

Correct mistakes

In a non-life-threatening situation, wait until you have some time to discuss the mistake in private. Avoid responding in a judgmental way & find out the following:

- Is the learner aware of the mistake & what to do, then you need to reinforce the correction
- Is the learner aware of the mistake & unsure what to do, then this is a teachable moment
- Is the learner unaware of the error, then you need to highlight the consequences of the error
- Is the learner refusing to admit the error, you may want to discuss the general consequences of medical error. If this becomes a pattern with this particular learner, you may want to discuss the issue with the medical school coordinator.

Ex. *“The results of the urinalysis will confirm your diagnosis of cystitis. What questions could you have asked to check for other causes?”*

Encourage reflection & integration

Students become consciously competent by reflecting on the consequences of their actions & making decisions

about what they might do next time. You can help them with that process by:

- Specifying the location of further research that might be interesting
- Using debriefing questions such as *“Who was your most interesting patient today?”* & *“Was there anything that you didn’t expect to experience?”*
- Asking the learner to keep a reflection log that will be used as part of their final evaluation.

Ex. *“How could you learn more about that topic?”*

*A Five Step Microskills Model for Clinical Teaching (1992) Neber, J.O. et al
Journal of the American Board of Family Practice 5:419-424.
The Microskills Teaching Model Kansas University Medical College
<http://wichita.kumc.edu/preceptor/microskills.html>