

**Gray, Vanessa**

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**From:** CME  
**Sent:** Monday, July 20, 2020 2:50 PM  
**To:** CME  
**Subject:** THURSDAY! Five Microskills Model to Facilitate Learning in the Clinical Setting

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## Preceptor Development Webinar Series

***Join us for one webinar or the entire series!***

This webinar series was developed to educate and assist preceptors to facilitate learning in the clinical setting, improve student performance, and improve overall communication. The series includes resources that can immediately be implemented into the clinical setting and real-world case examples.

The webinar series has been approved for *AMA PRA Category 1 Credit™*, AOA Category 2-A credit, and continuing education contact hours. There is no cost to attend.

Des Moines University is supportive of healthcare providers who choose to actively participate in the education of our students by offering excellent clinical training opportunities. Preceptors not only transmit skills but are mentors who convey the core values that are important to Des Moines University: accountability, collaboration, honesty, inclusiveness, and wellness. Preceptors do what no textbook or classroom can accomplish. The students benefit from the community-based experience while preceptors benefit from integrating new ideas and techniques into their practices that are currently being taught in academic health sciences institutions.

### **FIVE MICROSKILLS MODEL TO FACILITATE LEARNING IN THE CLINICAL SETTING**

Thursday, July 23  
7 – 7:30 pm Central Time

## [REGISTER](#)

This webinar will describe the RIME model in terms of the roles a student plays in the clinical setting, state the five Microskills model for clinical teaching, describe how the utilization of wait-time can facilitate success of using the five Microskills, identify strategies to using the five Microskills model, and identify barriers to using the five Microskills model.

## **TEACHING IN THE PRESENCE OF PATIENTS VIA DIRECT OBSERVATION**

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Thursday, August 13  
12:15 – 12:45 pm Central Time

## [REGISTER](#)

As a result of attending this webinar, you will be able to describe why direct observation of the learner is important, practice strategies for making direct observation acceptable to the learner and to the patient, use strategies for making the observation process purposeful and systematic, and identify strategies for getting your staff (e.g. physician assistants, nurses) involved in direct observation of students.

## **INCORPORATING TEACHING INTO A BUSY PRACTICE**

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Thursday, October 22  
7 – 7:30 pm Central Time

## [REGISTER](#)

This webinar will list strategies for teaching efficiently in a busy practice / clinical environment, describe strategies and thought processes that may hinder efficient teaching in a busy clinical environment, employ strategies to set learner and staff expectations that will facilitate efficient teaching, and describe how to make the orientation of the student facilitate teaching and learning efficiency.

## **EVALUATING THE STUDENT WITH RELIABILITY AND VALIDITY**

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Thursday, November 12  
12:15 – 12:45 pm Central Time

## [REGISTER](#)

As a result of attending this webinar, you will be able to define the terms reliability and validity with reference to the evaluation of student performance in the clinical setting, define the terms formative and summative evaluation, utilize strategies meant to enhance the reliability and validity of student evaluations, write effective and constructive narrative comments on student evaluation forms, and demonstrate strategies for conducting an end-of-clerkship evaluation session.

## **TEACHER-STUDENT BOUNDARIES**

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Thursday, December 10  
7 – 7:30 pm Central Time

## [REGISTER](#)

This webinar will name the standards/documents (COCA/LCME) that speak to teacher-student boundaries, describe the consequences (personal and professional) that can result from teacher-student boundary crossings, and develop personal guidelines that will help prevent teacher-student boundary crossings.

## **SPEAKER**

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### **Dennis Baker, PhD**

*Assistant Dean for Faculty Enrichment and Professor of Family Medicine, Alabama College of Osteopathic Medicine  
Emeritus Professor of Family Medicine and Associate Dean for Faculty Development, Florida State University College of Medicine*

Dr. Baker earned his PhD in Curriculum and Instruction from the University of Florida. He has more than 42 years of medical education experience in the areas of faculty and curriculum development. This experience includes Veterinary Medicine, Osteopathic Medicine and Allopathic Medicine. Dr. Baker retired from the Florida State University College of Medicine where he served as Associate Dean for Faculty Development. In that position Dr. Baker developed and conducted a nationally recognized faculty development program for community-based preceptors in six regional campus throughout Florida where FSUCOM students completed their 3<sup>rd</sup> and 4<sup>th</sup> year training. The LCME identified his faculty development program as one of the five major strengths of the FSCUOM educational program in their October 2011, report.

Dr. Baker retired from FSUCOM in 2012. He now holds a part-time position with the Alabama College of Osteopathic Medicine as the Assistant Dean for Faculty Enrichment and Professor of Family Medicine. He is one of the founding faculty at the Alabama School. Dr. Baker created the “ARCH Feedback Model” in 2003 when working with the FSU College of Medicine in an effort to make the process of conducting feedback sessions with students easier and more efficient for clinical preceptors while simultaneously building students’ metacognitive skills.

*Relevant to the content of this educational activity, Dr. Baker does not have a financial conflict with commercial interest companies to disclose.*

## **CONTINUING EDUCATION CREDIT**

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- **MD:** This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Iowa Medical Society (IMS). Des Moines University (DMU) is accredited by the IMS to provide continuing medical education for physicians. DMU designates this live activity for 0.5 *AMA PRA Category 1 Credit(s)*<sup>™</sup>. Physicians should claim only the credit commensurate with the extent of their participation in the activity.
- **DO:** Des Moines University (DMU) is accredited by the American Osteopathic Association (AOA) to provide osteopathic continuing medical education for physicians. DMU designates this program for a maximum of 0.5 AOA Category 2-A credits and will report CME and specialty credits commensurate with the extent of the physician's participation in this activity.
- **DPM:** Des Moines University (DMU) is approved by the Council on Podiatric Medical Education as a provider of continuing education in podiatric medicine. DMU has approved this activity for a maximum of 0.5 continuing education contact hours.
- **Other healthcare providers:** This live activity is designated for 0.5 *AMA PRA Category 1 Credit(s)*<sup>™</sup>.

No commercial interest provided financial support for this continuing education activity.

## QUESTIONS

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