

Using the Five Microskills to Facilitate Learning in the Clinical Setting

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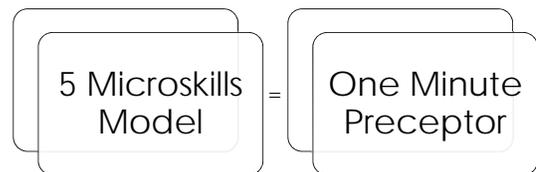
I have nothing to disclose.



Topic Overview



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Objectives

1. Describe the roles students play in the clinical setting via the RIME Model.
2. Describe the 5 Microskills clinical teaching model.
3. Describe how utilization of Wait-time facilitates successful use of the 5 Microskills
4. Identify barriers to using the 5 Microskills and state some strategies for overcoming the barriers.

Student learning is optimized by:

1. Engaging with patients and thinking about the details of that engagement.
2. Engaging with physician teachers about those patients.
3. Engaging in metacognitive processes relative to items 1 & 2.



RIME Model

1. **R**eporter
2. **I**nterpreter
3. **M**anager
4. **E**ducator

<https://vimeo.com/76308600>
 Pangaro L. A new vocabulary and other innovations for improving descriptive in-training evaluations. Acad Med 1999;74(11):1203-7.

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Scenario A

- **Student:** I just saw Ms. Jones,
- **Preceptor: What are her vital signs?**
- **Student:** Temp is 39 degrees Centigrade. Respiratory rate is 24.....
- **Preceptor: Is her cough productive of sputum? If so, what does it look like?**
- **Student:** She has a productive cough. The sputum is rusty brown.

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Scenario B

- **Student:** I just saw Ms. Jones,
- **Preceptor: What do you think is going on?**
- **Student:** She looks very sick. I'm thinking she may have pneumonia.
- **Preceptor: What leads you to that conclusion?**
- **Student:** She has a temperature of

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5 Microskills

1. Get a commitment
2. Probe for supporting evidence (underlying reasoning)
3. Reinforce correct thinking
4. Correct Errors
5. Teach a general rule



Neher, JO, Gordon, KC, Meyer B, Stevens, N. A Five-Step Microskills Model of Clinical Teaching. J AM Board Fam Pract 1992; 5(4):420-1

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Video Example of Microskills

1. Get a commitment
2. Probe for supporting evidence (underlying reasoning)
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Value of the Microskills Model

1. Helps makes student reasoning process explicit
2. Helps student think about his/her thinking (Metacognition)
3. Helps student with organization skills
4. Helps student self-assess

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1. Get a Commitment

- What do you think is going on?
- What lab tests do you think are indicated?
- What do you want to do for this patient?

2. Probe for Supporting Evidence (underlying reasoning)

- **What findings led you to that conclusion?**
- Why would you choose that particular medication?
- What else did you consider in your differential?

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3. Reinforce Correct Actions/Thinking

- You really showed good thinking by suggesting

4. Correct Mistakes, Gently

- I didn't hear you mention the possibility of

5. Teach a General Rule

- When this happens the best rule to follow is.....

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Wait-Time

• Wait-Time 1

A 3-5 second period of silence exhibited by the instructor while "waiting" for the learner to respond to a question.

• Wait-Time 2

A 3-5 second period of silence exhibited by the instructor after the student has answered a question.

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Video Example of Microskills

1. Get a commitment
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Barriers to Using 5 Microskills

1. Hard to break out of existing habits.
2. Seems time consuming when trying something new.
3. Requires more silent time.
4. Hard to be silent.
5. Learner poor at presenting.
6. Hard to remember model in context of busy service.

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Pneumonic for 5 Microskills

- Get a gcommitment
- Probe for supporting evidence
- Reinforce correct thinking
- Correct Errors
- Teach a general rule

CPRCT

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Which micro-skill is stimulated by the following question, after the student has presented the patient to you?

What do you think we should do first for this patient?

- A. Get a commitment
- B. Probe for supporting evidence (underlying reasoning)
- C. Reinforce correct thinking
- D. Correct errors in thinking
- E. Teach a general rule

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What component of the 5 microskills model is stimulated with the following statement by the preceptor?
You are correct that Mr. Jones' BP is elevated, and that further action needs to be taken ASAP.

- A. Get a commitment
- B. Probe for supporting evidence
- C. Reinforce correct thinking (positive feedback)
- D. Correct errors in thinking
- E. Teach a general rule

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What component of the 5 microskills model is stimulated with the statement by the preceptor?

Before we take the action you are suggesting we need to first establish a clear diagnosis.

- A. Get a commitment
- B. Probe for supporting evidence
- C. Reinforce correct thinking (positive feedback)
- D. Correct errors in thinking
- E. Teach a general rule

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What component of the 5 microskills model is stimulated with the statement by the preceptor?

You could be right that the child has a viral URI, but without checking the ears, you could have overlooked otitis media."

- A. Get a commitment
- B. Probe for supporting evidence
- C. Reinforce correct thinking
- D. Correct errors in thinking
- E. Teach a general rule

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What component of the 5 microskills model is stimulated with the statement by the preceptor?

In patients with these symptoms, it is important to distinguish between bronchitis and pneumonia. Patients with pneumonia are hypoxic, and older patients with pneumonia often experience cardiopulmonary failure.

- A. Get a commitment
- B. Probe for supporting evidence
- C. Reinforce correct thinking
- D. Correct errors in thinking
- E. Teach a general rule

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Thank you
for
attending
this session.

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