



Efficient Teaching in a Busy Clinical Practice

Elizabeth McMurtry, DO, FACEP

Pacific Northwest University College of Osteopathic Medicine

Environment and Opportunities

Establish a teaching-friendly environment

Orient site and students, plan a space, have MA/nurse get patient consent at intake

Establish a teaching-friendly schedule

Double book first visit, block off last visit

Block 15 minutes morning/afternoon to deliver feedback

Book one complex patient (student's) with several simple ones (yours)

Involve your learner

Enlist staff's help, let students help with administrative tasks, develop a panel of "teaching patients", let learners educate your patients (and you)

Create learning opportunities

Understand your learner's current level

Discuss goals (yours and theirs) at regular intervals

What to teach and how to teach it

<p>One-Minute Preceptor <i>Maximizes teaching time after student assesses pt</i></p> <ul style="list-style-type: none"> • Get a commitment • Probe for supporting evidence • Teach general rules • Reinforce correct items • Correct mistakes 	<p>4-GET Model <i>Maximizes teaching while using the EMR</i></p> <ul style="list-style-type: none"> • "B-4" steps: computer access, review chart, introduce, set up "diamond" • Gather data • Teach
<p>"What if..."</p> <ul style="list-style-type: none"> • "...pt is pregnant" "...pt is a child" <p><i>Use after presentations to hone critical thinking and probe for understanding</i></p>	<p>Search the Spectrum <i>Probes knowledge across topics and encourages assimilation</i></p> <ul style="list-style-type: none"> • Learner selects topic needing review • Learner and preceptor seek cases • Discuss spectrum of selected disease
<p>SPIT <i>Molds differential diagnosis formulation skills</i></p> <ul style="list-style-type: none"> • Serious • Probable • Interesting • Treatable 	<p>Ask-Tell-Ask <i>Learner uses self-reflection while you assess their insights</i></p> <ul style="list-style-type: none"> • ASK how encounter went • TELL what you think about what they share • ASK learner how they can improve

Become a Master Preceptor contact emcmurtry@pnwu.edu or visit <http://www.pnwu.edu/college-osteopathic-medicine/adjunct-clinical-faculty-development/master-preceptors/>

This program is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$1,958,60. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS or the U.S. Government.