



Teaching Toolbox: Microskills

Residents as Teachers - R~~A~~Ts

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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

Allows
diagnosis of
the learner

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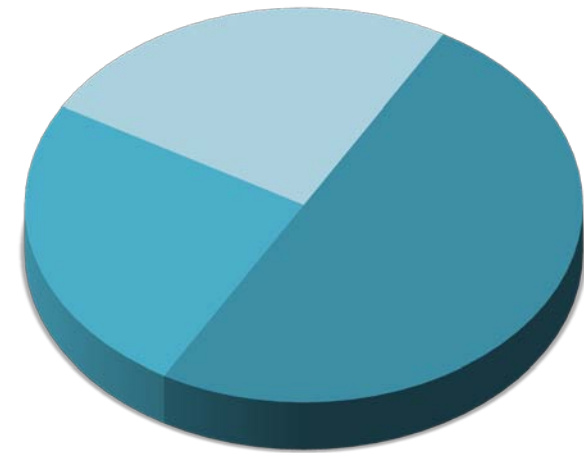


Teacher Reasoning and Microskills



Clinical Encounters

- ▶ Case presentation = teacher *diagnoses the patient*
- ▶ Inquiry = microskills 1 and 2 (*diagnosing the learner*)
- ▶ Discussion = microskills 3,4, and 5 (*teaching and giving feedback*)



- Case Presentation
- Inquiry
- Discussion

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 an UNSOM certified resident teacher!!!