

Teaching Medical Students



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Survey of You

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



Survey

- One Very Important Question from:
Lora Silverman, MD2B



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” 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



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?




- 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?



Discovery Method


- 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



“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?



THE 12 TYPES OF MED STUDENTS

FROM: <http://theunderweardrawer.homestead.com/>



Questions?