



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

STFM Conference on Medical Student Education

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Courtney Goettel, MD & Lindsay Nakaishi, MD, MPH, DipABLM

UPMC St. Margaret Faculty Development Fellowship

UPMC St. Margaret Family Medicine Residency

Objectives

1

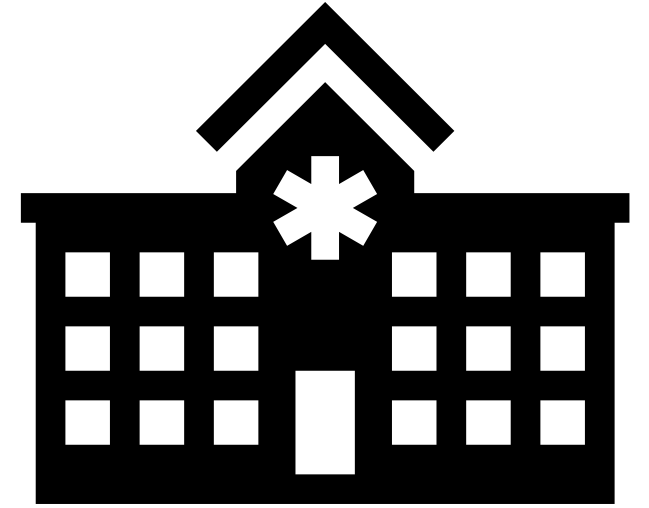
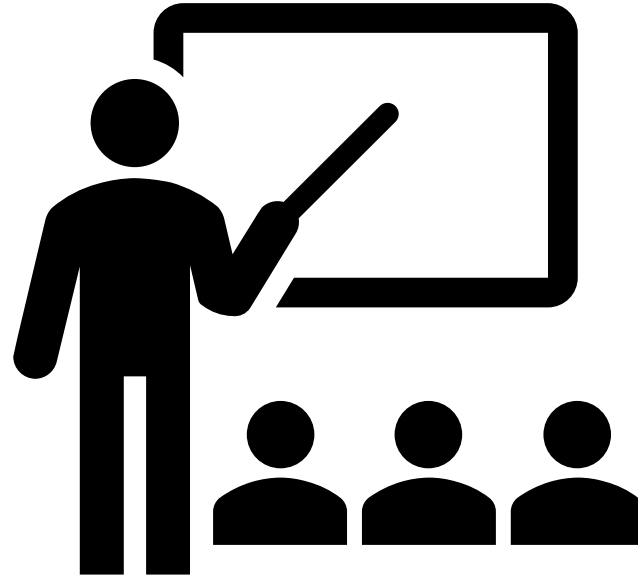
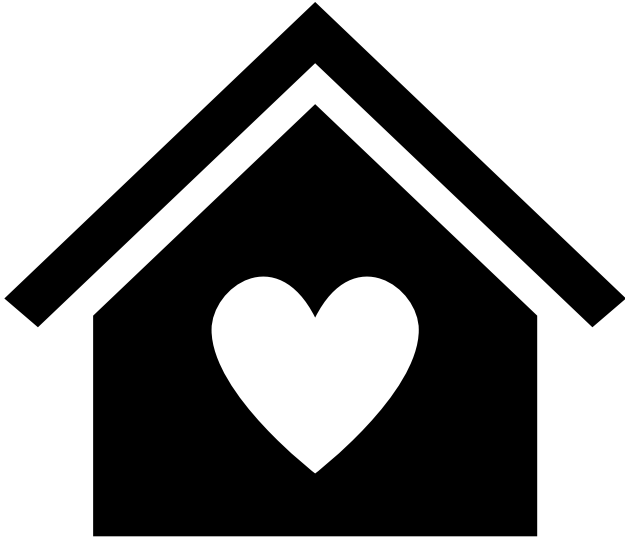
Describe five domains to working with medical students in the clinical setting

2

Analyze the relationship between learner level and precepting microskills

3

Demonstrate how to give effective feedback



Why Work with Medical Students?



Factors Impacting Clerkship Experience

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

Observer	Reporter	Interpreter	Manager	Educator
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



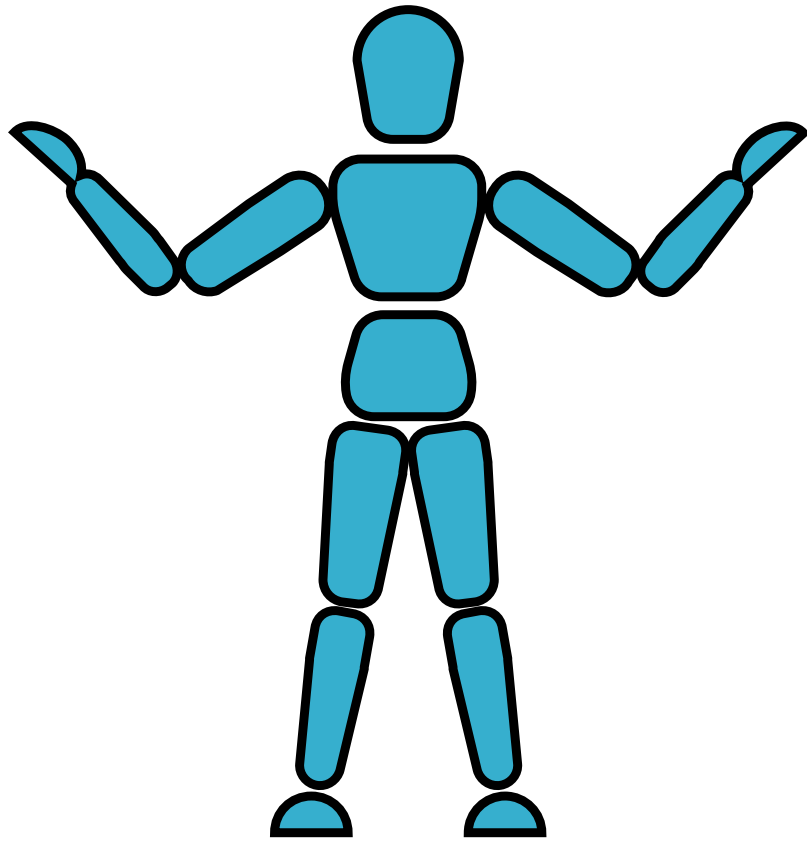
Assign an O-RIME level to each note




Prepare to share thoughts with large group



Group Discussion



Professionalism and Role Modeling

The image features a dark grey background. A large, bright yellow arrow points from the left towards the right, containing the text. The arrow's shaft is composed of two horizontal bands of a repeating geometric pattern of black and white triangles, separated by a solid yellow section. The arrow's tip is a solid yellow triangle. The text "Lead by Example" is written in a clean, white, sans-serif font, positioned to the right of the arrow's tip.

Lead by
Example



Speak Up!

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

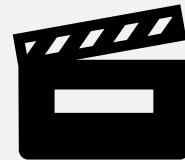
ACTIVITY



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



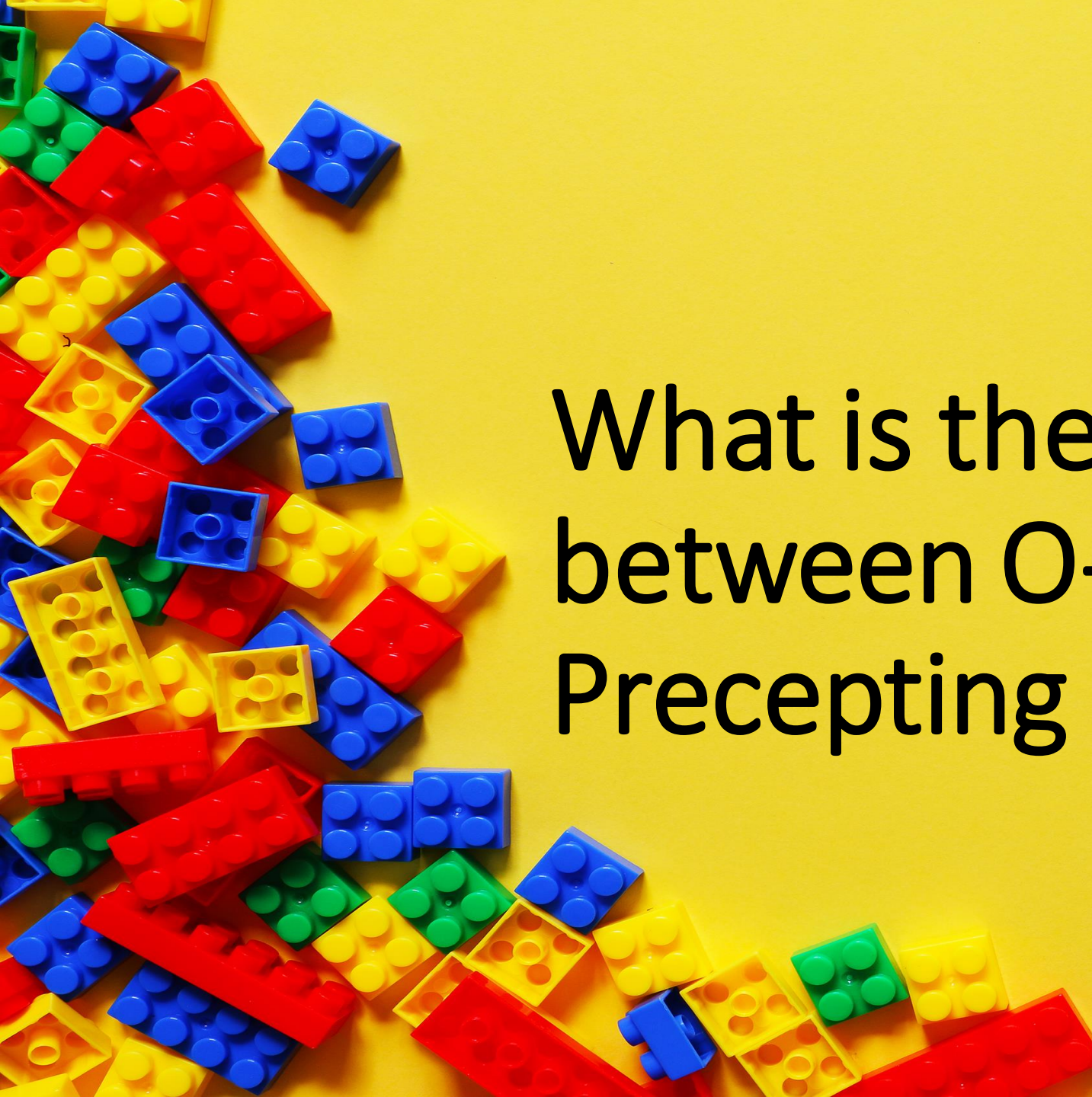
Break into groups of 3-4 people



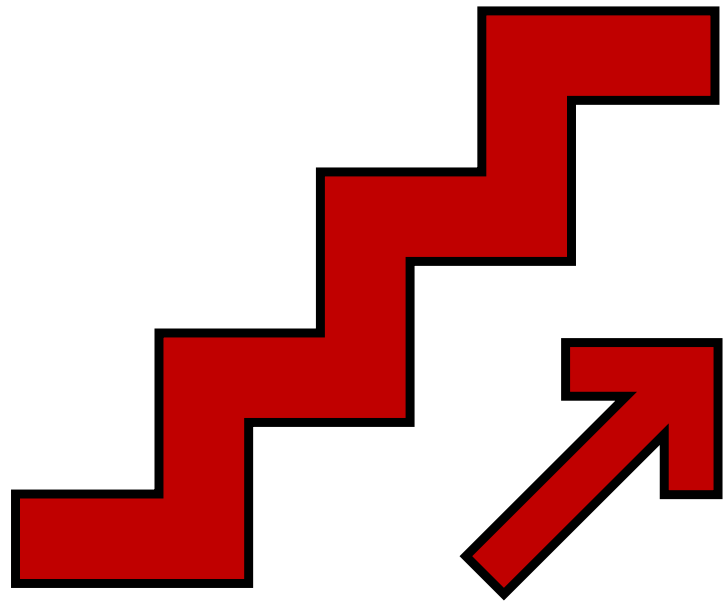
Role-play the case scenarios as a preceptor and a learner



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

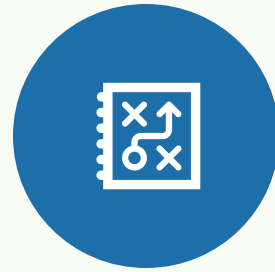
ARCH Framework



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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