

# THE FIVE MICROSKILLS

*A strategy for efficient and effective teaching in the clinical setting*



## Objectives

- Identify common challenges and pitfalls that occur while teaching in the clinical setting
- List the components of the five-step “microskills” model of clinical teaching
- Practice using the microskills as a strategy for efficient and effective teaching in the clinical setting

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## Program Format

- LEGO video – One Minute Preceptor
- The Five-step “Microskills” model for effective clinical precepting
- Video Example
- Practice using the Microskills

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## Residents as Educators

- Residents make a major contribution to student education
- Teaching improves resident learning and acquisition of knowledge

*“to teach is to learn twice”*

Miriam Bar-on, MD

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## Effective Clinical Teachers & Learners

- Communicate expectations clearly
- Stimulate interest enthusiastically
- Interact skillfully with patients
- Involve the learner in the teaching process
- Role model desired behaviors
- Give feedback on performance

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## What are the challenges for teaching in the clinical setting?

- Time
- Time
- Time

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## Common Pitfalls of Teaching in the Clinical Setting

- Interrupting the learner
  - Interferes with thought process
  - Interferes with teacher assessment
- Giving the plan
  - Sometimes you don't even recognize you do it!
- Giving mini-lectures
- Making conversation but no real teaching

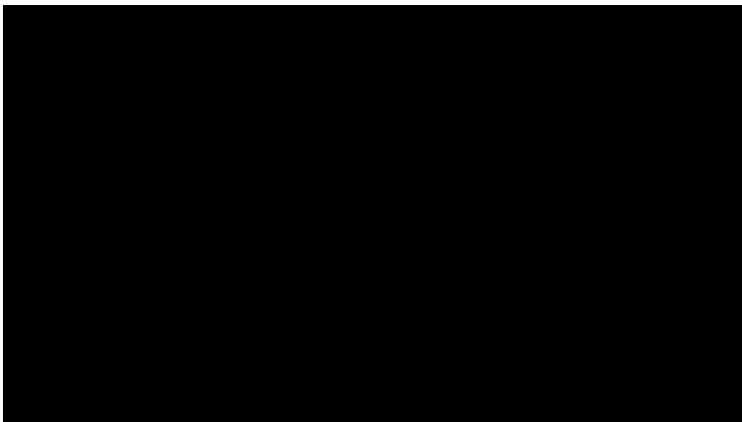
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## The Five-Step Microskills/One-Minute Preceptor

- Validated model for effective and efficient clinical teaching
- Developed for outpatient clinic but can be used with learners in any clinical setting
- Promotes the learner's independence and active involvement in patient care
- Encourages the teacher to recognize "teachable moments"
- Allows for simultaneous care of patients and learners

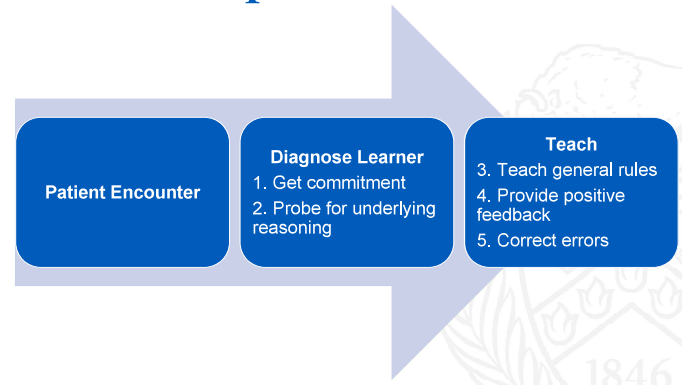
Irby, D. (1997, February). The One-Minute Preceptor. First presented at the annual Society of Teachers of Family Medicine Predoctoral meeting, Orlando, FL.

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## Teaching in the Clinical Setting - The Five-step Microskills Model



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## Get a Commitment

- Assess learner knowledge/comfort
- Demonstrates ability to process information
- Bolsters sense of ownership of the patient

### Pitfalls

- Interrupting
- Collecting basic data



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## Get a Commitment - Potential Follow Up Questions

- "What other diagnoses would you consider in this setting?"
- "What do you think is the most likely diagnosis?"
- "How do you think we should treat this patient?"
- "Do you think this patient needs to be hospitalized?"



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## Probe for Supporting Evidence



- Demonstrates thought process and clinical reasoning
- Allows teacher to assess the learner's ability to synthesize information

### Pitfalls:

- Grilling or pinging
- Passing judgment- resist the urge to negate the original diagnosis
- Asking closed patient fact questions – “was there blood in the stool?”

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## Probe for Supporting Evidence-Example Questions

- “What factors in the history and physical support your diagnosis?”
- “Looking at your three diagnoses, which explains all of the findings?”
- “What facts do not support your diagnosis?”
- “What other lab tests would be helpful supporting this diagnosis?”



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## Teach General Rules



- Just fill in the gaps
- Keep it simple (2-3 points only)
- Can teach on systems, processes, patient care considerations
- Need to be at the learner's level
  - Not the teacher's “script”
- Consider showing or giving a resource

### Pitfall:

Giving a “mini-lecture”

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## Reinforce what was done Right



- Sounds like feedback to me!
- Be explicit
- Be specific

### Pitfall:

Giving generic praise – “That was a good presentation”

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## Correct Mistakes



- Be specific
- Mistakes not corrected may happen again
- Give alternative strategies/suggestions
- Be cautious about who is also in the preceptor room or nearby

### Pitfalls:

General comments

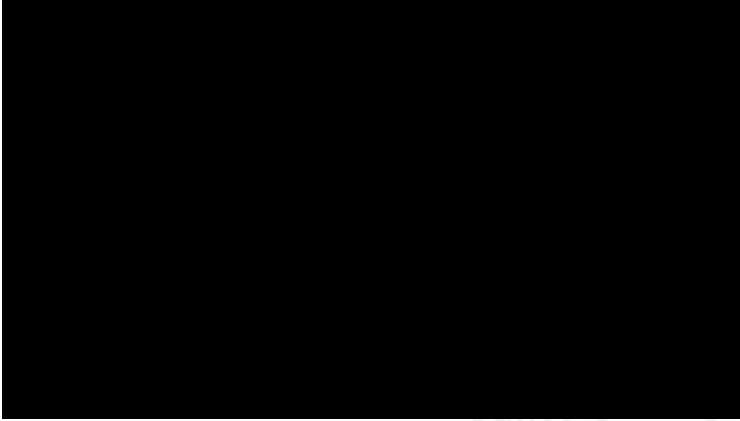
Avoidance

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## Correct Mistakes - Example

“In your differential you had the most common causes of abdominal pain in children. I encourage you to always think about at least one surgical or critical diagnosis to be certain you don't overlook it.”

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## Microskills Practice



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## Summary

- Precepting is a skill that has to be learned, practiced, and reflected on
- Use the Five-Step Microskills (One Minute Preceptor) model for effective and efficient clinical teaching

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## Acknowledgements

- Servey J, Wyrick K. Teaching clinical precepting: a faculty development workshop using roleplay. MedEdPORTAL. 2018;14:10718. [https://doi.org/10.15766/mep\\_2374-8265.10718](https://doi.org/10.15766/mep_2374-8265.10718)
- Cohen DA, Truglio J. Fitting it all in: an interactive workshop for clinician-educators to improve medical education in the ambulatory setting. MedEdPORTAL. 2017;13:10611. [https://doi.org/10.15766/mep\\_2374-8265.10611](https://doi.org/10.15766/mep_2374-8265.10611)
- Columbia College of Physicians & Surgeons Residents as Teachers Website <http://resteach.ccnmtl.columbia.edu/>

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