

■ CUSOM Resident Teaching Pocket Card

Quick high-yield bedside teaching tools for residents

ONE-MINUTE PRECEPTOR (OMP)

■ Get commitment	"What do you think is going on?"
■ Probe evidence	"What supports your diagnosis?"
■ Teach 1 pearl	Give one memorable teaching point
■ Reinforce strengths	Be specific and immediate
■ Correct mistakes	Focus on 1 actionable improvement

SNAPPS MODEL

PREPARE TO ADAPT METHOD

S	Summarize case	A	Ask for self-reflection
N	Narrow DDx	D	Discuss observations/goals
A	Analyze differential	A	Ask clarifying questions
P	Probe uncertainties	P	Plan next steps
P	Plan management	T	Track follow-up/progress
S	Select self-study topic		

CLINICAL REASONING QUESTIONS

FEEDBACK PEARLS

- "What is your leading diagnosis?"
- "What supports or opposes it?"
- "What would change management?"
- "What worries you most?"

- BID:** Behavior → Impact → Do differently
- Set expectations early
 - Ask for self-reflection
 - Praise publicly; correct privately

FIRST 5 MINUTES WITH A STUDENT

■ Clarify learner level and goals	■ Define ownership/presentation expectations
■ Explain workflow and when to ask for help	■ Assign 1–2 learning goals

References

Neher JO, et al. Five-Step Microskills Model of Clinical Teaching. J Am Board Fam Pract. 1992.
 Wolpaw TM, et al. SNAPPS Model. Acad Med. 2003.
 Prepare to ADAPT Feedback Framework. University of Washington GME.

[CUSOM Educator Resources for Teaching CU Medical Students](#)