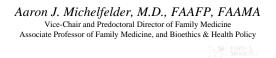
Teaching Medical Students





Survey of You

- 22 Responded
 - 19 one-on-one teaching for Clingons
 - 4 small group teaching
 - 2 general lectures
 - 1 research presentation

 One Very Important Question from: Lora Silverman, MD2B

Survey



Road Map

- Group Discussion What did "great" residents do versus "not-so-great" residents in teaching you over the last 1.5 years?
- Characteristics of Effective Residents
- My Own Rules
- One-Minute Preceptor
- Answer Dr. Silverman's Question

Your Experience

- What Did the "Great" Wat Did the "Great" Wat Did the "Great" Wat Resident Teachers do?
 - What Did the "Not-so-Great" Resident Teachers do?

Effective Residents

- Being a Good Role Model
- Being Available
- Effective at Patient Education
- Inspires Confidence in the Student
- Shares Enthusiasm for Teaching

```
Elnicki & Cooper JGIM 2005
```

S: MOULING

Case Presentation

You are an intern in a major medical center and are starting your first resident rotation in the first week of July. You have just completed 1 week of orientation. The night before you begin your first rotation, you decide to page your senior resident to discuss how your first day will go.

• Talk to Your Senior Resident About Teaching the Medical Students

- Time for Teaching
- Time for Feedback
- · Goals and Objectives for the Rotation

• Student doctor Jane Smith is starting her very first third-year medical student rotation with you in July. She shows up on day one with a pressed, clean white coat, and a smile, but you notice she is shaking like a leaf.

• Where to go from here?

S. MORTZ

• Orientation

- Expectations - How Many Patients
 - Writing H&Ps
 - Teaching Time
 - Feedback Time
 - Reading Around Patients

Rules

- Never Make the Medical Student Feel Bad About Himself or Herself
- Don't Be Passive
- Encourage Questions
- Bedside Teaching
- Talk About Your Thought Process
- Use Modified Socratic Method

Discovery Method

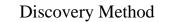
Student discovers for herself what the answer is.

For Example:

-18 y/o female with sore throat, cough and fatigue for 2 weeks. Student states there is posterior cervical LAD. You think the diagnosis is Epstein-Barr infection.

-What questions could you ask, so that the student will come to this conclusion on her own?

el monterso.



- If Student Does Not Get To the Answer:
 - Praise for what (s)he got correct
 - Give an Assignment
 - Check for Understanding Tomorrow

One-Minute-Preceptor

- Get a Commitment
- Probe for Supporting Evidence
- Choose a Single, Relevant Teaching Point
- Teach or Reinforce a General Rule
- Reinforce What Was Done Right
- Correct Errors

Neher, et. al. JBFP 1992

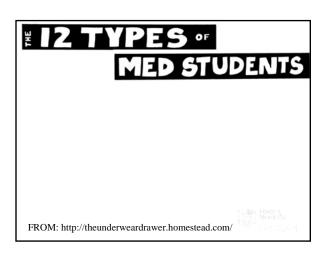
e suncisi Suncisi

"How to Teach When We are Trying to Figure Things Out for Ourselves at the Same Time"

In Summary

• What questions could you ask, so that the student will come to this conclusion on his or her own?

Sintery



| Questions? | |
|------------|-------------------------------|
| | |
| | |
| | |
| | TRUCA MENUCASE Internet |