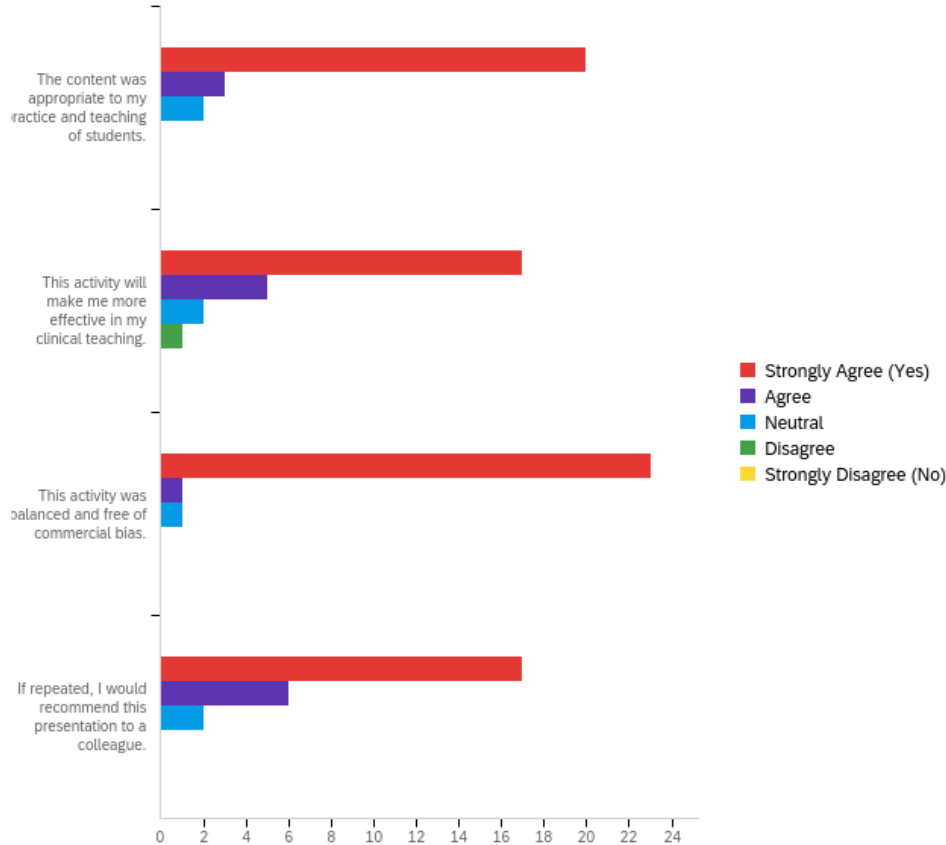


Five Microskills Model to Facilitate Learning in the Clinical Setting
July 23, 2020, 7:00-7:30 pm CT
Virtual

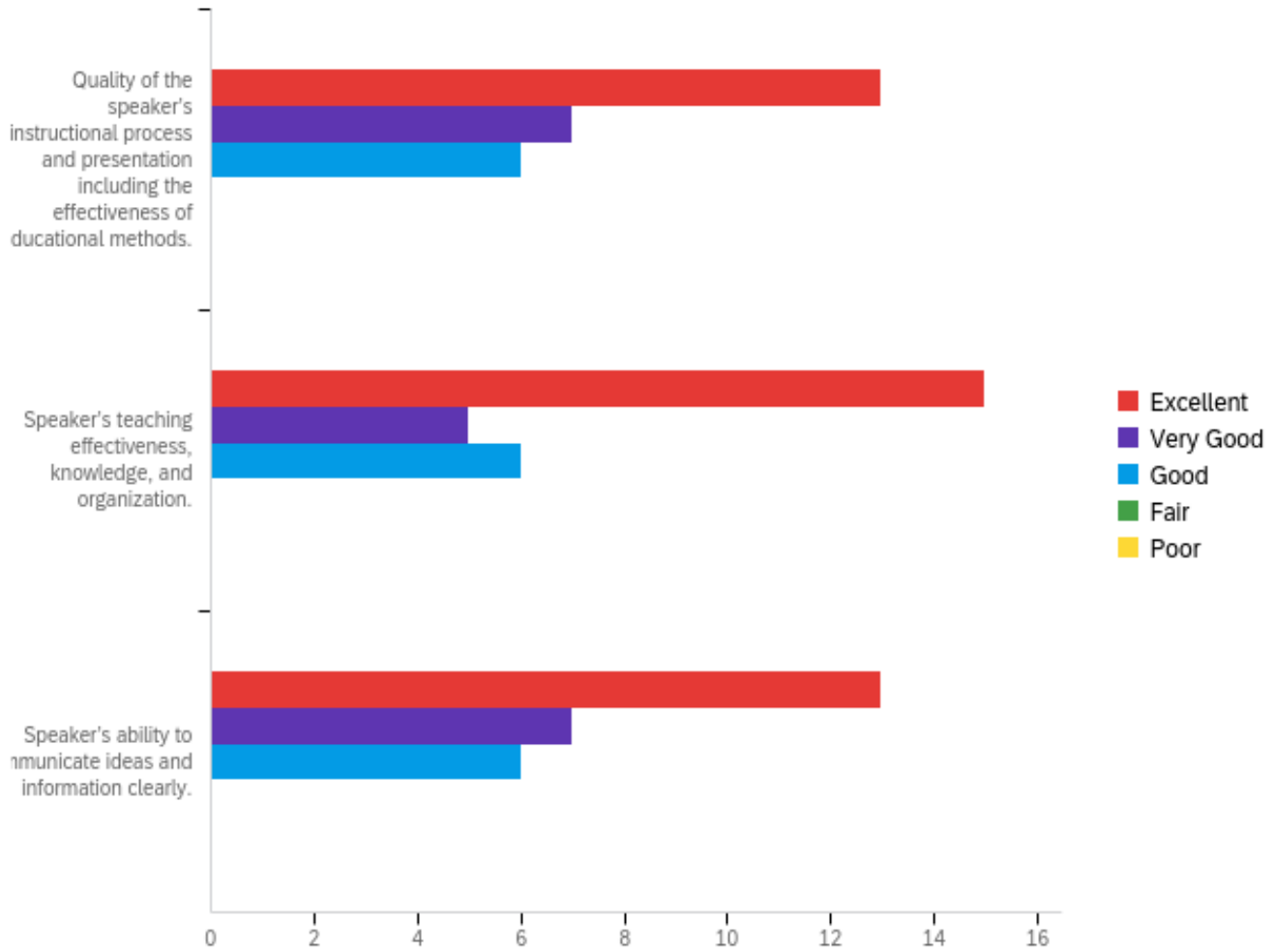
EVALUATION SUMMARY

Please indicate the extent to which you agree with the following statements:



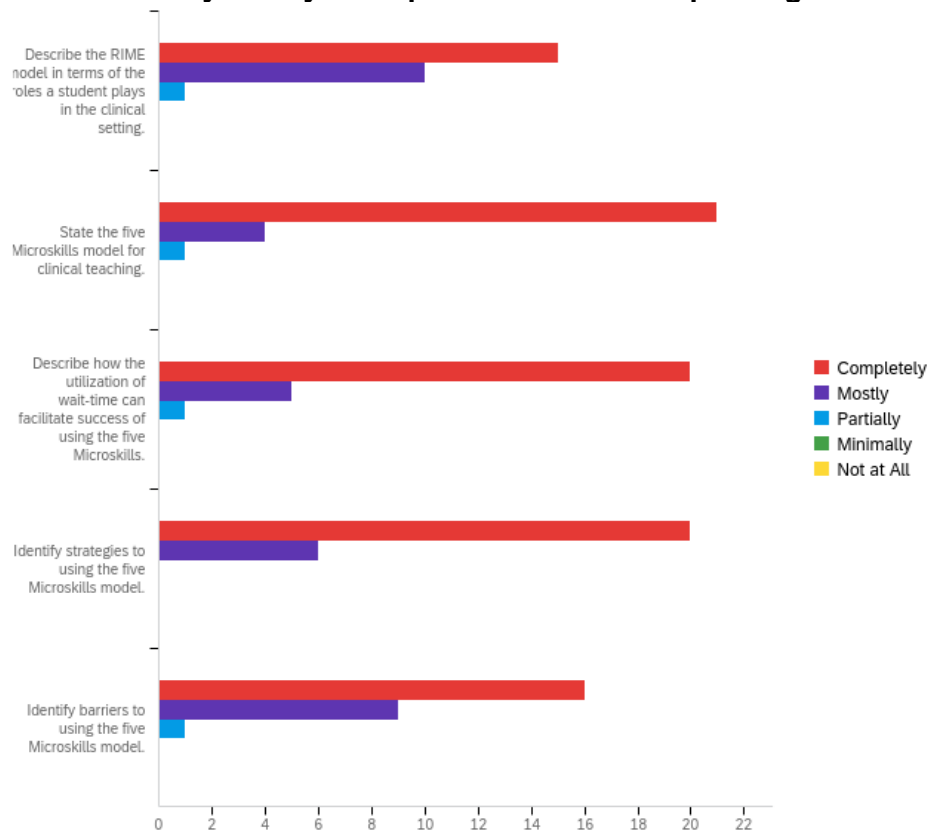
#	Question	Strongly Agree (Yes)	Agree	Neutral	Disagree	Strongly Disagree (No)	Total
1	The content was appropriate to my practice and teaching of students.	80.00% 20	12.00% 3	8.00% 2	0.00% 0	0.00% 0	25
2	This activity will make me more effective in my clinical teaching.	68.00% 17	20.00% 5	8.00% 2	4.00% 1	0.00% 0	25
3	This activity was balanced and free of commercial bias.	92.00% 23	4.00% 1	4.00% 1	0.00% 0	0.00% 0	25
4	If repeated, I would recommend this presentation to a colleague.	68.00% 17	24.00% 6	8.00% 2	0.00% 0	0.00% 0	25

Please rate the following:



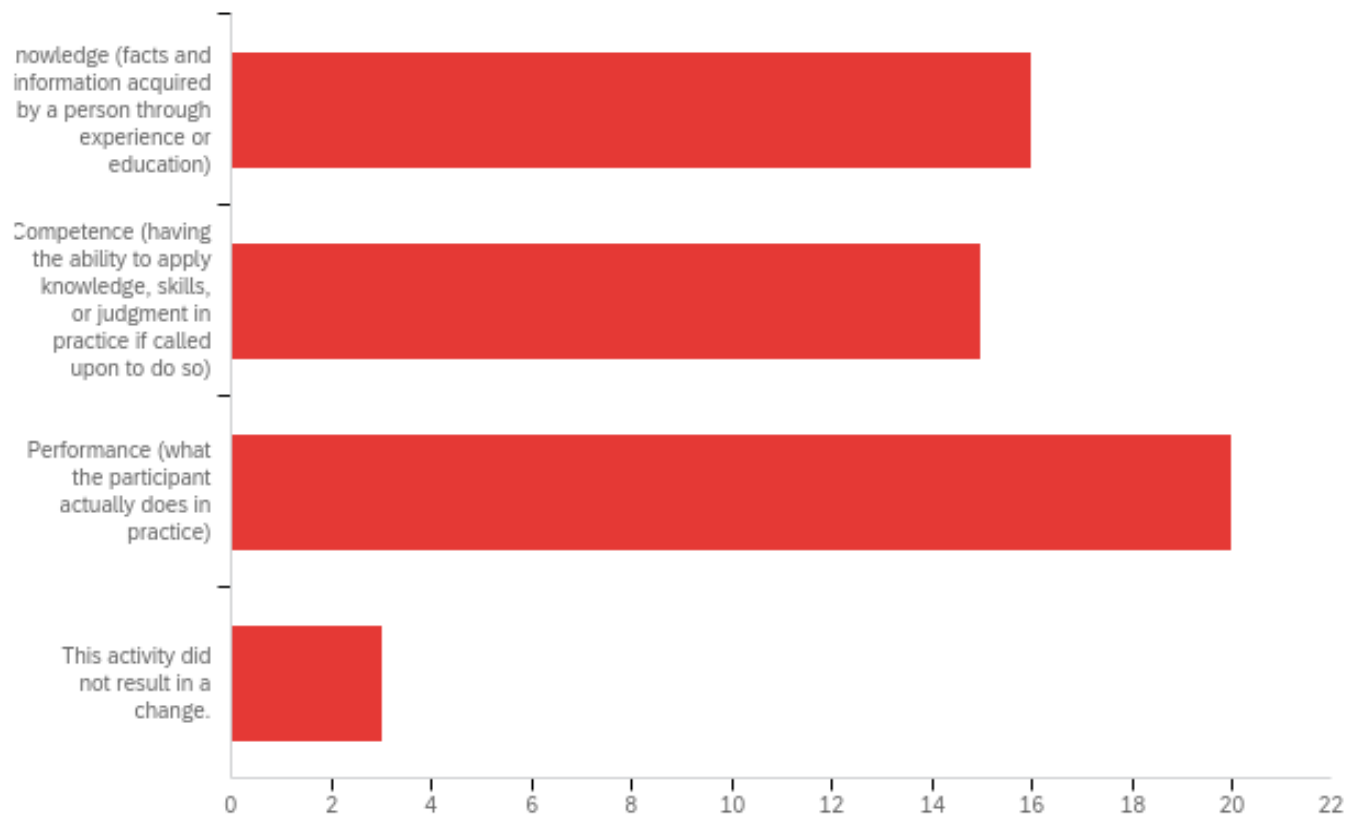
#	Question	Excellent		Very Good		Good		Fair		Poor		Total
1	Quality of the speaker's instructional process and presentation including the effectiveness of educational methods.	50.00%	13	26.92%	7	23.08%	6	0.00%	0	0.00%	0	26
2	Speaker's teaching effectiveness, knowledge, and organization.	57.69%	15	19.23%	5	23.08%	6	0.00%	0	0.00%	0	26
3	Speaker's ability to communicate ideas and information clearly.	50.00%	13	26.92%	7	23.08%	6	0.00%	0	0.00%	0	26

Did the activity meet your expectations in accomplishing the stated objectives?



#	Question	Completely	Mostly	Partially	Minimally	Not at All	Total
1	Describe the RIME model in terms of the roles a student plays in the clinical setting.	57.69% 15	38.46% 10	3.85% 1	0.00% 0	0.00% 0	26
2	State the five Microskills model for clinical teaching.	80.77% 21	15.38% 4	3.85% 1	0.00% 0	0.00% 0	26
3	Describe how the utilization of wait-time can facilitate success of using the five Microskills.	76.92% 20	19.23% 5	3.85% 1	0.00% 0	0.00% 0	26
4	Identify strategies to using the five Microskills model.	76.92% 20	23.08% 6	0.00% 0	0.00% 0	0.00% 0	26
5	Identify barriers to using the five Microskills model.	61.54% 16	34.62% 9	3.85% 1	0.00% 0	0.00% 0	26

This educational activity will result in a change in my (mark all that apply):



#	Answer	%	Count
1	Knowledge (facts and information acquired by a person through experience or education)	29.63%	16
2	Competence (having the ability to apply knowledge, skills, or judgment in practice if called upon to do so)	27.78%	15
3	Performance (what the participant actually does in practice)	37.04%	20
6	This activity did not result in a change.	5.56%	3
	Total	100%	54

Please describe any 'pearls' or takeaway messages.

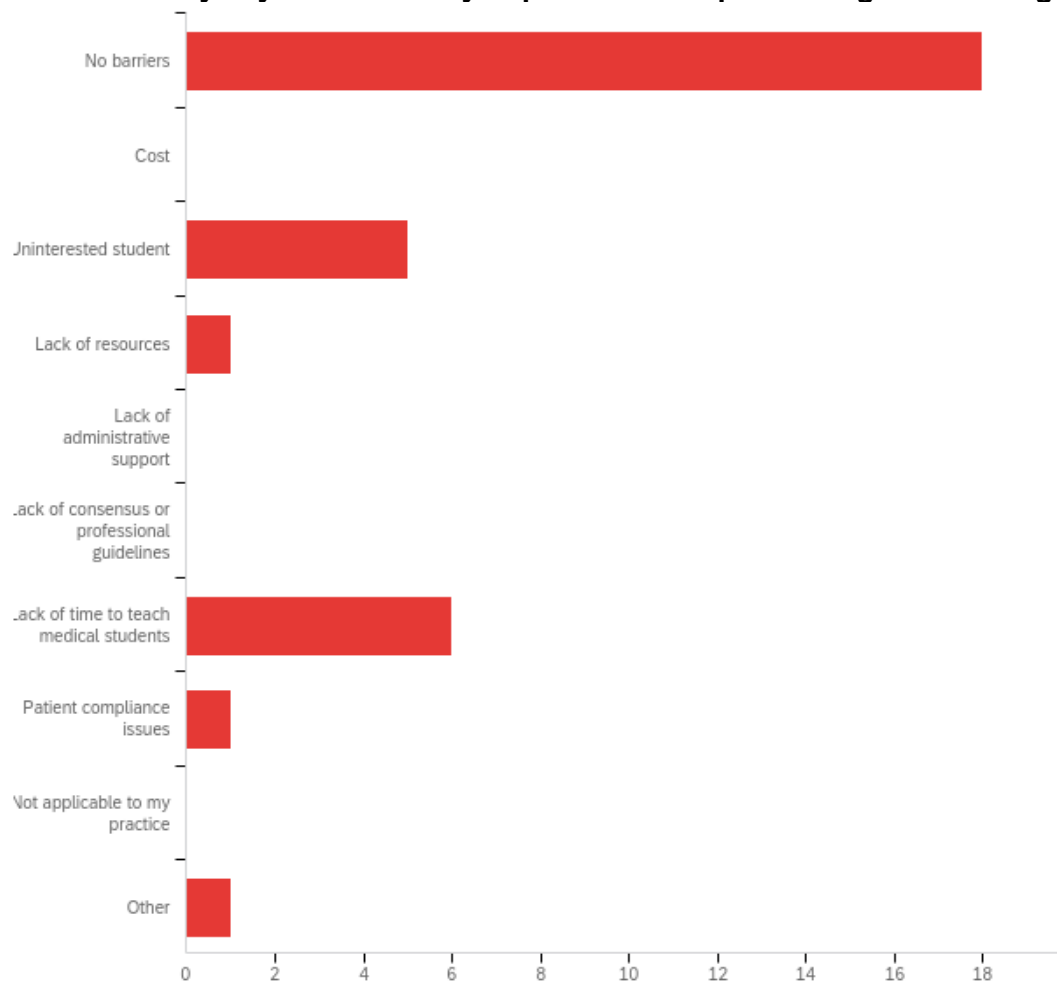
- Using the 5 microskills
- Taking pauses (wait-time) during the teaching interaction.
- Having a more methodical approach to interacting with students in the clinical setting in order to maximize their educational experience.
- I appreciated the presentation.
- Wait time
- Microskills to effectively provide feedback and teach in an effective way
- Teaching a general rule to conclude.
- The RIME model allows for a consistent approach to precepting feedback.
- It's important to correct errors with the right "music".
- Have a plan--follow the steps for feedback.
- Be patient--allow some silent time for thinking

- I am new to teaching students, and already enact some of these strategies, but it is nice to formally have it laid out.
- I really like the three second pause after the student stops speaking in case they have more to add. We are always in a hurry.
- I also like being in the habit of always offering confirmation of something which was correct.
- Great lecture!
- Great content I intend to implement Monday

Please note any changes or improvements in your practice that you plan to make as a result of attending this educational activity.

- Positive reinforcement of correct behavior
- Sometimes through the rush of the busy day, I don't give the students time they may need.
- I will focus on using some if not all the techniques more.
- Looking forward to applying the five micro skills during upcoming interactions with third year students in the clinical setting, as well as when working with residents while on-call.
- One resident and 2-3 students are with me in the clinic and operating room near constantly and continue to sign up for the rotation.
- I agree with the use of teaching moments throughout the day often in the presence of the patient and family.
- One on one is a terrific way to develop quality, caring doctors.
- Will utilize wait time more
- I want to do this just as described. It is more systematic and robust than what I was doing before
- Use 5 Microskills in teaching students
- The importance of reinforcing the correct information/behavior with positive feedback not just correcting errors.
- Ask "What findings took you to that conclusion?" more often.
- Will share model with students
- I believe I can improve by adding a wait time when probing students.
- Implement several of these Microskills.
- Waiting after student finishes presentation to give them more time

Please identify any barriers that you perceive in implementing these changes. Mark all that apply.



#	Answer	%	Count
1	No barriers	56.25%	18
2	Cost	0.00%	0
3	Uninterested student	15.63%	5
5	Lack of resources	3.13%	1
6	Lack of administrative support	0.00%	0
8	Lack of consensus or professional guidelines	0.00%	0
9	Lack of time to teach medical students	18.75%	6
10	Patient compliance issues	3.13%	1
11	Not applicable to my practice	0.00%	0
12	<ul style="list-style-type: none"> Other We have a new second site medical school one block from our ENT offices 	3.13%	1
	Total	100%	32

How will you address the identified barriers in order to implement change?

- Focus on some but not all patients that student is seeing if time does not permit.
- I anticipate it may be difficult on busier days as was discussed.
- I like the tips of starting out trying it when the day is slower or at the end of the day, and as I get better at it then it will be easier to incorporate often.
- Evaluation process
- Use the time that is available
- No barriers

Do you have any unanswered questions or additional comments?

- No responses given

What topics would you like to see in upcoming preceptor development activities?

- Effective teaching perioperatively
- Interprofessional Education strategies for Preceptors
- Effective teaching techniques for students who do not talk a lot.
- Cultural differences and gender differences in medical practice
- IPE educational strategies as presented so far