

Objective Structured Teaching Evaluation (OSTE) Rater Instructions – The Five Microskills

As a rater for this case, you will assess the Resident's role as a teacher.

In this scenario, the Resident will act as an office preceptor for a third year medical student rotating in the Family Medicine clerkship.

Residents have received instruction on the Five Microskills prior to this assessment - All residents received an article and one pager on the Five Microskills to review. Most (if not all) PGY 2/3 residents attended a training session on the Five Microskills done in July 2017 and July 2018.

Feedback for the Resident Teacher at the conclusion of the OSTE should focus on Resident comfort and ability to:

- Successfully work through the Five Microskills in a logical and organized fashion
- Engage the learner in a conversation that leads to a teachable moment
- Create a supportive learning environment
- Identify and communicate feedback in both a productive and constructive manner

Consider the following key questions in your assessment and critique of the resident's performance:

- Did the resident let the student talk uninterrupted?
- Did the resident ask probing questions that are not facts only?
- Did the resident teach at least one pearl?
- Did the resident give feedback to the student?

The following pages offer supplemental information to assist you with your feedback for the residents on how to further develop their use of the Five Microskills and overall teaching skills.

The Five Microskills

- **Get a Commitment**

Ask the learner what they think is happening with the patient: *“Why do you think this patient is noncompliant?”* or *“What do you think is causing the chest pain?”*

By asking the learner to interpret, you can diagnose their needs; do they understand the patient and disease process.

Involving the learner creates a more collaborative environment and gives the learner responsibility for the patient.

- **Probe For Supporting Evidence**

Ask the learner for the rationale or justification for opinion: *“What else did you consider?”* or *“What were the major findings to lead to your conclusion?”*

Even if you do not agree with their opinion, it is important to determine their thought process and logic.

By assessing their thought processes, you will be able to discover what they know and identify gaps in knowledge.

- **Teach General Rules**

Provide a generalizable teaching point targeted at the learner’s level of understanding.

This is **not** the answer to the case, but rather a way of looking at the case: *“The patient with orbital cellulitis should have restriction of extraocular movements, proptosis and pain. If clinical exam is unclear, a CT is warranted.”*

Knowledge is more memorable if offered as a general rule or standardized approach to a type of problem.

- **Tell Them What They Did Right**

Competencies must be reinforced to be firmly established.

This is not a time for general praise, but rather specific feedback on correct thought processes, opinions or actions.

- **Correct Mistakes**

Take the opportunity to point out errors and allow the learner to critique his/her performance and discuss what could have been done differently.

Learners often are aware of mistake but unsure of how to avoid them in the future; this is a teachable moment that can be done in front of the team or in private depending on the situation.

Avoid vague and judgmental statements.

Adapted from Neher, JO, Gordon KC, Meyer B, and Stevens N. A Five-step "Microskills" Model of Clinical Teaching. *Journal of the American Board of Family Practice*. 5:419-424, 1992.

Principles of Effective Feedback

- Expected by learner
- Elicits the learner's perspective
- Label it feedback
- Based on personal observations/experiences
- Regulated in quantity
- Well-timed
- Descriptive and nonjudgmental
- Focused on actions not intentions
- Provides guidance/plan for development
- Invites self-assessment
- Limited to behavior, not personality

Goals for Teaching in the Clinical Setting

- Effective Clinical Teaching involves:
 - Knowing your learner
 - Creating a safe learning environment
 - Encouraging active learning
 - Directing learners toward higher ordered thinking
 - Providing/promoting feedback, debriefing and reflection
 - Role-modeling

- Areas for Teaching include:
 - History and Physical
 - Ensure accuracy
 - Review physical exam findings
 - Generate differential diagnoses
 - Admission Orders
 - Why/how parameters are chosen
 - Individualization for patients
 - Promotes discussion of differential, therapeutics, etc.
 - Diagnostics
 - Relevance
 - Indications/contraindications
 - Procedures
 - Therapeutic interventions

- Overall Goals
 - Focus on process not just content
 - Making knowledge relevant
 - Encouraging transfer of knowledge