



DONALD AND BARBARA
ZUCKER SCHOOL *of* MEDICINE
AT HOFSTRA/NORTHWELL



Ambulatory/Clinical Teaching

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Learning Objectives



- Review clinical teaching core principles
 - Learning Environment
 - Teacher Skills-Questioning
- Introduce teaching with limited time skills
 - One Minute Preceptor
 - RIME
- Review UTUBE videos, if time permits or post session
- Reinforce Assessment Drives Learning

Teaching with Limited Time

Step 1:

Identify the needs of each individual learner:

- Ask questions -
- AND/OR -
- Conduct a two-minute observation/
- Set/align expectations

Step 2:

Select a model for rapid teaching:

Today:

- One minute preceptor
- RIME
- Questioning

Step 3:

Provide feedback on performance:

- Be specific
- Self-assessment
- Comment on strengths
- Discuss areas for improvement
- Give direction ie next steps, *which should include a self-directed question*

A tool for preceptors/Gather Facts



R=reporting

I=interpretation

RIME

M=management

E=education

RIME-based Tool

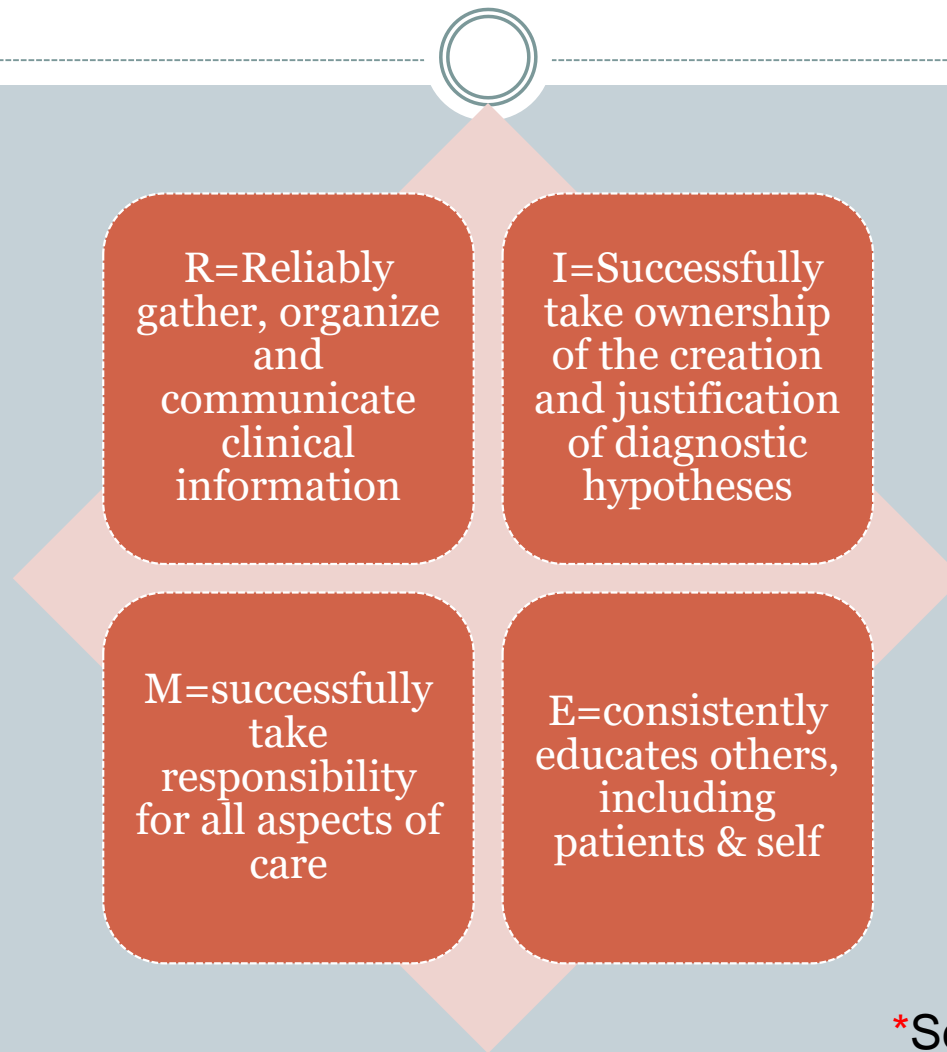
Frames evaluation
for our trainees

Improves trainee
performance

Preceptor describes
what they see in
RIME terminology
(R+I+M+E)

Learners practice
several levels at
once

*RIME



*See handout

UTUBE Clinical Scenarios



- <https://youtu.be/hmKvei3thwQ>
 - (one minute preceptor)
- <https://youtu.be/P0XgABFzcgE>
 - (One minute preceptor)
- <https://youtu.be/ifTAzAiTPQY>
 - (RIME)

Additional Skills and Behaviors



- **Interpersonal & Communication Skills**
- **Professionalism & Educational Attributes**
- **“Next Steps”**
 - Suggest and document 1-2 further steps to progress learner along the continuum of competence

Diagnosing a Learner

- ▶ Ask Questions (**Pre**)
 - Diagnosis, treatment or workup questions
- ▶ Diagnose learner
 - Get a commitment and probe for evidence assesses learner knowledge and reasoning skills
- ▶ Pause and wait for an answer
- ▶ Teach/Tailored Instruction (**During**)
 - General rules
 - Provide feedback
 - Reinforce what is right
- ▶ Correct mistakes (**Post**) and/or reinforce a self-directed learning opportunity

For Preceptors: Diagnosis Your Learner How to use cognitive learning theory in clinical teaching?



Help students to identify what they already know

- “Activate” prior knowledge through brainstorming and briefing

Help students elaborate their knowledge

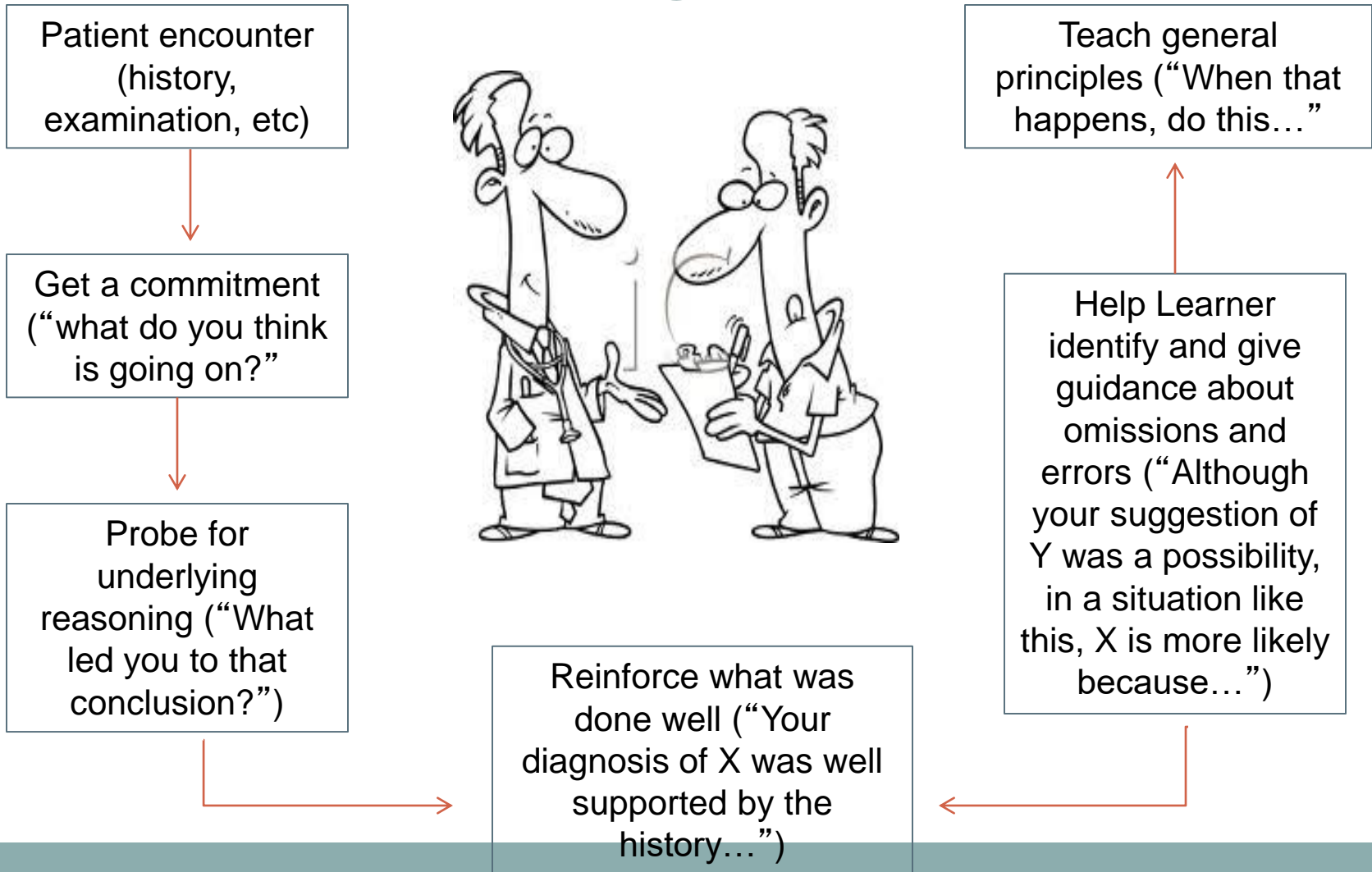
- Provide a bridge between existing a new information- for example, use of clinical examples, comparisons, analogies
- Debrief the students afterwards
- Promote discussion and reflection
- Provide relevant but variable contexts for the learning

One-Minute Preceptor



<https://youtu.be/hmKvei3thwQ>

“One-minute preceptor” model



Five-Step Microskills Model of Clinical Teaching

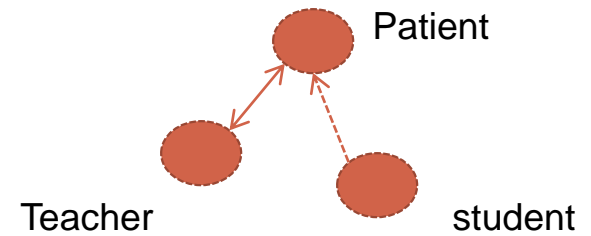
1. Get a Commitment- **“Reporter”**
 1. What do you think is going on?
2. Probe for Supporting Evidence- **“Interpreter”**
 1. What led you to that conclusion?
3. Teach General Concepts-promote “manager” skills
 1. How do you approach/think about...? (**“Manager”**)
4. **Ask**/Tell Them What They Did Right
 1. Specifically, you did a great job of...
5. **ASK**/Correct Mistakes-developmental improvements
 1. Next time this happens,...(**self-direction**)

How to give effective explanations??

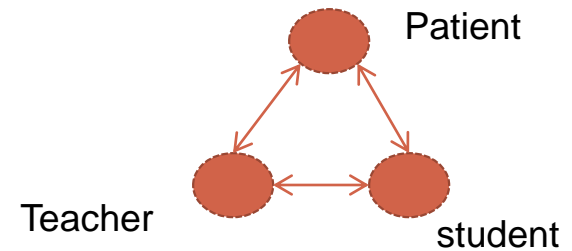
- Check understanding & grasp of the topic
- Give information in “bite size” chunks
- Put things in a broader context when appropriate
- Summarize periodically (“so far, we’ve covered...”)
- Reiterate the take home messages; again, asking students...

Seating arrangements for teaching in clinic

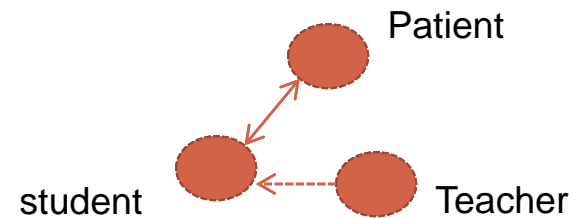
“Sitting In” as observer



Three way consultation



“Hot seating”



UTUBE Clinical Scenarios



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Miller's Pyramid-Assessment

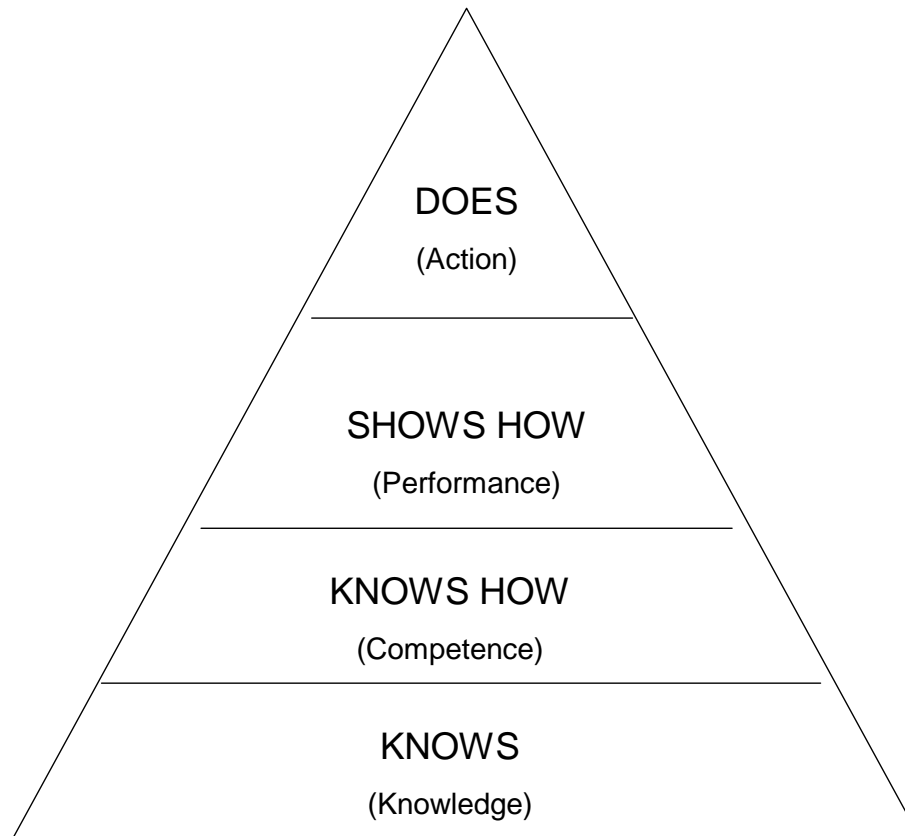


Figure 1 Framework for Clinical assessment

Overcoming obstacles to teaching: TIME

- Use “**point of care**” practices as teaching opportunities (connect book medicine with clinical medicine)
- Teach in “**small bites**” (2-3 minutes)
-
- “**Just in time**” – emails, review log books, look ups assignments with f/u with discussions,
- Teach your learners to be proactive (contract a minimum of **one teaching point per session**)





RIME Clinical Competency Framework

- **R.I.M.E Model**
 - Describes performance goals for trainees.
 - Apply to single encounter or to overall performance .

