

Just in Time Teaching Tips APP Titles: Foundational and Clinical Specialty

Ambulatory-Medicine

Abdominal Exam: How to Teach the Skill
Adherence History: Components to Teach
Bedside Teaching with the Learner and Patient
Bedside Teaching: A Directed Observation Technique
Clinical Reasoning: How to Teach
Expectations and Goals: Set these with a Learner
Feedback and Coaching: “SFED” (Ask/Tell/Ask)
Health Care Proxy: Guide a Learner to Initiate a Conversation
Interval History: Guidelines to Co-Construct
Neurologic Exam: Tips to Teach
OB/GYN History: Tips to Teach
Psychological Safety in the Clinical Environment
Questioning as an Effective Teaching Skill
“RIME” Framework for Clinical Education
Social Determinants of Health: The 5 Micro Skills or LANES to Precept
Socratic Method Technique as a Teaching Skill
The 5 Micro Skills: Precept with Limited Time
Telehealth Visit: The 5 Micro Skills to Precept
Telehealth Visit: Tips for a Physical Exam
Telehealth Visit: Tips for “Webside” Manner

Ambulatory-Pediatrics

Activated Demonstration
Adherence History: Components to Teach
Bedside Teaching with the Learner and Patients
Bedside Teaching: A Directed Observation Technique
Bullying How to Discuss
Car Seat Safety How to Teach
Questioning as an Effective Teaching Skill
“RIME” Framework for Clinical Education
Social Determinants of Health: The 5 Micro Skills or LANES to Precept
Summer Safety Tips How to Teach
The 5 Micro Skills: Precept with Limited Time
Telehealth Visit: The 5 Micro Skills to Precept
Telehealth Visit: Tips for a Physical Exam
Telehealth Visit: Tips for “Webside” Manner
Think Outloud
Toilet Training How to Teach

Classroom Teaching

Asynchronous and Synchronous Sessions for Online Learning

Biopsychosocial Formulation: A Framework to Teach
Curriculum Development: A Six Step Approach
Growth Mindset
Mastering Adaptive Teaching
Psychotherapies: How to Introduce to Learners
Questioning as an Effective Teaching Skill
Socratic Method Technique as a Teaching Skill

Ethics Teaching

Bedside Teaching with the Learner and Patient
Bedside Teaching: A Directed Observation Technique
Capacity Determination: Tips to Teach
Emotionally Challenging News with the HOPE Protocol
Goals of Care: 8 Step Approach to Guide a Learner
Health Care Proxy: Guide a Learner to Initiate a Conversation
Social Determinants of Health: The 5 Micro Skills or LANES to Precept

Emergency Medicine

Bedside Teaching with the Learner and Patient
Bedside Teaching: A Directed Observation Technique
Expectations and Goals: Set these with a Learner
Feedback and Coaching: “SFED” (Ask/Tell/Ask)
Procedure Teaching Tips: “View, Speak, Do”
“RIME” Framework for Clinical Education
Questioning as an Effective Teaching Skill
Social Determinants of Health: The 5 Micro Skills or LANES to Precept
The 5 Micro Skills: Precept with Limited Time

Family Medicine

Activated Demonstration
Adherence History: Components to Teach
Bedside Teaching with the Learner and Patient
Bedside Teaching: A Directed Observation Technique
Biopsychosocial Formulation: A Framework to Teach
Clinical Teaching: How to Teach
Emotionally Challenging News with the HOPE Protocol
Expectations and Goals: Set these with a Learner
Family Centered Rounds: Prepare the Learner Outside the Room
Goals of Care: 8 Step Approach to Guide a Learner
Health Care Proxy: Guide a Learner to Initiate a Conversation
Learning Huddle to Prepare to Teach
Neurologic Exam: Tips to Teach
OB/GYN History: Tips to Teach
Procedure Teaching Tips: “View, Speak, Do”
Psychological Safety in the Clinical Environment
Psychotherapies: How to Introduce to Learners

PTSD: Mnemonic for Teaching
Questioning as an Effective Teaching Skill
“RIME” Framework for Clinical Education
Ruptured Membranes & Amniotic Fluid: Symptoms to Teach
“SPIKES” Protocol to Deliver Challenging News
Social Determinants of Health: The 5 Micro Skills or LANES to Precept
Socratic Method Technique as a Teaching Skill
The 5 Micro Skills: Precept with Limited Time
Telehealth Visit: The 5 Micro Skills to Precept
Telehealth Visit: Tips for a Physical Exam
Telehealth Visit: Tips for “Webside” Manner
Think Outloud

Foundational Teaching Tips

Activated Demonstration
Bedside Teaching with the Learner and Patient
Bedside Teaching: A Directed Observation Technique
Expectations and Goals: Set these with a Learner
Psychological Safety in the Clinical Environment
Questioning as an Effective Teaching Skill
“RIME” Framework for Clinical Education
Social Determinants of Health: The 5 Micro Skills or LANES to Precept
Socratic Method Technique as a Teaching Skill
The 5 Micro Skills: Precept with Limited Time
Think Outloud

Internal Medicine

Bedside Teaching with the Learner and Patient
Bedside Teaching: A Directed Observation Technique
Clinical Reasoning: How to Teach
Expectations and Goals: Set these with a Learner
Goals of Care: 8 Step Approach to Guide a Learner
Health Care Proxy: Guide a Learner to Initiate a Conversation
“RIME” Framework for Clinical Education
Social Determinants of Health: The 5 Micro Skills or LANES to Precept
Questioning as an Effective Teaching Skill
“SPIKES” Protocol to Deliver Challenging News

Neurology

Bedside Teaching: A Directed Observation Technique
Bedside Teaching with the Learner and Patient
Expectations and Goals: Set these with a Learner
Feedback and Coaching: “SFED” (Ask/Tell/Ask)
Learning Huddle to Prepare to Teach

Neurologic Exam: Tips to Teach
Neuroradiology Imagining: Tips to Teach
Questioning as an Effective Teaching Skill
“RIME” Framework for Clinical Education
Social Determinants of Health: The 5 Micro Skills or LANES to Precept

Neurosurgery

Bedside teaching with the Learner and Patient
Bedside Teaching: A Directed Observation Technique
Emotionally Challenging News with the HOPE Protocol
Manual Muscle Testing: Tips to Teach
Neurologic Exam: Tips to Teach
Neuroradiology Imagining: Tips to Teach
Procedure Teaching Tips: “View, Speak, Do”
Questioning as an Effective Teaching Skill
Social Determinants of Health: The 5 Micro Skills or LANES to Precept
Prepare to Teach in the Operating Room
Teach in the Operating Room
The 5 Micro Skills: Precept with Limited Time

OB/GYN

Bedside Teaching: A Directed Observation Technique
Bedside Teaching with the Learner and Patient
Expectations and Goals: Set these with a Learner
OB/GYN History: Tips to Teach
Pre-Term Labor: Symptoms to Teach Part 1 (add)
Pre-Term labor: Symptoms to Teach Part 2
Feedback and Coaching: “SFED” (Ask/Tell/Ask)
Ruptured Membranes & Amniotic Fluid: Symptoms to Teach
Social Determinants of Health: The 5 Micro Skills or LANES to Precept
The 5 Micro Skills: Precept with Limited Time
Teach in the Operating Room

Pediatrics

Bedside Teaching: A Directed Observation Technique
Expectations and Goals: Set these with a Learner
Family Centered Rounds: How to Speak to a Child
Family Centered Rounds: Prepare the Learner Outside the Room
Feedback and Coaching: “SFED” (Ask/Tell/Ask)
“RIME” Framework for Clinical Education
Social Determinants of Health: The 5 Micro Skills or LANES to Precept
The 5 Micro Skills: Precept with Limited Time

Physical Medicine & Rehabilitation

Bedside Teaching: A Directed Observation Technique
Bedside Teaching with the Learner and Patient

Feedback and Coaching: “SFED” (Ask/Tell/Ask)
Functional History: Tips to Teach
Manual Muscle Testing: Tips to Teach
Mobility Assessment: Tips to Teach
Physical Medicine Rehab Consultation: Tips to Perform
Social Determinants of Health: The 5 Micro Skills or LANES to Precept

Psychiatry

Bedside Teaching: A Directed Observation Technique
Biopsychosocial Formulation: A Framework to Teach
Clinical Workflow in Psychiatry: Tips to Teach
Expectations and Goals: Set these with a Learner
Feedback and Coaching: “SFED” (Ask/Tell/Ask)
Learning Huddle to Prepare to Teach
Psychotherapies: How to Introduce to Learners
PTSD: Mnemonic for Teaching
Social Determinants of Health: The 5 Micro Skills or LANES to Precept

Research (new category)

Ask a Clinical Question: Use the Medical Literature to Answer
Generate a Good Research Question Using “FINER”

Social Justice

Social Determinants of Health: The 5 Micro Skills or LANES to Precept

Surgery

Abdominal Exam: How to Teach the Skill
Abdominal Imaging in the Operating Room
Bedside Teaching: A Directed Observation Technique
Bedside Teaching with the Learner and Patient
Expectations and Goals: Set these with a Learner
Feedback and Coaching: “SFED” (Ask/Tell/Ask)
Prepare to Teach in the Operating Room
Procedure Teaching Tips: “View, Speak, Do”
Socratic Method Technique as a Teaching Skill
Teach in the Operating Room