



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**

# Where is Clinical Teaching?

On the wards \*\*\*

Clinic \*\*\*

Lectures

Small group

Research

Etc.....



# The Big Clinical Education Picture



## Knowledge and Understanding

- Didactics
- Cases

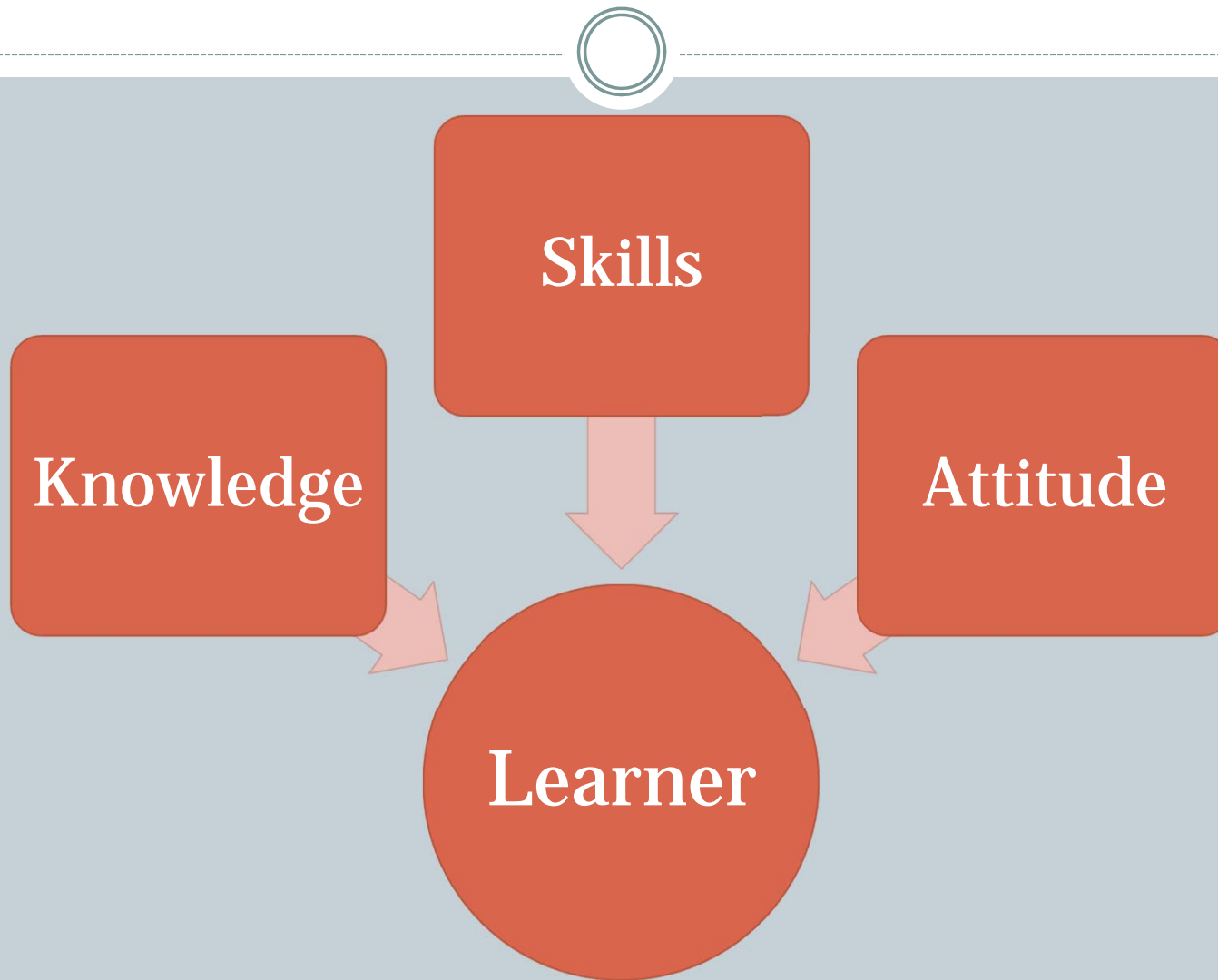
## Skills

- Clinical Care

## Attitudes/Values

- Observation
- Prior experiences
- Role Models/Mentors

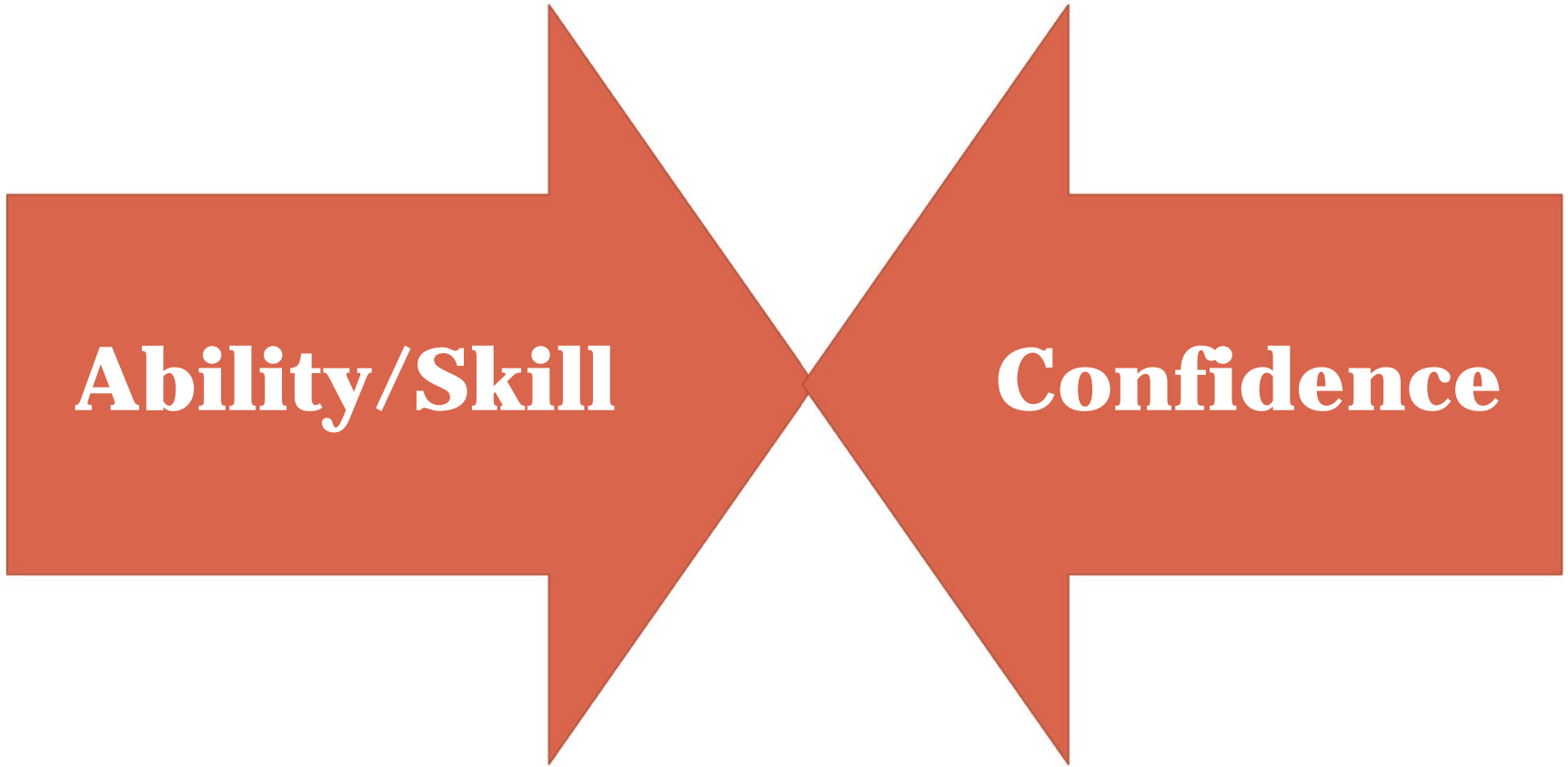
# What is Your Role as a Teacher?



# Your Goal

**Ability/Skill**

**Confidence**



# Questions to ask yourself when planning a clinical teaching session



What am I teaching?

Who am I teaching?

How will I teach it

How will I know if the students understand?



# CLINICAL TEACHING



- ▶ **What do I need to know to be an effective clinical teacher?**
- ▶ **What role (s) will I need to adopt?**
- ▶ **What attributes do I need to possess?**
- ▶ **What teaching strategies do I need to apply, and in what circumstances?**
- ▶ **How do I know my clinical teaching is effective?**



# Clinical Teacher



- Diagnoses learner needs
- Observes
- Role models (knowledge, skills and attitudes)
- Demonstrates care
- Debriefs cases
- Provides feedback
- Encourages learner reflection

# Notable Tensions



- When to ask and when to tell
- When to model and when to watch
- When to discuss process and when to discuss content
- When to see a patient and when to follow from afar



# Adaptation of Teaching Styles



- **Provider**
  - Sets objectives and expectations, conveys knowledge, and provides feedback
- **Facilitator**
  - Helps the learner set the objectives and provide self feedback
- **Consultant**
  - The learner sets the agenda and informs the preceptor how he/she can be of help

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

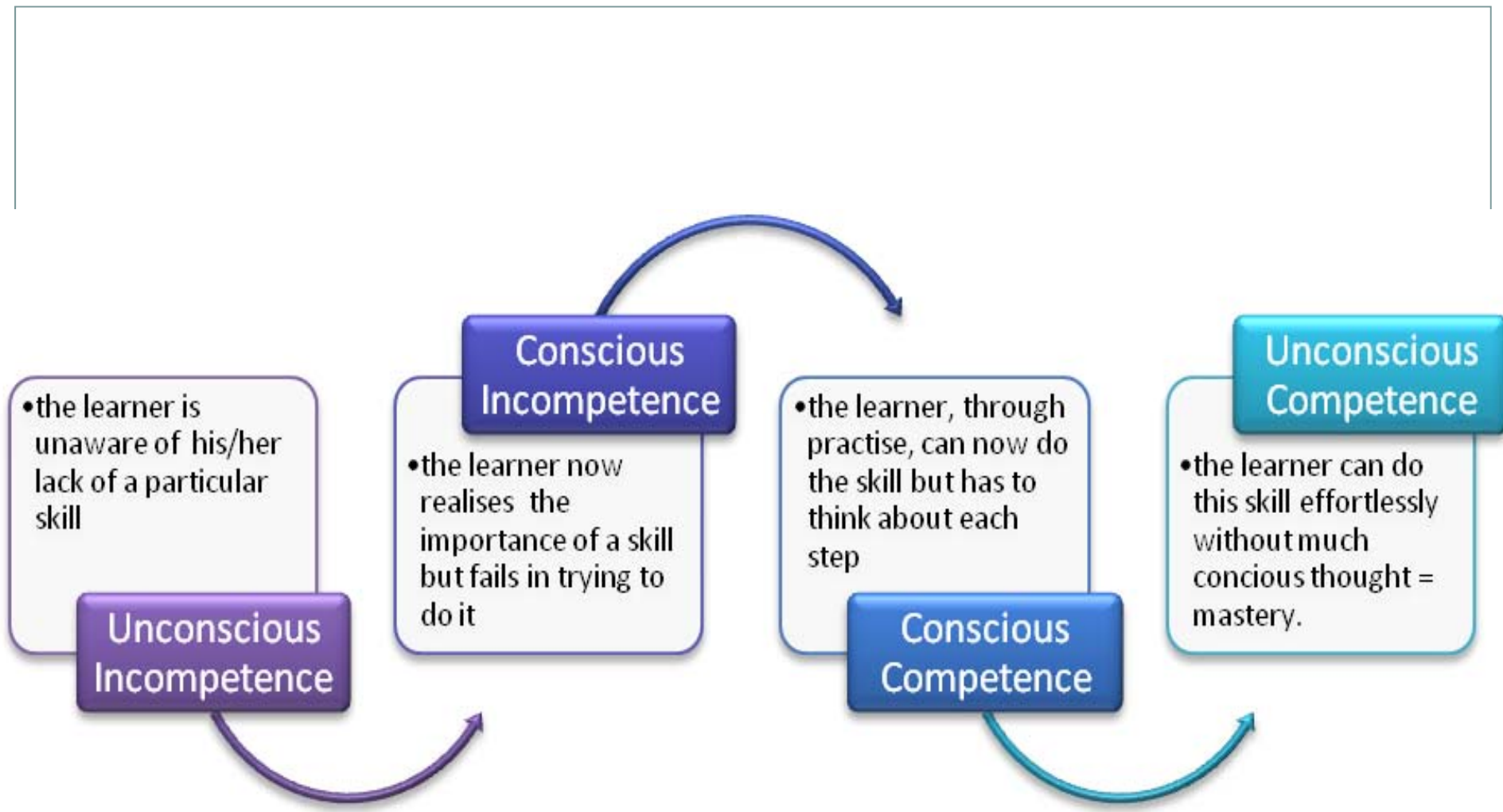


### **Help students to identify what they already know**

- “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



**The Conscious Competence Learning Model**  
*The way we acquire a new skill*

# The Developmental Stages of Learners (Perry)



- **Dualism**
  - Learners view knowledge as finite and obtainable
- **Multiplicity**
  - Learners begin to accept there is uncertainty but continue to see things as either right (evidence-based) or wrong (anecdotal)
- **Relativism**
  - Learners begin to evaluate different opinions and begin to view their opinions as just as valuable as any other opinion.
- **Commitment**
  - Learners can tolerate the constant tension created by uncertainty and act in the face of uncertainty

# 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



R=Reliably  
gather, organize  
and  
communicate  
clinical  
information

I=Successfully  
take ownership  
of the creation  
and justification  
of diagnostic  
hypotheses

M=successfully  
take  
responsibility  
for all aspects of  
care

E=consistently  
educates others,  
including  
patients & self

\*See handout

# 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

# 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)

# “One-minute preceptor” model

Patient encounter  
(history,  
examination, etc)

Get a commitment  
 (“what do you think  
 is going on?”)

Probe for  
underlying  
reasoning (“What  
led you to that  
conclusion?”)

Reinforce what was  
done well (“Your  
diagnosis of X was well  
supported by the  
history...”)

Teach general  
principles (“When that  
happens, do this...”)

Help Learner  
identify and give  
guidance about  
omissions and  
errors (“Although  
your suggestion of  
Y was a possibility,  
in a situation like  
this, X is more likely  
because...”)

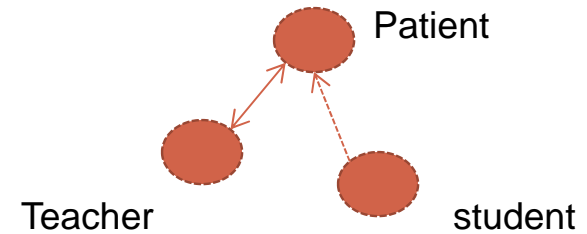


# How to give effective explanations??

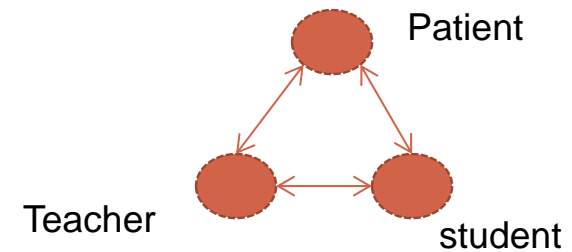
- Check understanding s grasp of the topic
- Give information in “bite size” chunks
- Put things in a broader context when appropriate
- Summarize periodically (“so far, we’ve covered...”)
- Reiterate the take home messages; again, asking students...

# Seating arrangements for teaching in clinic

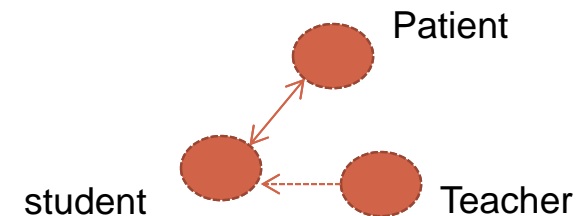
“Sitting In” as observer



Three way consultation



“Hot seating”



# UTUBE Clinical Scenarios



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



# Miller's Pyramid-Assessment

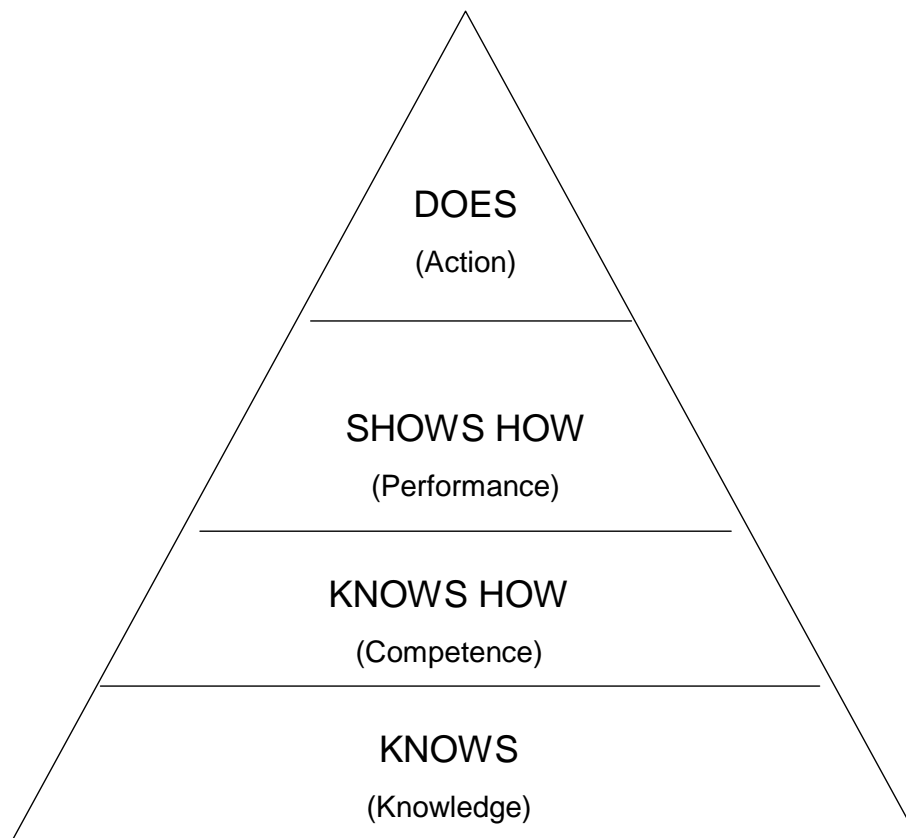


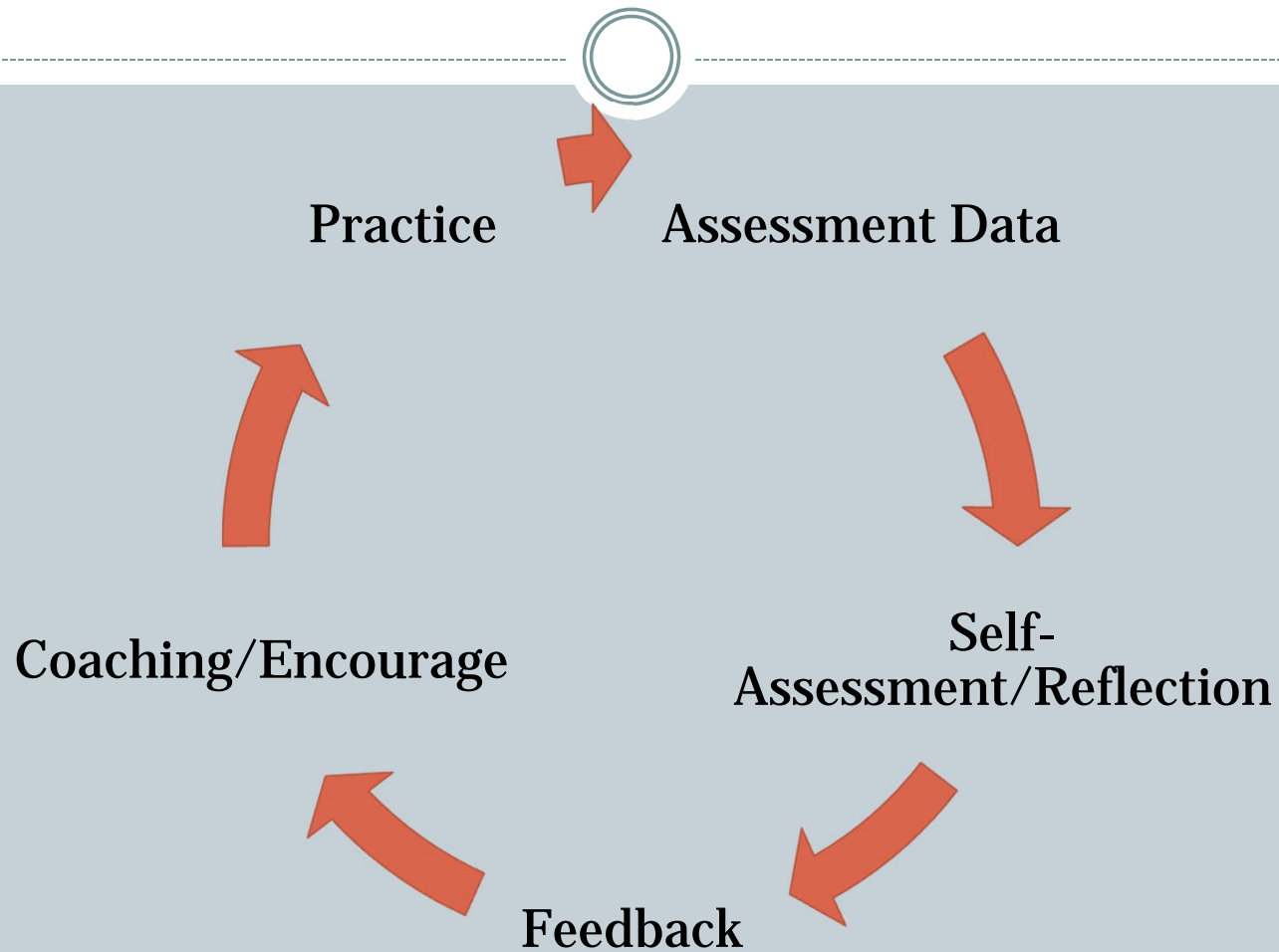
Figure 1 Framework for Clinical assessment

# 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**)



# Assessment Drives Learning



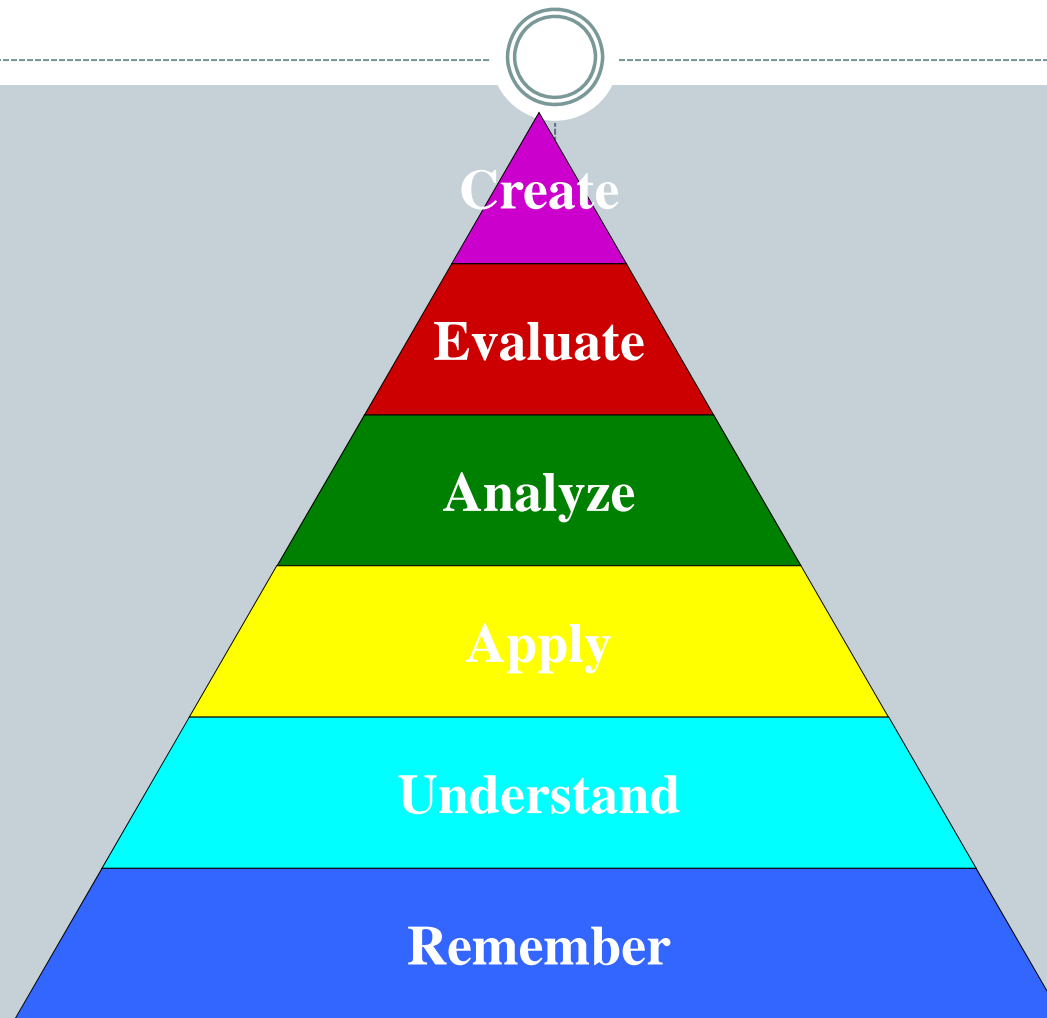


## How to use questions??



- Restrict use of closed questions
- **(What? When? How many?)**
- Use open or clarifying/probing questions
- **(What are the options? What if?)**
- Allow adequate time for students to give a response-
- Follow a poor answer with another question
- Answer learners' questions-with counter questions
- Statements make good questions-for example, "Students sometimes find this difficult to understand"
- Be non-confrontational

# Bloom's Taxonomy



Based on revised Bloom's taxonomy.  
APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

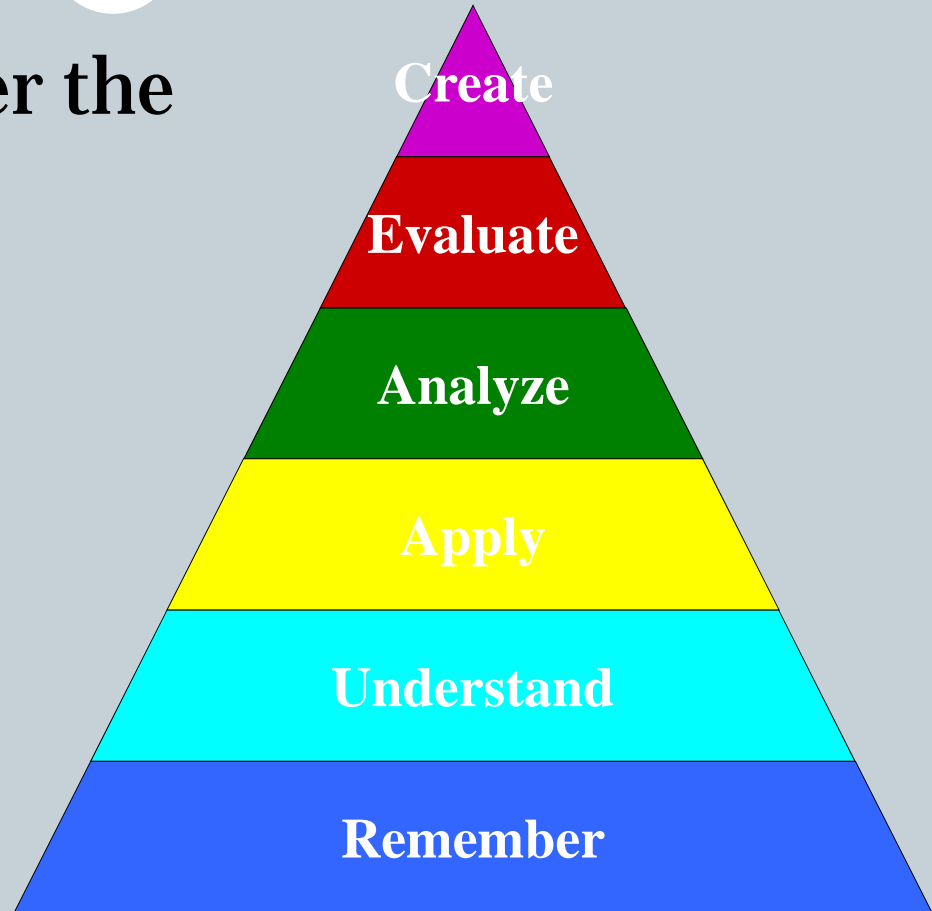
# Remember



**Recall or remember the information**

**Examples of verbs:**

- Identify
- List
- Define
- Name
- Remember



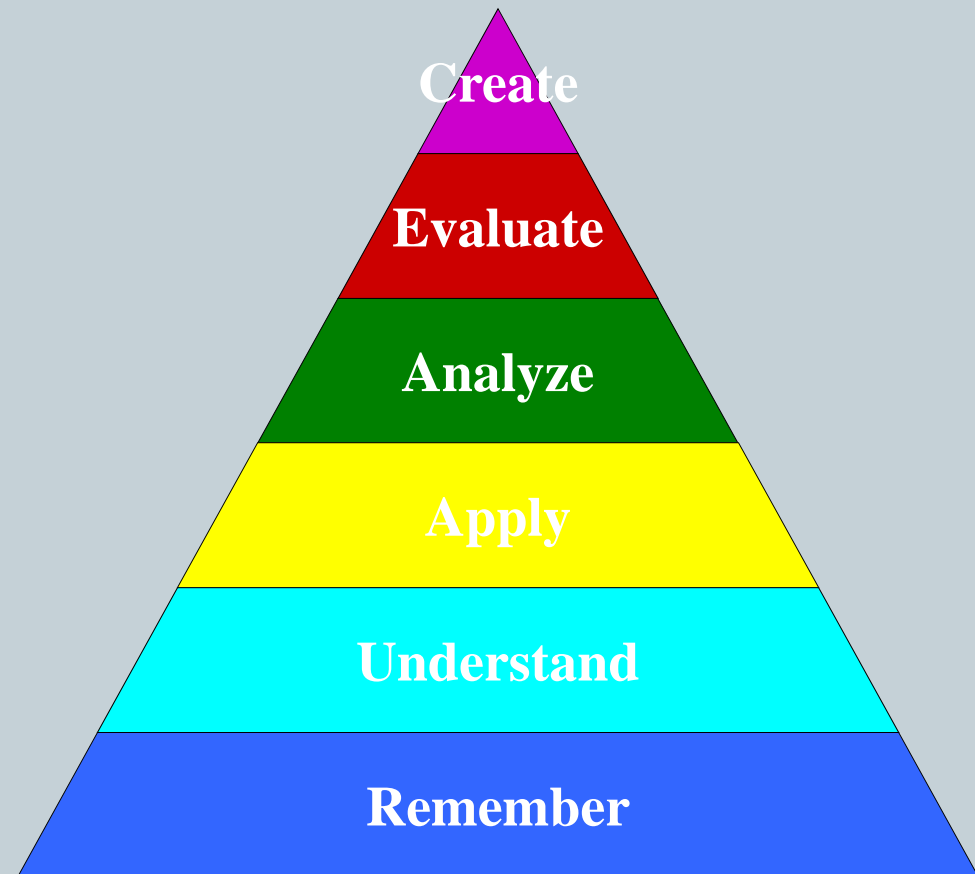
# Understand



**Explain ideas or concepts**

**Examples of verbs:**

- Describe
- Give example
- Explain
- Summarize
- Discuss



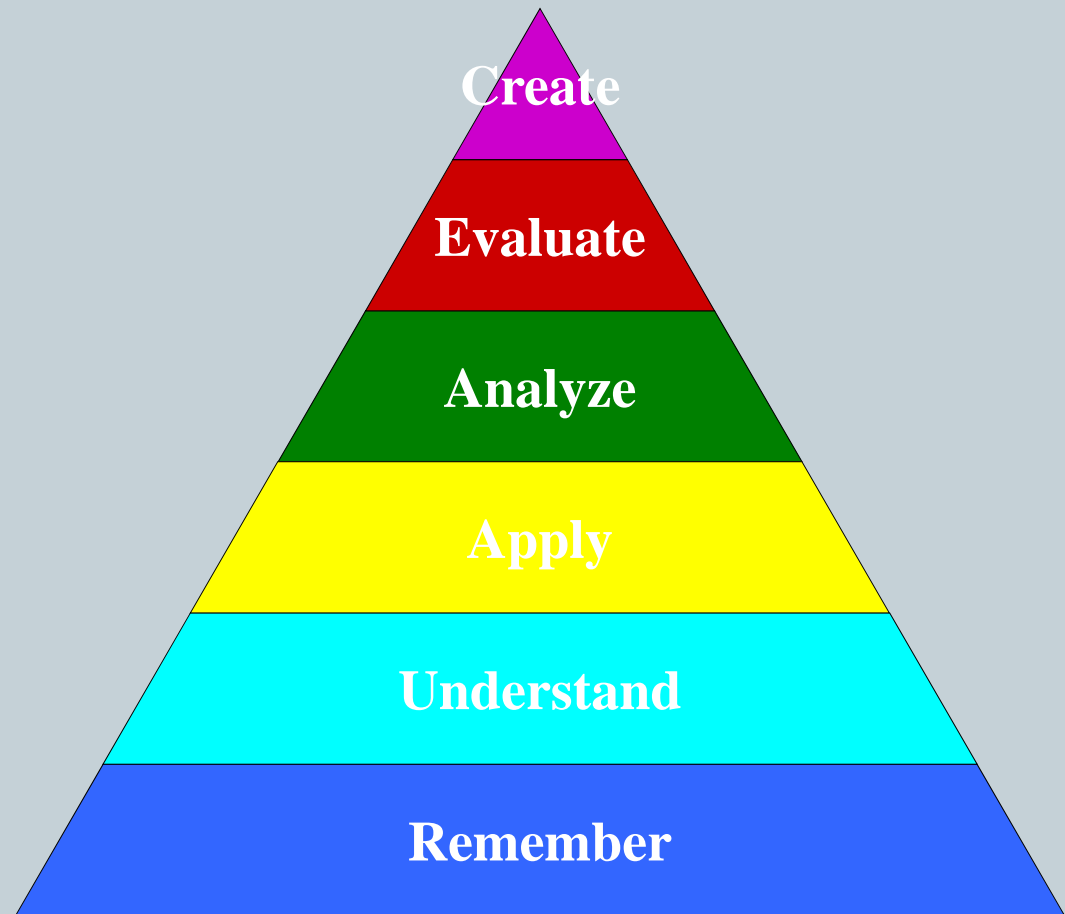
# Apply



Use information  
in a new way

Examples of verbs:

- Confirm
- Interpret
- Apply
- Utilize
- Demonstrate





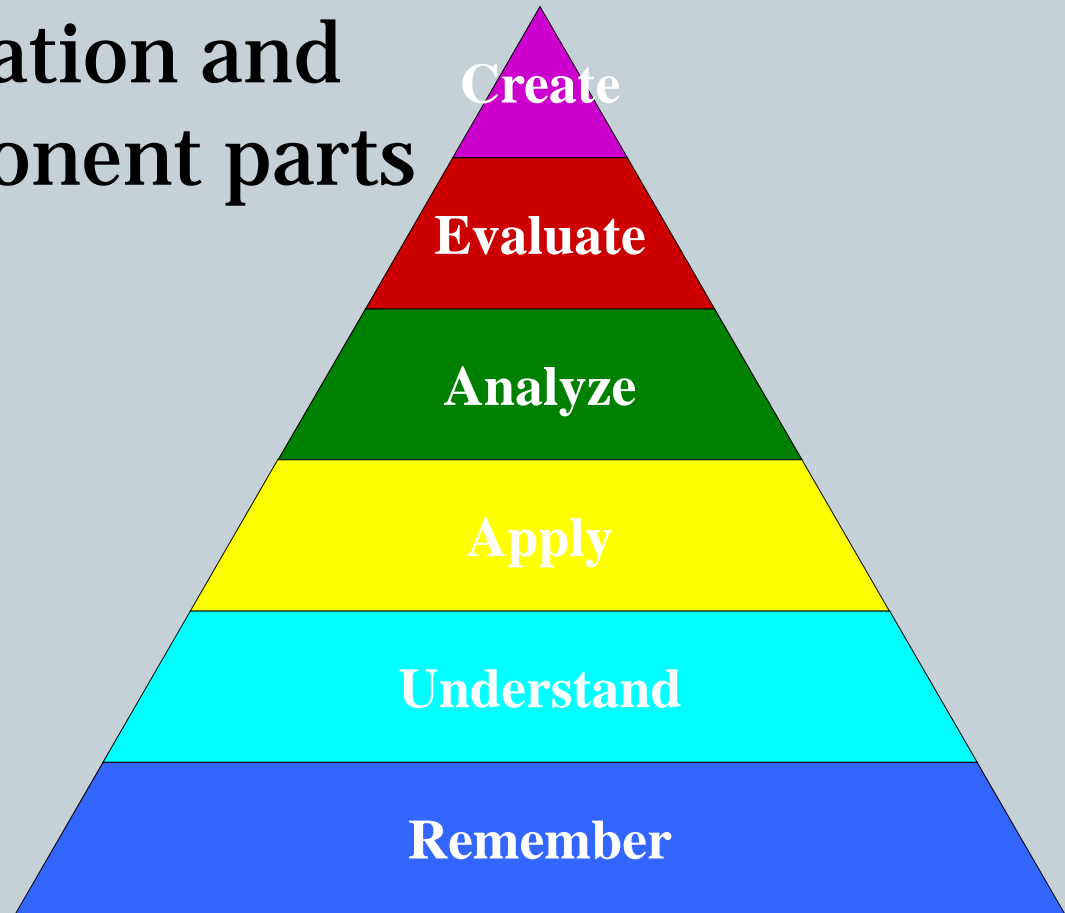
# Analyze



**Examine information and  
break into component parts**

Examples of verbs:

- Distinguish
- Compare
- Differentiate
- Outline



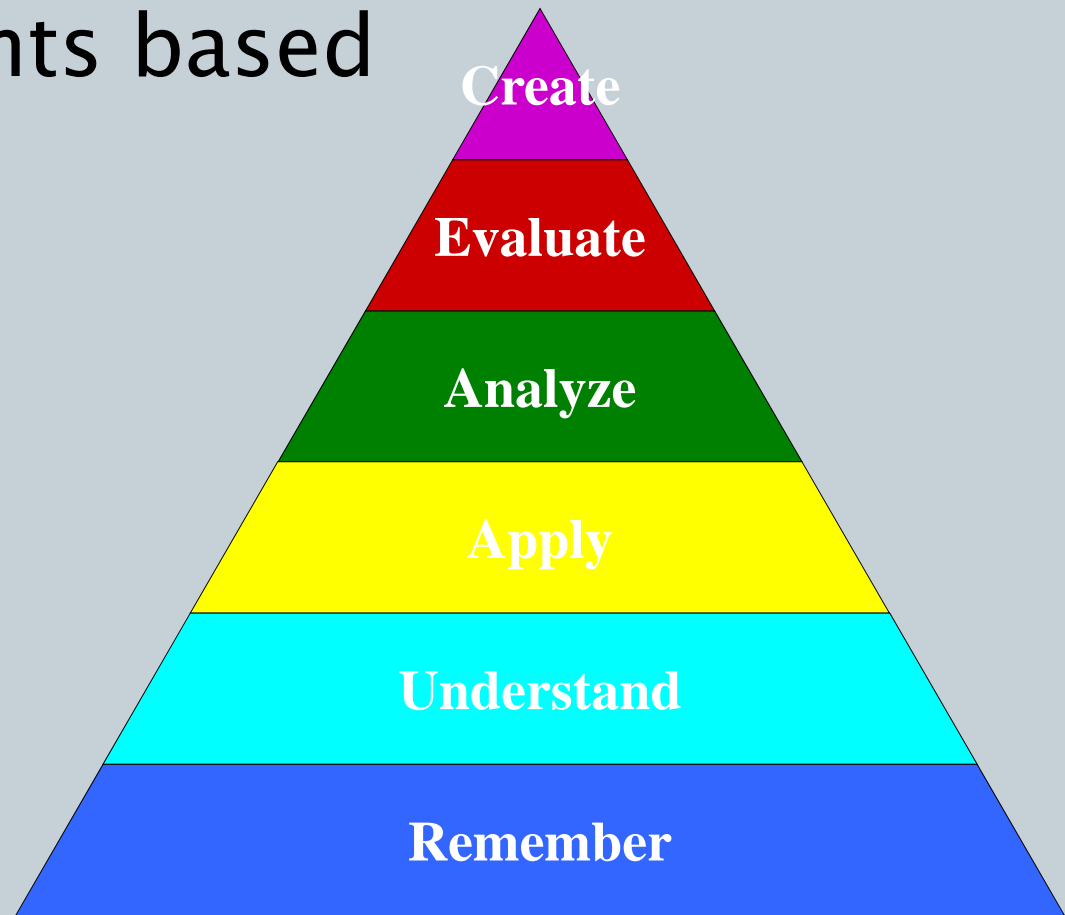
# Evaluate



Make judgments based on criteria

Examples of verbs:

- Decide
- Justify
- Assess
- Choose

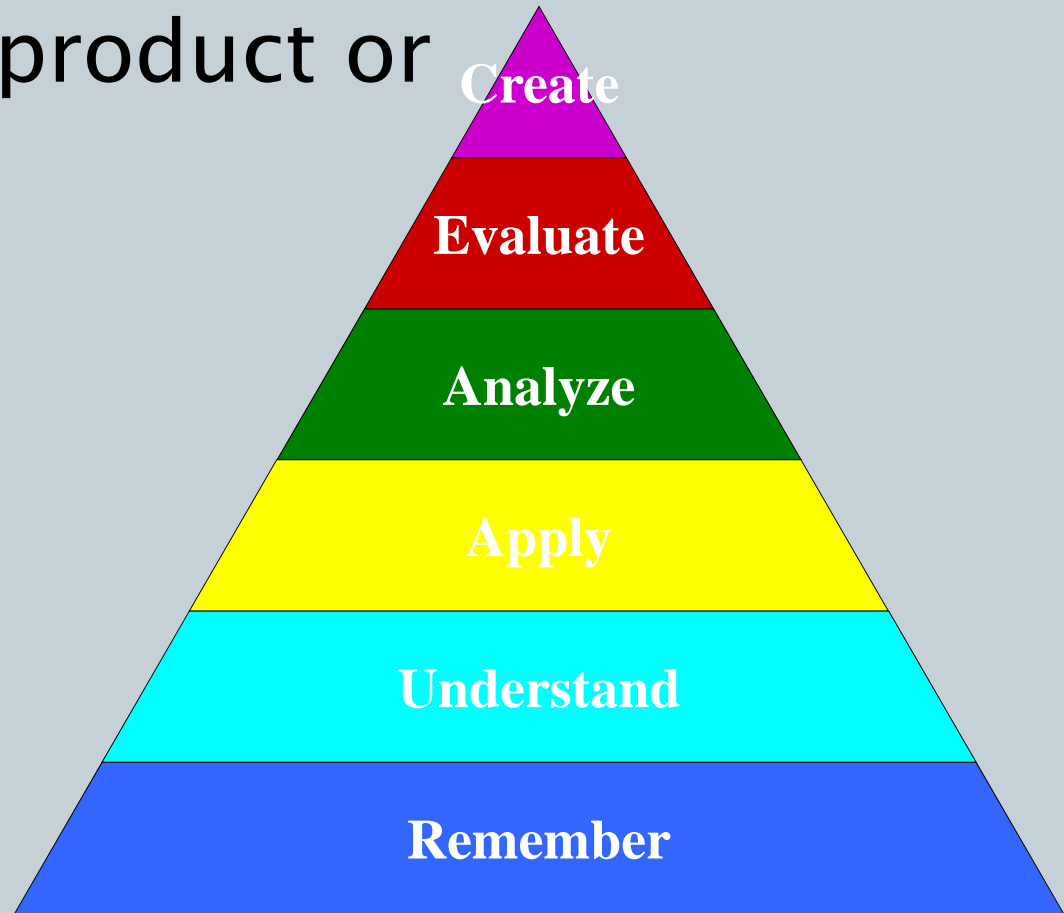


# Create

Create a new product or point of view

Examples of verbs:

- Propose
- Role-play
- Develop
- Design
- Generate





Any Questions about Questioning

?

## William Osler



- “The value of experience is not in seeing much, but in seeing wisely.”
- “No bubble is so iridescent or floats longer than that blown by the successful teacher.”

# 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 as right
- ▶ Correct mistakes (**Post**) and/or reinforce a self-directed learning opportunity