

The Five Microskills of Clinical Teaching - Assessment Form (OSTE)

	Criteria For Evaluation	Evidence	Emerging Evidence	No Evidence
Learning Environment	Models professionalism (demonstrates respect for learner)	<input type="radio"/> Allows the learner to speak without interrupting, creates a non-intimidating learning environment	<input type="radio"/> Occasional interruption but regroups	<input type="radio"/> Disinterested, rude, judgmental comments
	Demonstrates enthusiasm for teaching	<input type="radio"/> Motivated to teach, upbeat/positive attitude, includes component of "teach a general rule"	<input type="radio"/> A bit lost, overwhelmed, but does teach	<input type="radio"/> Distracted by case and does not teach
	Encourages learner to voice uncertainty, ask questions	<input type="radio"/> Asks something like "How can I be helpful to you?", creates supportive learning environment/invites inquiry	<input type="radio"/> Some encouragement of inquiry	<input type="radio"/> No encouragement of inquiry
Learner	Encourages learner to present and share information	<input type="radio"/> Demonstrates active listening, engaged, makes eye-contact, nods with understanding	<input type="radio"/> Demonstrates active listening, but interrupts occasionally for clarification	<input type="radio"/> Does most of the talking, frequent interruptions, takes over the presentation
	Solicits and provides learner feedback	<input type="radio"/> Provides feedback (Ask-Tell-Ask Method), specific comments	<input type="radio"/> Provides feedback but does not solicit learner input or feedback given is generic	<input type="radio"/> Forgets/avoids feedback
	Helps learner make connections	<input type="radio"/> Crafts questions to support synthesis of information, helps learner develop differential	<input type="radio"/> Discussion is simple, mainly talks out loud with their own thought process	<input type="radio"/> Does not promote discussion of case nor ask thought provoking questions
The Five Microskills	Asks learner to make a commitment (diagnosis)	<input type="radio"/> Asks "What do you think is going on?" Gets a commitment (+/- follow up questions)	<input type="radio"/> Gets learner to talk, but does not commit to diagnosis	<input type="radio"/> Does not ask learner to make a commitment, gives own diagnosis
	Probes the learner for supporting evidence i.e. asks Why?	<input type="radio"/> Asks why, probes for reasoning, investigates learner's knowledge/thought process	<input type="radio"/> Asks basic follow up questions that do not thoroughly investigate learner thinking	<input type="radio"/> Does not probe for supporting evidence
	Teaches the learner a relevant topic related to the case presentation	<input type="radio"/> Teaches, topic is relevant, teaching is well-organized, succinct (1-2 points made)	<input type="radio"/> Teaches but digresses into a mini-lecture, topic is not related to case or learner questions	<input type="radio"/> Does not teach
	Provides positive feedback (reinforces what was done right)	<input type="radio"/> Discusses specific details about what was done well	<input type="radio"/> Provides positive feedback, but it is generic	<input type="radio"/> Does not provide positive feedback
	Corrects mistakes thoroughly and accurately (identifies 1-2 items for improvement)	<input type="radio"/> Discusses specific opportunities for improvement	<input type="radio"/> Provides generic suggestions	<input type="radio"/> Does not provide constructive feedback, or mentions too many mistakes
Other Teaching Skills	Maintains good eye contact with learner during case presentation and discussion	<input type="radio"/> Comfortable interaction, relaxed posture, good eye contact	<input type="radio"/> Appears nervous, some eye contact	<input type="radio"/> Interaction appears uncomfortable, cold
	Leads an organized discussion and teaching session with learner	<input type="radio"/> Flow is organized, not rushed, covers all microskills	<input type="radio"/> Conversation is a bit disorganized but covers most microskill components	<input type="radio"/> Disorganized, no teaching, does not cover all microskills
	Encourages self-directed learning by suggesting further reading on the teaching topic	<input type="radio"/> Encourages further questions on the case, suggests future topics to read/discuss	<input type="radio"/> Mentions to read on topic but advice is generic	<input type="radio"/> Does not encourage self-directed learning
	Encourages self-reflection by encouraging learner to develop an action plan (i.e. what to consider for next time)	<input type="radio"/> Outlines goals for next time, includes learner input, develops action plan	<input type="radio"/> Discussion includes input from learner, does not develop formal action plan	<input type="radio"/> Does not encourage self-reflection