

**REFLECTION**  
**Residents and Fellows as Teacher**  
**Module 3**  
**Teaching While Admitting a New Patient**



What is your reaction your clinical teachers/attending ask you questions? Why do you think you react the way you do? What do you like about being questioned? What don't you like about it?



List examples of two or three higher order questions.

Think about the five micro skills of teaching discussed in the one-minute preceptor model. Talk through to yourself about how you would use the steps in teaching scenario.

<b>GET A COMMITMENT</b>	<ul style="list-style-type: none"><li>• Ask: "What do you think is going on [with the patient]?"</li><li>• Provides assessment of student's knowledge/skill, teaches interpretation of data</li></ul>
<b>PROBE FOR SUPPORTING EVIDENCE</b>	<ul style="list-style-type: none"><li>• Ask: "What led you to this conclusion?" or "What else did you consider?"</li><li>• Reveals student's thought process and identifies knowledge gaps</li></ul>
<b>TEACH GENERAL RULES</b>	<ul style="list-style-type: none"><li>• Say: "When you see this, always consider..."</li><li>• Offers 'pearls' which can be remembered</li></ul>
<b>REINFORCE WHAT WAS DONE RIGHT</b>	<ul style="list-style-type: none"><li>• Say: "You did an excellent job of..."</li><li>• Offer positive reinforcement</li></ul>
<b>CORRECT MISTAKES</b>	<ul style="list-style-type: none"><li>• Say: "Next time, try to consider..."</li><li>• Comment on omissions and misunderstandings to correct errors in judgment or action.</li></ul>