BRINGING EDUCATION & SERVICE TOGETHER (BEST)

Five-Step “Microskills” (Neher et al., 1992)
1. Get a commitment    4. Reinforce what was done right
2. Probe for supporting evidence 3. Teach general rules
5. Correct mistakes

Orienting Learners
O rientation to session (Their goals, then yours)
R esponsibilities (Patients, notes, call, feedback)
I nterchange (How to balance service vs. learning?)
E ducation (Self-directed learning: How learn best?)
N eeds (Does learner have questions, concerns?)
T iming of follow-up (When will you discuss next?)

Giving Feedback
I nquiry (First, listen quietly to learner’s concerns.)
N eeds (What does learner need in this situation?)
S pecific feedback (Start with positives; self-feedback)
I nterchange (Balance team’s needs with learner’s.)
G oals (Clarify any new goals you’ve mutually reached.)
H elp (Any serious problems requiring referral?)
T iming of follow-up (When will you discuss next?)

Teaching Procedures*

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<td>Risks</td>
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*Dunnington & DaRosa (2000); Edwards et al. (1988)
**Skeff, Stratos, Berman & Bergen (1992)
Bedside Teaching (of clinical skills)

Briefing (Orient learner and patient to teaching session.)
Expectations (Learner’s own goals for session)
Demonstration (Quietly observe learner at work.)
Specific feedback (How can learner improve skills?)
Inclusion of microskills (Teach through questioning)
Debriefing (What did patient, learner think of session?)
Education (What would learner prefer to read/do later?)

Teaching Charting

Comments (Read note, write comments on copy.)
Help (Establish mutual goals. Any special help needed?)
Assessment of note (First learner’s, then yours)
Resources (How can learner improve charting skills?)
Timing of follow-up (When will you review more notes?)

Work Rounds • Group Teaching

Learners (Introductions to establish learning climate)
Microskills (Find and use teachable moments in rounds.)
Needs (Briefly establish team’s mutual learning goals.)
Organization (How best to structure rounds today)
Presentations (Set guidelines for presenting patients.)
Questions (Teach through questioning.)
Recall questions (Knowledge of facts)**
Synthesis questions (Analysis of concepts)**
Teaching (What would learners like to read/do later?)

Giving Lectures

Learning objectives (Desired skills after session?)
evaluation (Ask what learners know about topic.)
Control of session (A/V materials, pace of talk)
Talk (Eye contact, interactivity, personalization)
Understanding questions (Analysis of concepts)**
Retention questions (Knowledge of facts)**
Education (What would learners like to read/do later?)