

Framing the learning experience

Funds of Knowledge
Check

Check learner's funds of knowledge. Ask: What have they done independently, with success? Where is their comfort zone? What can they do without assistance? Where might they need assistance?

Identify Learning
Demands

Identify reasonable expectations of the student. Ask yourself: Do these expectations pose sufficient challenge to student's development in any or some combination of the 6 competence areas? Is it too easy? Too challenging?

Set/Clarify Learning
Objectives

Articulate expectations; purpose of student interaction with patient, clinic, system, etc.



Residents as Educators
Development Program

Offer Tools &
Resources

Suggest apps or articles, people and ways of doing things to help students acclimate to clinic or hospital practice. Ask students to review articles before seeing patients or in developing a Ddx or plan of care.

Promote Reflection
Before-During-After

Engage students in inquiry-based learning. Before giving an answer, ask what student thinks or ask student to articulate what evidence you might have to support your thinking.

 COLLEGE OF MEDICINE
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Residents as Educators Program

Gail Pritchard, PhD, and Karen Spear Ellinwood, PhD, JD, offer one-on-one mentoring for teaching medical students, in addition to department or program level educator development activities.

Please contact us if you would like some support for teaching, or would like to share your teaching experiences with other residents.

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Resources for Residents as Educators



Resources for Teaching



Educational Program
Objectives



Additional Resources

Guidelines for teaching & providing constructive feedback

Microskills 5 Plus 5!

- [Reflective Feedback Conversations | Guiding DDx]
- 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? How could you improve your (patient interviewing skills, development of differential diagnoses, time management)?]
 - +5 Suggest/Model corrective action** [When X happens, you could do or say Y; demonstrate how to say/do under similar conditions]