

Residents As Educators



Resources for
Teaching



Educational
Program Objectives

Karen Spear Ellinwood, JD, PhD [Instructional Development]
520.626.1743 kse@medadmin.arizona.edu

T. Gail Pritchard, PhD [Resident Development]
520.626.2390 tpritcha@medadmin.arizona.edu

Susan Ellis, EdS [Assessment of Student Performance]
520.626.3654 sellis@medadmin.arizona.edu

Larry Oñate, MD, Housestaff Counselor 520. 325.9176



Resident
Development

Microskills 5 Plus 5!

- 1. Get a commitment** [What do you think is going on?]
- 2. Probe for evidence** [What supports/contradicts your ideas? What else do you need to know? Are you making any assumptions?]
- 3. Teach\Critique General Rules** [Ask students to infer and apply general rule to the case; analyze for exceptions; engage in critical discussion]
- 4. Reinforce what was right** [You responded to the patient respectfully in stressful conditions; you demonstrated good understanding of X]
- 5. Reflect & Correct**
 - +1 Be Timely & Respectful** [Offer feedback ASAP; use professional tone]
 - +2 Be explicit** [I'd like to give you feedback on (today's event).]
 - +3 Describe relevant observable behaviors** [I noticed you asked the next question before the patient could respond.]
 - +4 Invite Self-assessment & Reflection for Improvement** [How do you think you did when you ...? What do you think you could do next time if this happens? How could you better prepare for...?]
 - +5 Suggest/Model corrective action** [When X happens, you could do or say Y; demonstrate how to say/do under similar conditions]