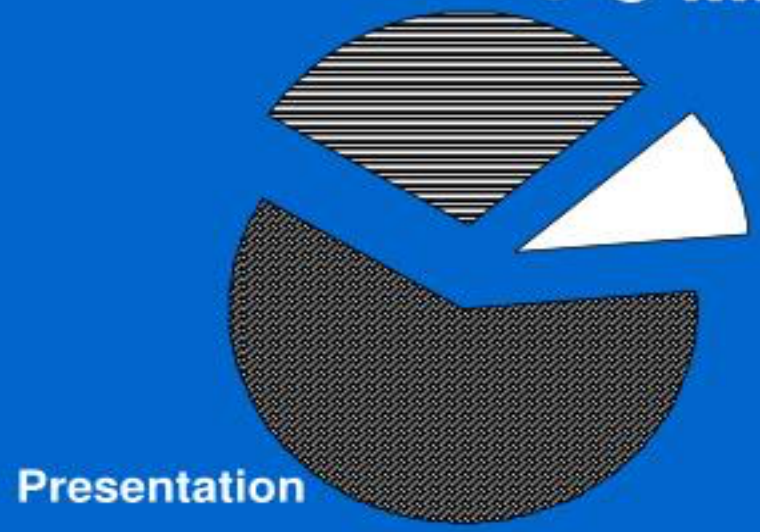
1 MINUTE PRECEPTOR
5 MICROSKILLS

developed at the University of Washington, Deparment of Family Medicinde 1992

Article:
Neher, J.O., Gordon, K. C., Meyer, B., & Stevens, N. (1992). A five-step "microskills" model of clinical teaching. Journal of the American Board of Family Practice, 5, 419-424.

The "One Minute Preceptor"

10 Minutes of "Teaching Time"...



PDP

5 STEP MICROSKILLS METHOD

- 1. get a commitment
- 2. Probe for supporting evidence
- 3. Reinforce what was done well
- 4. Give guidance about errors and omissions
- 5. Teach a general principle

1. GET A COMMITMENT

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- What would you like to do next?

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- Encourages learner to process further and problem solve

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- What factors support your diagnosis?
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- Helps you to assess learners knowledge and thinking process

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- Describe specific behaviours and likely outcomes
- Specific positives: “I liked that you considered the recent travel history of the patient”

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- Behaviours that are reinforced will be more firmly established

4. GUIDE ERRORS/OMISSIONS

- Describe what was wrong (be specific), what the consequences might be and how to correct for the future

- Example: “I noticed that the baby cried a lot during your exam. It’s best to take an opportunistic approach when examining babies”

4. GUIDE ERRORS/OMISSIONS

- Describe what was wrong (be specific), what the consequences might be and how to correct for the future

- Example: "I noticed that the baby cried a lot during your exam. It's best to take an opportunistic approach when examining babies"
- Corrects mistakes and forms foundation for improvement

5. TEACH A GENERAL PRINCIPLE

- Symptoms, treatment options or resources to look up
- “Typhoid fever is common in developing countries. What can be done to prevent it in travelers?

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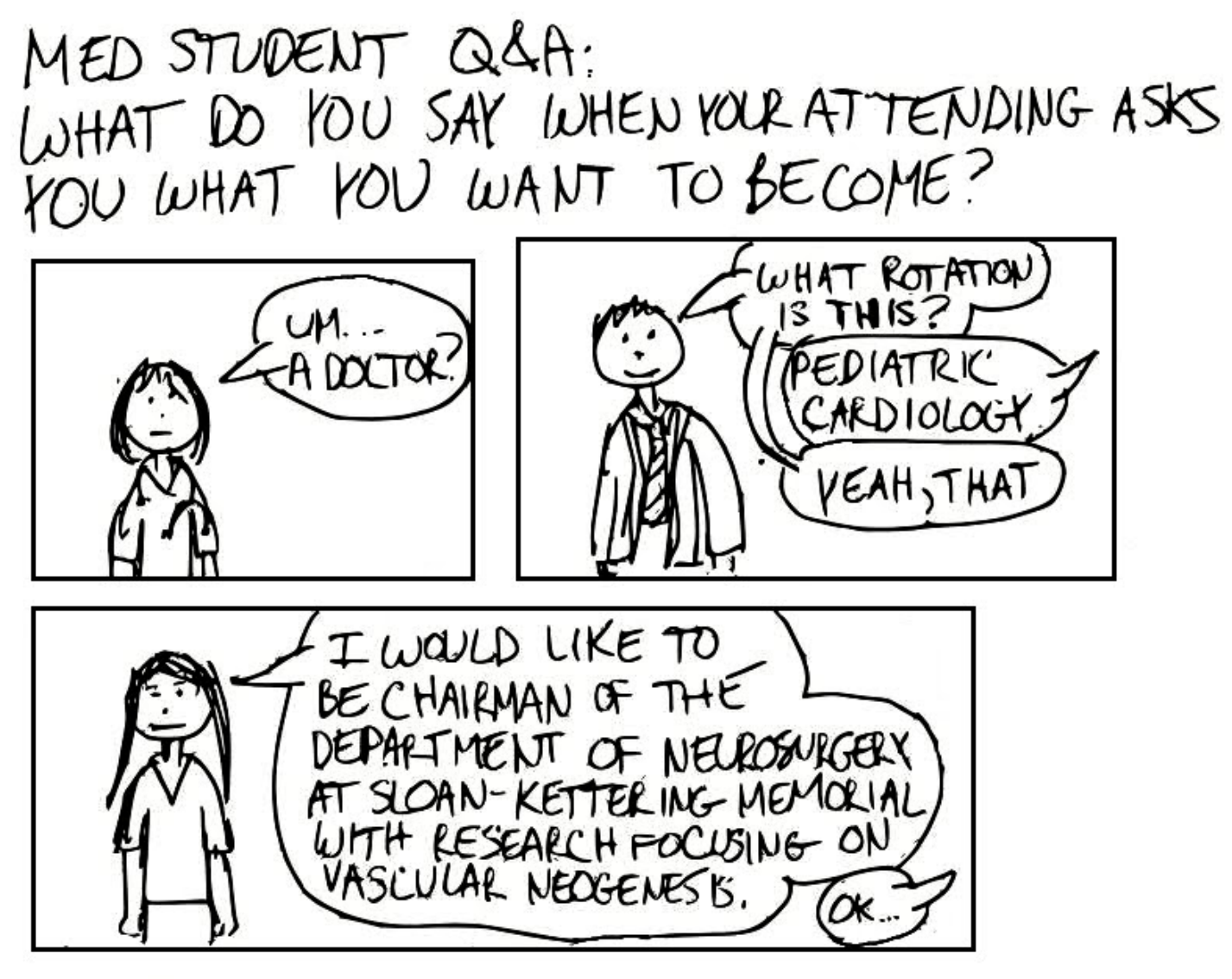
- Symptoms, treatment options or resources to look up
- "Typhoid fever is common in developing countries. What can be done to prevent it in travelers?
- Allows learning to be more easily transferred to other situations

6. END OF DAY FEEDBACK AND HOMEWORK

- Brief summary at the end of the day
- Talk over cases
- Brief clinical assignments
- Find the ‘theme of the day’
- Learning point to discuss at next teaching time

KNOW YOUR AUDIENCE



KNOW YOUR AUDIENCE

- Medical students
  - Focus on history, physical and assessment
  - Clinical pearls
- Residents
  - Focus on assessment and plan
  - Specific resources
  - Time management
  - Subtler social determinants of health

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"Correct. And in the case of a cardiac arrest, every second counts. Who can tell me why? Anyone? Clock's ticking."