

Residents in Clinic: Learning & Working

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I have no conflicts of interest or financial disclosures



You have time
Ask a question

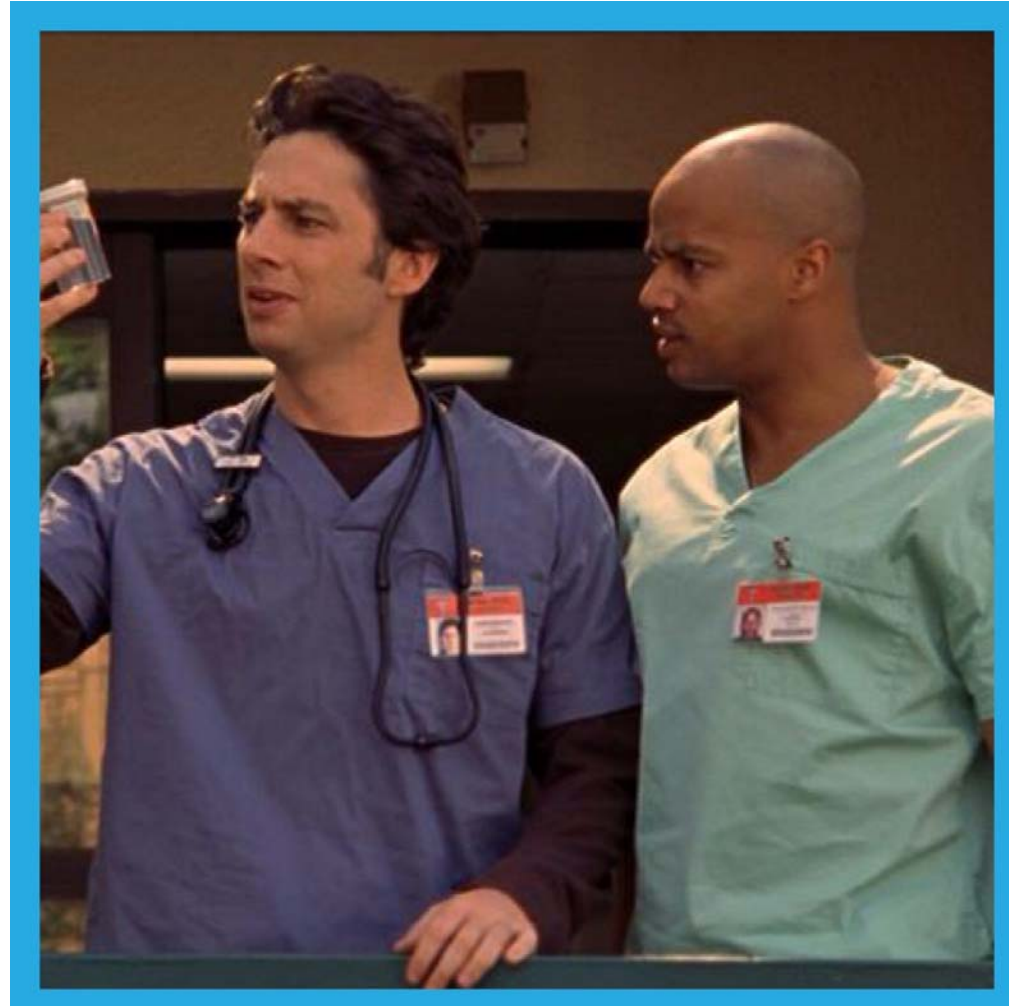
You have time – *Be There*

4 minutes 6 seconds

1 minute 18 seconds

0 minute 0 second

Evidence-based medicine



“Then I googled ‘purple pee,’ and the Internet gave me the answer – Dr. Dorian, Scrubs

Name:	Date Assigned:		
<div style="display: flex; justify-content: space-between;"> + Prescribed by: Resident(self) Attending </div>			
Clinical Scenario:			
Re-frame the Question in PICO format:			
<u>P</u> opulation	<u>I</u> ntervention	<u>C</u> omparison	<u>O</u> utcome
Information Sources Used:			
Source with the Most Complete, High-Yield Information:			
The Evidence (Citation(s) and Hyperlink to Reference(s)):			
Your Appraisal of the Article(s): Relevance: Validity: Magnitude:			
What did you learn?			
How will your practice change? If it will not, please describe your rationale.			
Discussion with Attending: (Notes)			
Findings Shared/Posted: (location, date)			

- Ask
- Acquire
- Appraise
- Apply
- Assess



Stay on TRACK

Tactful and direct

Respect confidence, initiative

Allow, Acknowledge differences

Change/ Choice

Orient: This is learning



Learning *for* work

at work

from work

Seagraves, 1996

Supporting Learners in the Workplace

Ask a question

- Designed for busy ambulatory settings
- 5 techniques to guide teaching
 - Get a Commitment
 - Probe for supporting Evidence
 - Teach general rules
 - Reinforce what was done well
 - Correct errors

Neher JO, et al. A five-step “microskills” model of clinical teaching. Clin Teach. 1992;5:419.
Irby D, Aagaard E, Teherani A. Acad Med. 2004;79(1):50-5.

Wuh?

Huh?

I don't get it...



Wait for it....

You have time
Ask a question