

BRINGING EDUCATION & SERVICE TOGETHER (BEST)

Five-Step “Microskills” (Neher et al., 1992)

1. Get a commitment
2. Probe for supporting evidence
3. Teach general rules
4. Reinforce what was done right
5. Correct mistakes

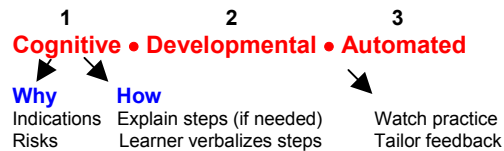
Orienting Learners

- O**rientation to session (Their goals, then yours)
- R**esponsibilities (Patients, notes, call, feedback)
- I**nterchange (How to balance service vs. learning?)
- E**ducation (Self-directed learning: How learn best?)
- N**eeds (Does learner have questions, concerns?)
- T**iming of follow-up (When will you discuss next?)

Giving Feedback

- I**nquiry (First, listen quietly to learner’s concerns.)
- N**eeds (What does learner need in this situation?)
- S**pecific feedback (Start with positives; self-feedback)
- I**nterchange (Balance team’s needs with learner’s.)
- G**oals (Clarify any new goals you’ve mutually reached.)
- H**elp (Any serious problems requiring referral?)
- T**iming of follow-up (When will you discuss next?)

Teaching Procedures*



*Dunnington & DaRosa (2000); Edwards et al. (1988)

**Skeff, Stratos, Berman & Bergen (1992)

Bedside Teaching (of clinical skills)

- B**riefing (Orient learner and patient to teaching session.)
 - **E**xpectations (Learner's own goals for session)
 - D**emonstration (Quietly observe learner at work.)
 - S**pecific feedback (How can learner improve skills?)
 - **I**nclusion of microskills (Teach through questioning)
 - D**ebriefing (What did patient, learner think of session?)
 - E**ducation (What would learner prefer to read/do later?)
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Teaching Charting

- C**omments (Read note, write comments on copy.)
 - H**elp (Establish mutual goals. Any special help needed?)
 - A**ssessment of note (First learner's, then yours)
 - R**esources (How can learner improve charting skills?)
 - T**iming of follow-up (When will you review more notes?)
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Work Rounds • Group Teaching

- L**earners (Introductions to establish learning climate)
 - M**icroskills (Find and use teachable moments in rounds.)
 - N**eeds (Briefly establish team's mutual learning goals.)
 - O**rganization (How best to structure rounds today)
 - P**resentations (Set guidelines for presenting patients.)
 - Q**uestions (Teach through questioning.)
 - **R**ecall questions (Knowledge of facts)**
 - **S**ynthesis questions (Analysis of concepts)**
 - T**eaching (What would learners like to read/do later?)
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Giving Lectures

- L**earning objectives (Desired skills after session?)
 - E**valuation (Ask what learners know about topic.)
 - C**ontrol of session (A/V materials, pace of talk)
 - T**alk (Eye contact, interactivity, personalization)
 - **U**nderstanding questions (Analysis of concepts)**
 - **R**etention questions (Knowledge of facts)**
 - E**ducation (What would learners like to read/do later?)
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