

Teaching Students While Remaining Clinically Productive in the Ambulatory Setting

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Objectives

- 1. Identify obstacles to teaching students and maintaining clinical productivity
- 2. Identify ways to structure the ambulatory setting to best serve the preceptor, patient and student
- 3. Recognize resources or techniques available to improve teaching efficiency while maintaining clinical productivity

Obstacles

- Time limitation
 - Seeing patients
 - Teaching
- Pressure for productivity
- Patient scheduling
- Patient reluctance
- Being unprepared for teaching



Time Limitation



- Studies show no significant preceptor time difference with patients
- Average teaching time per encounter
- Efficiency requires at least 2 exam rooms

How Do We Improve?

Make the Learner a Part of the Ambulatory Setting

- Plan ahead for the learner to be a participant in ambulatory care
- Provide the learner with pre-learning prior to entering clinic
- Give an opportunity early to follow a patient through an entire visit
- Schedule teaching time when able

Scheduling with Learners

Example 1

- Student sees new patient
- Student and preceptor finish with new patient
- Preceptor sees follow up or routine visit #1
- Preceptor sees follow up or routine visit #2
- Empty

Example 2

- Student sees patient 1
- Preceptor teaches student about patient 1
- Student sees patient 3
- Preceptor teaches about patient 3
- Preceptor sees patient 2
- Empty
- Preceptor sees patient 4
- Empty



Learner Roles in the Ambulatory Setting

- Patient intake
- Performance of focused history and exam
- Patient education
- Organization of community services or interdisciplinary care
- Monitoring of patient status between visits

Learner Scripts

- What are learner scripts?
- Giving the learner scripts early to delineate expectations
 - Patient intake script
 - Patient presentation script
 - May vary depending on environment used

Example Patient Intake Script

- Review patient list with preceptor to determine who student will see
- Review patient charts
- Set up exam room
- Introduce self to patient and ask for permission to participate in care
- Obtain vital signs and weight
- Obtain basic historical info

Example Patient Presentation Script

- History and Physical up until breast exam
- Find preceptor and chaperone for the remainder of physical exam
- Include in presentation any prior interactions patient has had with preceptor
- Include reason for patient's present visit
- Include in your presentation: pertinent patient history, physical exam findings and relevant diagnostic tests.

Time Management with Learners

With patients

- Preview your schedule
- Prime the student before the case
- Give a specific stopping point or time limit
- Assign a specific part of the exam
- See the patient together
- Provide health education to the patient at the same time as student education



Time Management with Learners

During presentation

- Set a time limit on presentation
- Presentation of case in front of the patient

Other

- Assign other duties as needed



Resources

- <http://www.teachingphysician.org/>
- The one minute preceptor
- <https://www.mededportal.org>
- <http://www.comsep.org/home/index.cfm>

One Minute Preceptor

- Used when students see patient first
- 5 microskills
- Focus teaching where learner has deficiencies
- Reflect on your use at the end of the day to hasten acquisition of the skills

5 microskills

1. Get a commitment
2. Probe for supporting evidence
3. Teach general rules
4. Reinforce what was done right
5. Correct mistakes



Get a Commitment

- Immediately after the learner has presented
- Ask a single question such as
 - “What do you think is going on?”
 - “What do you want to do?”
- Commitment may be for any part of the process
- Helps learner process information he or she has collected
- Being wrong is okay

Probe for Supporting Evidence

- Ask what underlies commitment statement
- May use questions such as
 - “What factors did you consider in making that decision?”
 - “Were there other options you considered and discarded?”
- If difficult, may ask more specific questions
 - “If your patient was pregnant, would this change your plans?”
 - “What are your thoughts on empiric treatment as opposed to obtaining a definitive diagnosis first?”

Teach General Rules

- Teach one or more general rules such as
 - Key features of a diagnosis
 - Management guidelines
 - Dealing with a difficult patient
 - Effective use of consultation
 - How to prioritize on a busy day
- Not more than a few rules per case

Reinforce What Was Done Right Correct Mistakes

- Find behaviors that were highly effective
- Use descriptive language
- Get learner input on what they did right
- May ask ahead of time how learner likes to get feedback
- If time does not allow, set aside specific feedback time



Applying the Microskills to Different Learners

- Visual Learners:
 - Have learner write ideas prior to meeting with preceptor
 - Suggest algorithms for aiding learning
 - Use a whiteboard (learner or preceptor)
 - Use charts/graphs/tables and pneumonics for teaching general rules
 - Have learner write down suggestions given

Applying the Microskills to Different Learners

- Auditory
 - Allow time to formulate response
 - Feed responses back to the learner using reflective listening
 - Have learners read aloud
 - Suggest learners give a mini-lecture later on
 - Elicit questions

Applying the Microskills to Different Learners

- Tactile
 - Allow options for physical movement during presentations
 - Have student use a whiteboard
 - Use color coded type or markers
 - Break down process into parts
 - Have learner find the reference, guideline or citation

Summary

- Common obstacles to maintaining productivity while teaching are:
 - Time management, patient reluctance and being unprepared for teaching
- Overcoming obstacles may involve
 - Purposeful scheduling, pre-learning or preparing the learner and the environment
 - Using learner scripts or assigning learner different roles
 - Using resources such as one minute preceptor or web site resources

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