



# *High Five!* You're Working with a Medical Student Today!

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# Objectives

1

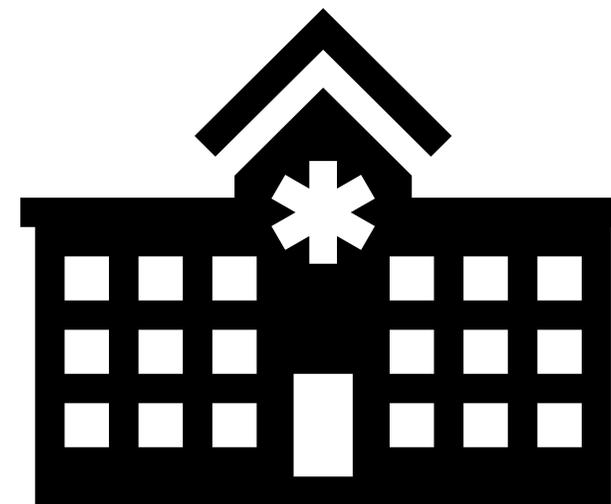
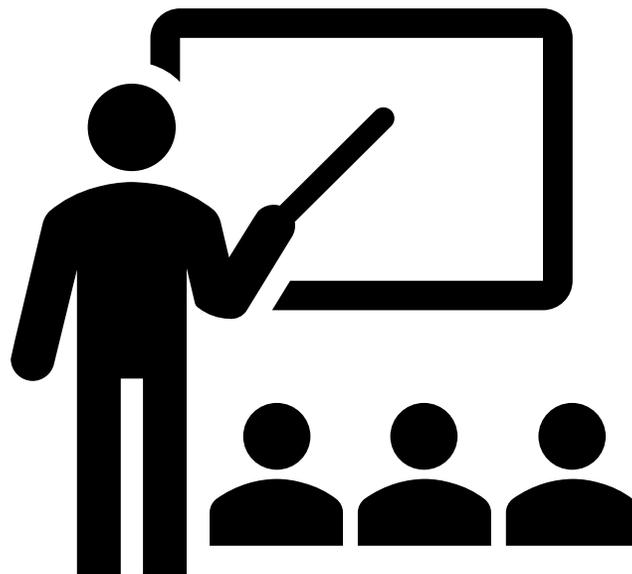
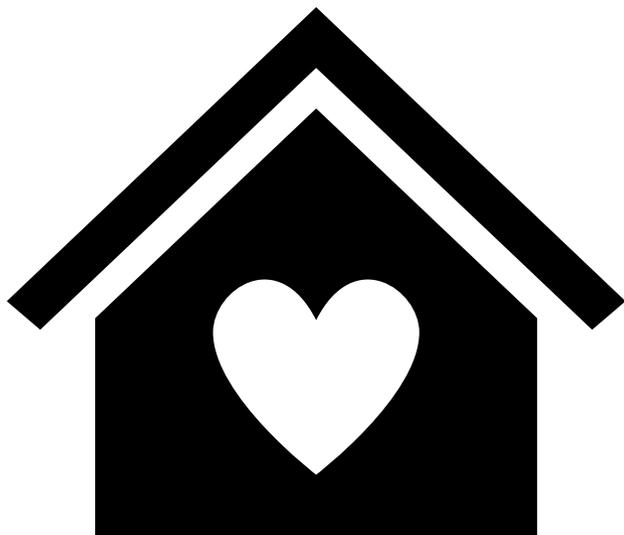
Describe five domains to working with medical students in the clinical setting

2

Analyze the relationship between learner level and precepting microskills

3

Demonstrate how to give effective feedback



Why Work with Medical Students?

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# Factors Impacting Clerkship Experience

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Learner Centeredness



Professionalism and Role Modeling



Interpersonal and Communication Skills



Practice-Based Reflection and Improvement



Learner Assessment





Learner  
Centeredness

# O-RIME Framework

O

R

I

M

E

# O-RIME Framework

<b>Observer</b>	<b>Reporter</b>	<b>Interpreter</b>	<b>Manager</b>	<b>Educator</b>
Absorb	What?	Why?	How?	Teach
Shadowing	Information Gathering	Diagnosing	Treating	Future Thinking
MS 1/2	MS 2/3	MS 3/4	MS4/PGY1	PGY 1/2

# ACTIVITY



Break into small groups and review sample medical student notes



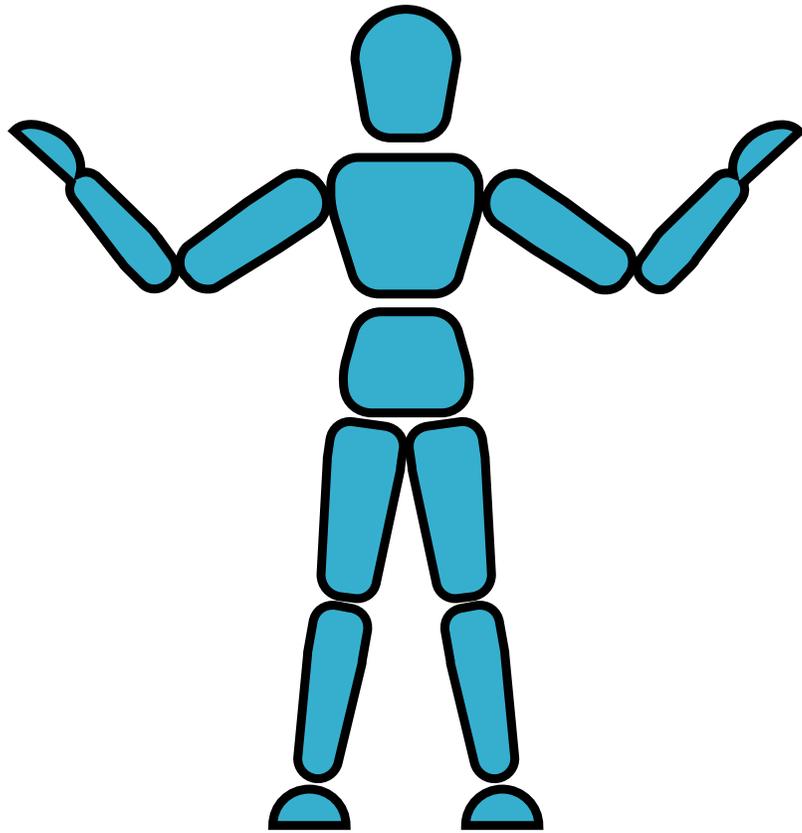
Assign an O-RIME level to each note



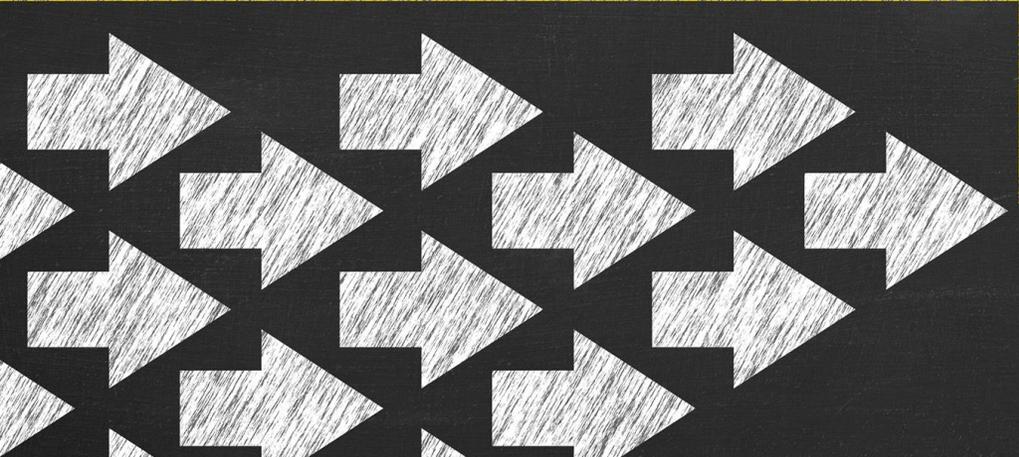
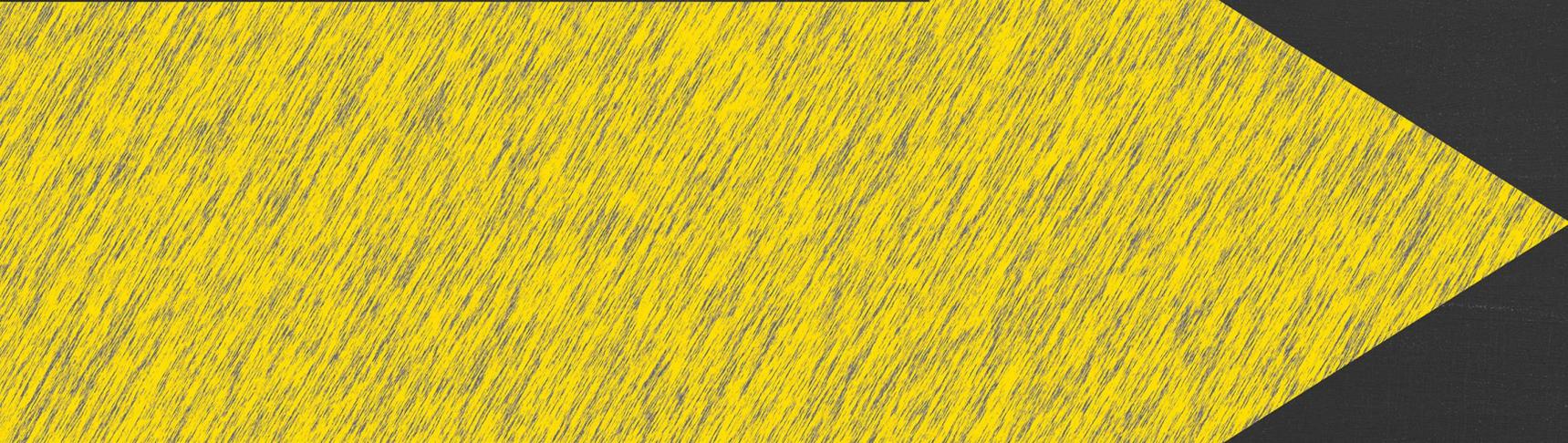
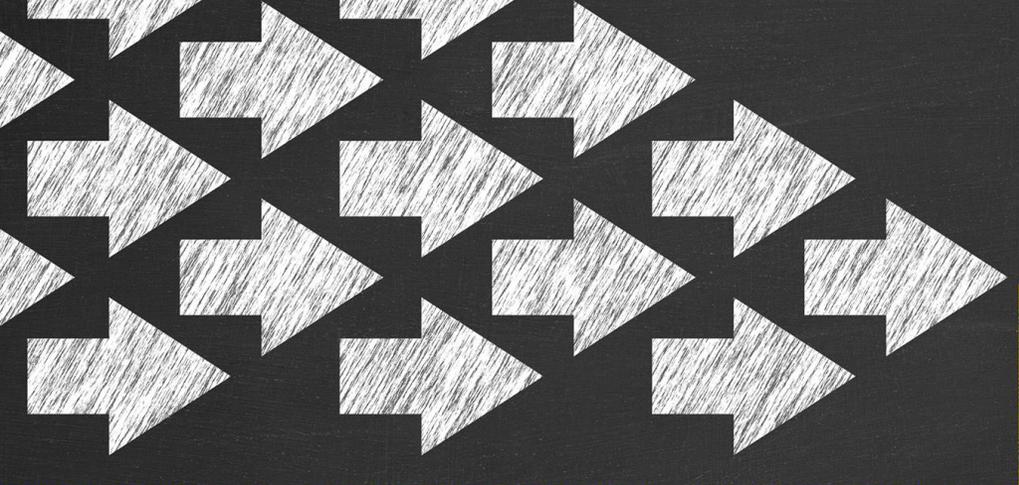
Prepare to share thoughts with large group



# Group Discussion



# Professionalism and Role Modeling



Lead by  
Example

# *Speak Up!*

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- Be Ready
- Identify the Behavior
- Appeal to Principles
- Set Limits
- Find an Ally/Be an Ally
- Be Vigilant



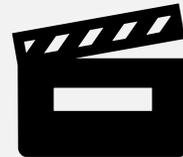
# ACTIVITY



## SELF-WRITE



Describe one of your own personal biases



Develop an action plan to address this bias



# Interpersonal and Communication Skills

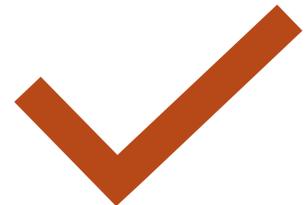
# Methods



Roll-out Speech



Making a Connection



Precepting Microskills



# Precepting Microskills



Commit



Probe



Reinforce



Correct



Teach

# ACTIVITY



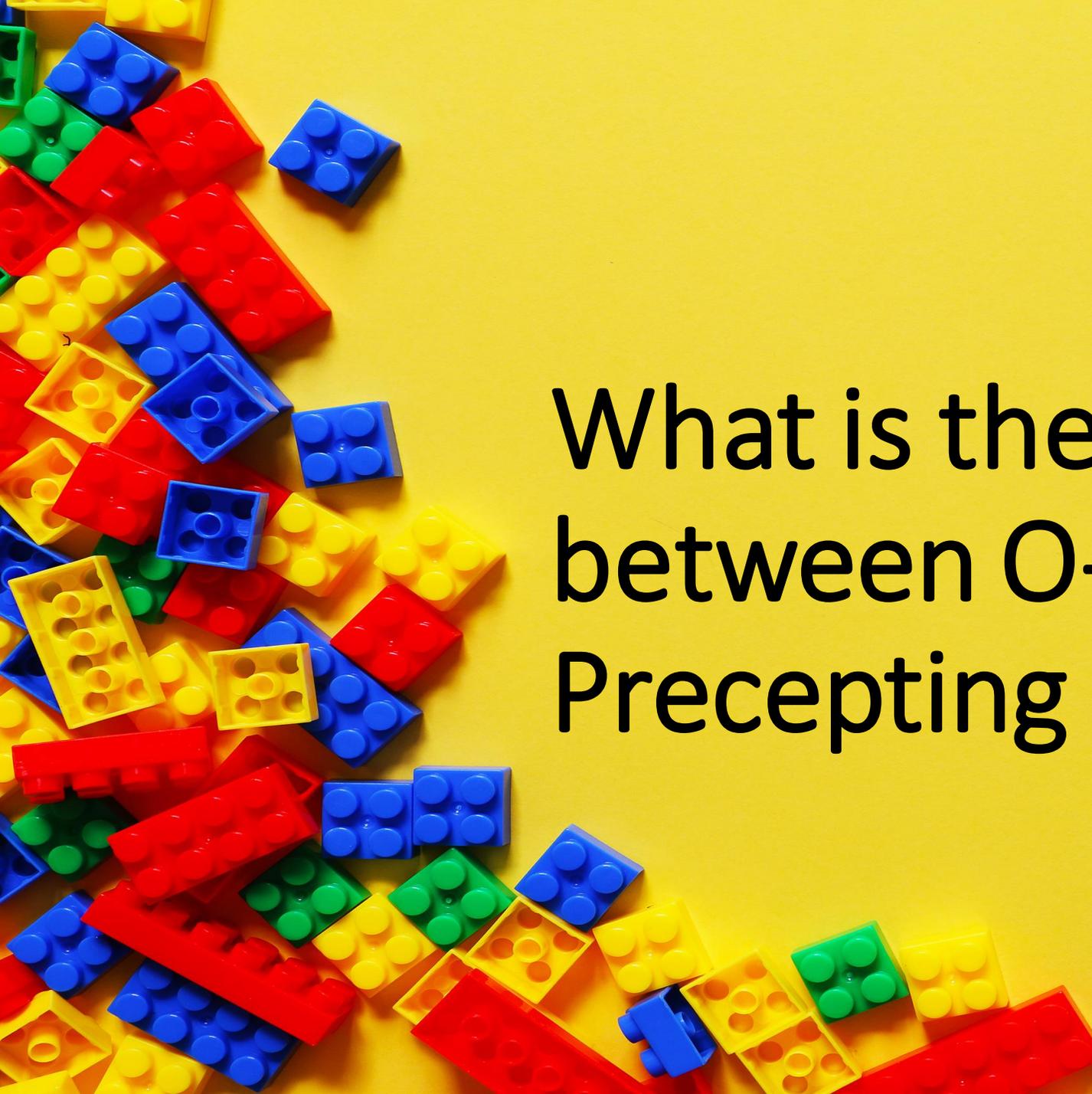
Break into groups of 3-4 people



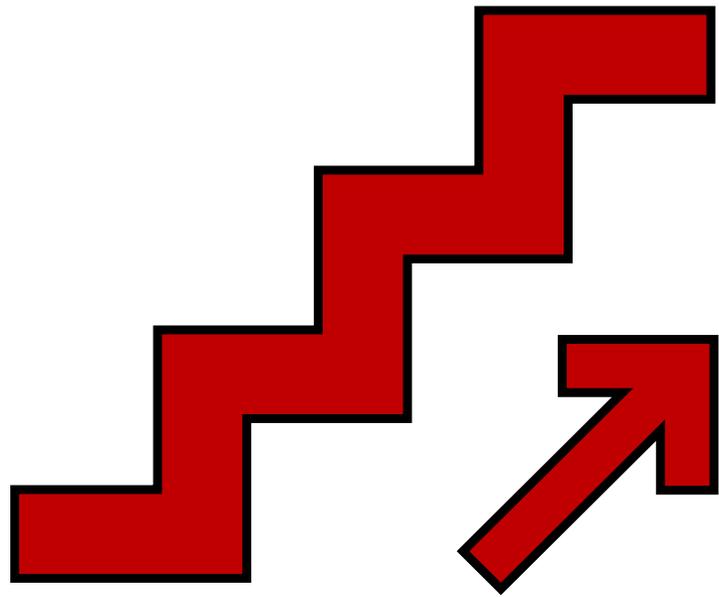
Role-play the case scenarios as a preceptor and a learner



Other members of the group will observe the interaction and provide feedback for discussion



What is the connection  
between O-RIME and  
Precepting Microskills?



# Practice-Based Reflection and Improvement

# Examples

- Use of evidence-based medicine
- Invite medical students to join journal clubs and didactic sessions
- Participate in faculty development sessions
- Seek feedback from medical students





What are specific areas that a medical student can provide feedback on for you?



# Learner Assessment

# Components of Effective Feedback

Timely &  
Regular

Action Plan

Based on  
Direct  
Observation

Developed as  
a Culture

Respectful

Communicate  
Goals &  
Objectives

Self-assess

Reinforce &  
Correct

Specific &  
Neutral  
Language

Confirm  
Understanding  
& Accept

Staff  
Development

Reflect on  
Skills

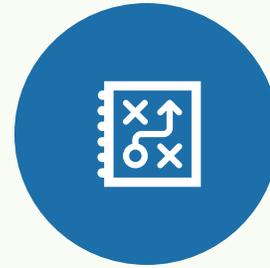
# ARCH Framework



ASK



REINFORCE



CORRECT



HELP

# ACTIVITY



Break into groups of 3-4 people



Role-play the case scenarios to practice using ARCH feedback model



Other members of the group will observe the interaction and provide ARCH style feedback



What are the challenges in providing feedback?

Learner Centeredness



Professionalism and Role Modeling



Interpersonal and Communication Skills



Practice-Based Reflection and Improvement



Learner Assessment



# Objectives

1

Describe five domains to working with medical students in the clinical setting

2

Analyze the relationship between learner level and precepting microskills

3

Demonstrate how to give effective feedback

Please  
provide  
feedback  
on our  
session!





Questions?



# References

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