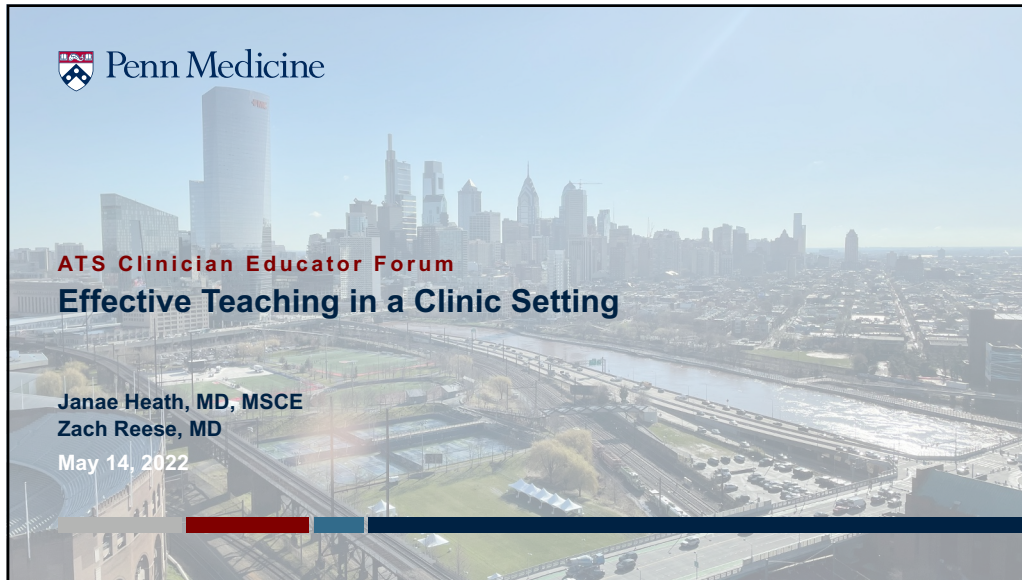



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ATS Clinician Educator Forum
Effective Teaching in a Clinic Setting

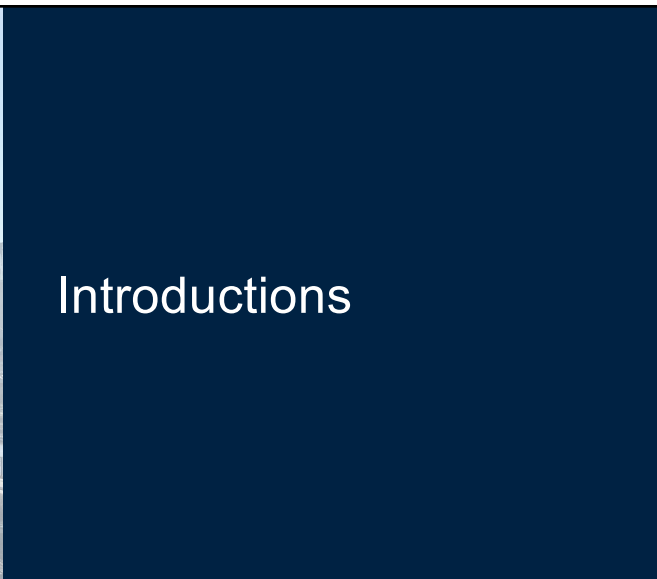
Janae Heath, MD, MSCE
Zach Reese, MD
May 14, 2022



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Introductions




2

Objectives


-  Share challenges of clinical teaching and precepting
-  Review general precepting frameworks
-  Brainstorm strategies for overcoming barriers to effective clinical teaching

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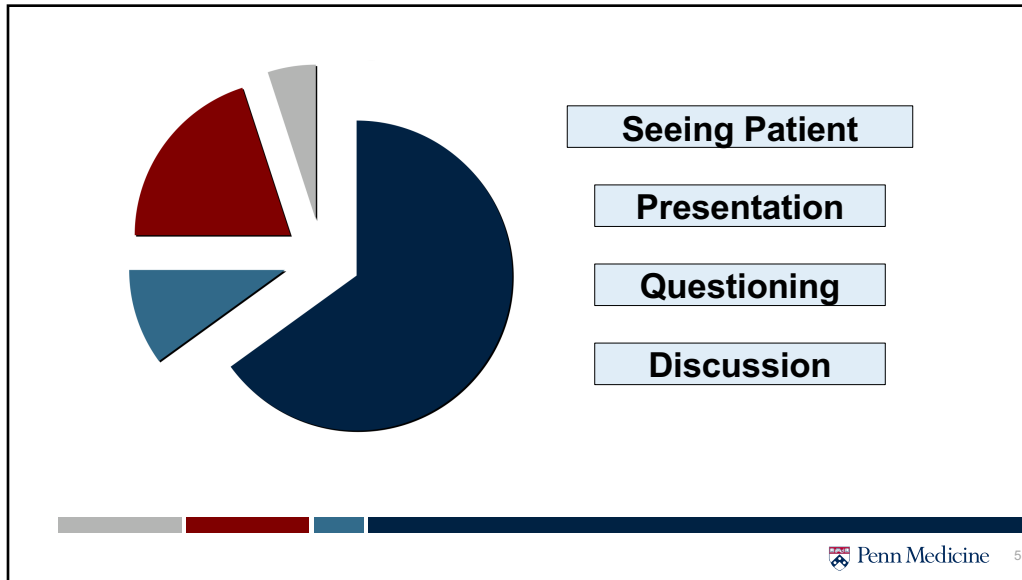
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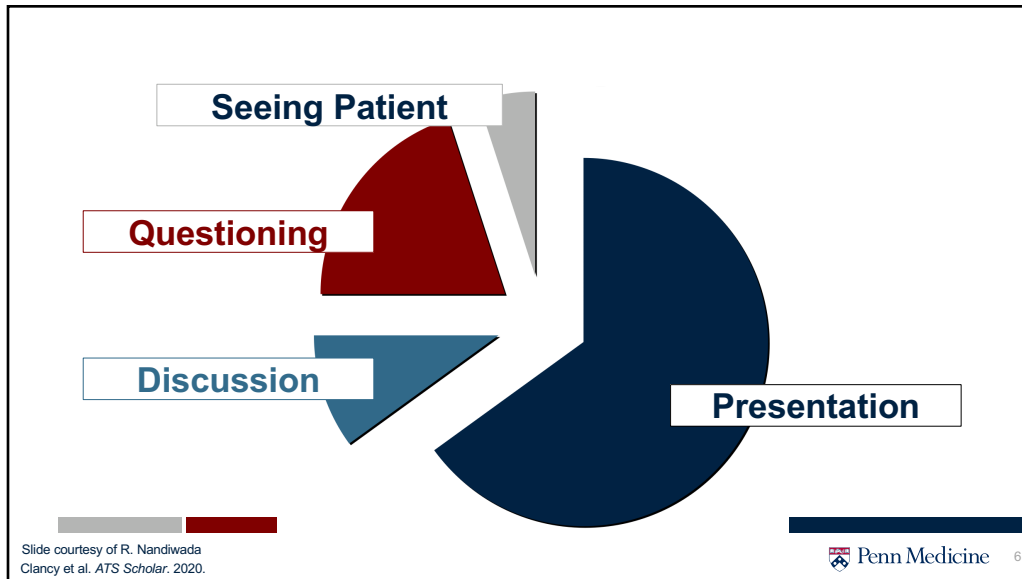
What are some teaching challenges that arise during precepting?



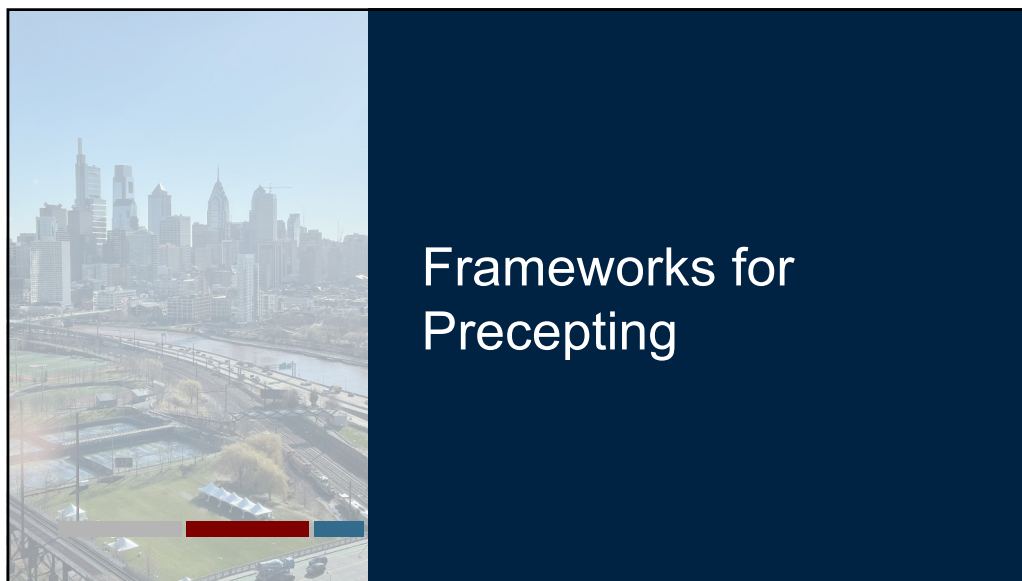
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One Minute Preceptor

- 1
Get a commitment
- 2
Probe for supporting evidence
- 3
Teach general rules
- 4
Reinforce what was done well
- 5
Correct errors/provide feedback

Neher et al. J Am Board Fam Pract. 1992.

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S Summarize the case

N Narrow the differential

A Analyze the differential

P Probe the preceptor

P Plan management

S Select an issue for self directed learning

Wolpaw et al. *Acad Med.* 2003.

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STEP-UP Model for Fellow-Driven Precepting

SET the stage

TELL the story

EDUCATIONAL goals

PRELIMINARY plan

UNCERTAINTIES

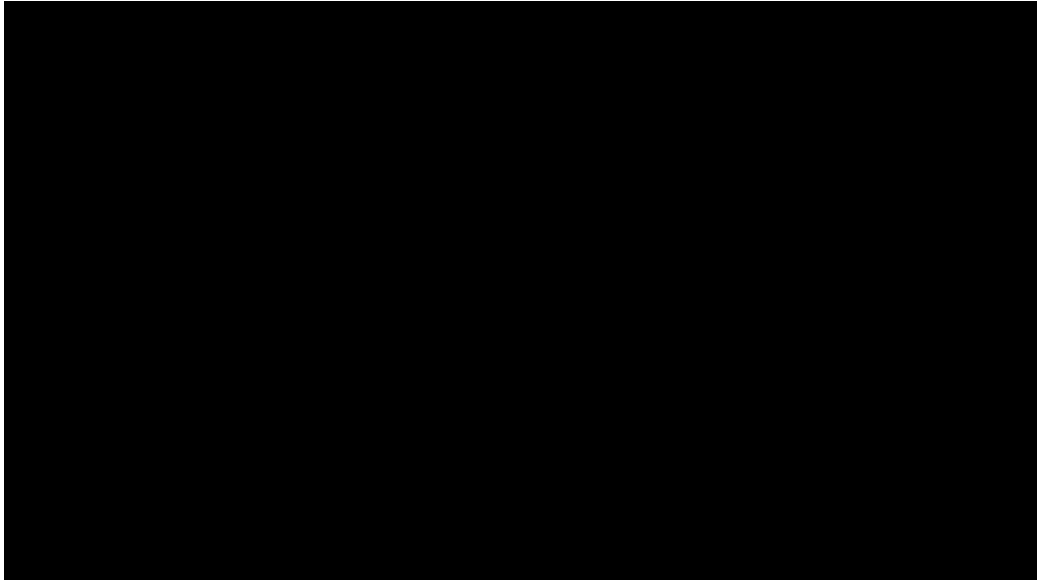
PLAN recap

SCAN ME

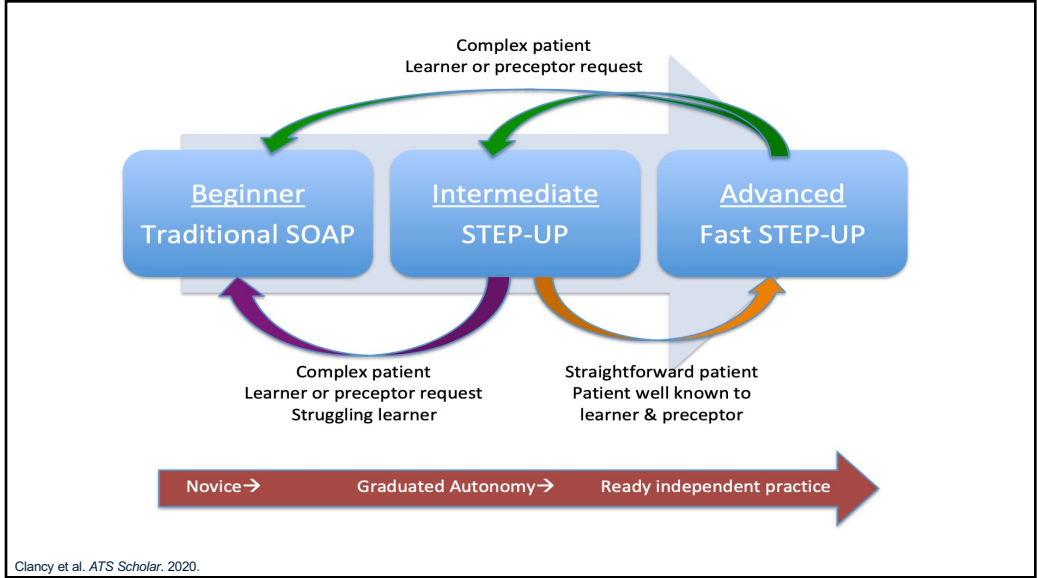
Clancy et al. *ATS Scholar.* 2020.

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What are potential barriers to implementing these precepting models?


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What Can You Do?

Before the encounter?

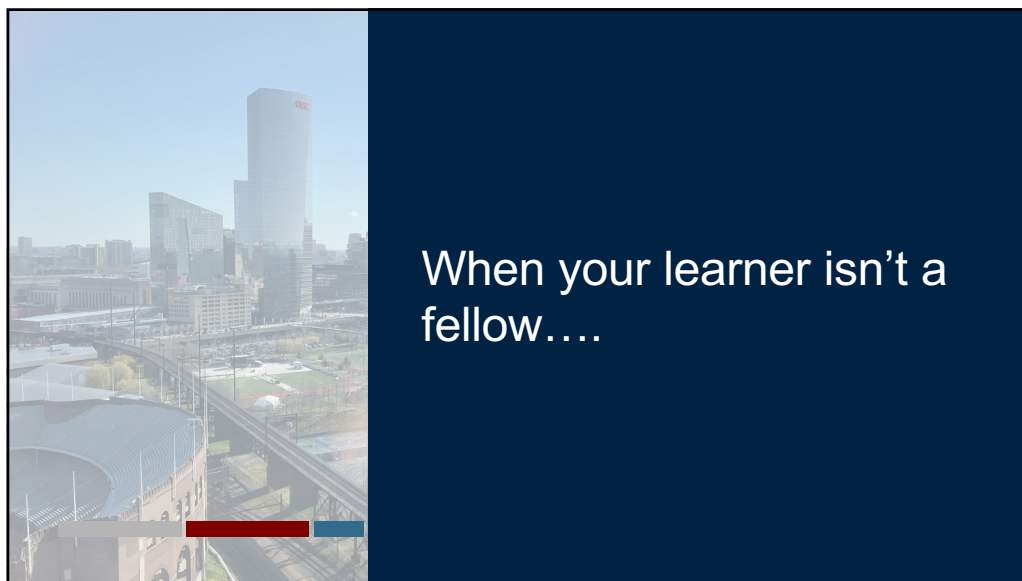
During the encounter?

After the encounter?



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Take Away Points

- **Using a precepting model** can help better utilize time (a frequent barrier to teaching in clinic)
- **Choose** a precepting model **based on the fellows' experience** and/or the **complexity of the patient**
- **Actively think** about how you can use time **before, during, and after** the clinic encounter for teaching
- Give **specific feedback** to your learner **based on the goals** they set

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PDF



SCAN ME

Video



SCAN ME

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