The One Minute Preceptor: Time-Efficient Clinical Teaching

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Identify three tasks of the clinical teacher during case presentations

List the five steps in the One Minute Preceptor model

Practice the model
Interactions Around Cases

1. Case Presentation

2. Inquiry

3. Discussion

Three Tasks During Case Presentations

1. Case Present
2. Inquiry
3. Discussion

Teacher Tasks

Diagnose Learner

Diagnose Patient

Teach

Preceptor Model

Practice

Research
One Minute Preceptor

Diagnose Patient
Listen

Diagnose Learner
1. Ask
2. Probe

Teach
3. Teach
4. Reinforce
5. Correct

http://www.youtube.com/watch?v=P0XgABFzcgE
Teacher Reasoning During Case Presentations

Teach
1. Ask for a commitment
2. Probe for underlying reasoning
3. Teach general rules
4. Provide positive feedback
5. Correct errors

Diagnose Learner
1. Ask for a commitment
2. Probe for underlying reasoning
3. Listen

Diagnose Patient
- Listen

Teacher Tasks
Preceptor Model Steps 1-5
Practice
Research
One-Minute Preceptor

- **Step 1: Get a commitment**
  - “What do you think is going on?” “What do you want to do next?”
  - Encourages learner to process further

- **Step 2: Probe for supporting evidence**
  - “What else did you consider?” “How did you rule those things out?”
  - Assesses learner’s knowledge and thinking process

Neher, 1992
Step 3: Teach a general principle

- “Decreased breath sounds on lung examination are concerning for a pneumothorax”
- “Following an acute stroke, prevalence of depression ranges from 20-50%;”
- General rules can be about signs, symptoms, physical findings, treatment, resources, etc.
- Allows learning to be generalizable to future cases
One Minute Preceptor

- **Step 4:** Reinforce what was right
  - “Your presentation was well organized and concise”
  - Reinforces specific good behaviors

- **Step 5:** Give guidance related to errors or omissions
  - “It is important to include an oxygen saturation when considering certain lung processes”
  - Correct specific mistakes and provide a foundation for improvement

Neher, 1992
Practice

- Use cases, role play and improvise in groups of three
  - One person is teacher
  - One person is learner
  - One person is observer

- Use as many steps as possible
- Teacher can stop and ask for assistance
- Stop after 5 minutes and debrief
Debrief and Reflect

- Which steps were easiest?
- Which steps were most difficult?
- What will you do to incorporate these steps into your teaching?
Five Steps of Clinical Teaching

1. Get a Commitment
2. Probe for Underlying Reasoning
3. Teach General Rules
4. Provide Positive Feedback
5. Correct Errors

Diagnose Learner

Teacher Tasks
Preceptor Model Steps 1-5
Practice
Research
Clinical teachers using OMP
- Equally or better able to diagnose patient
- Better able to diagnose learner
- More confident in their ability to diagnose
- Rate it as more effective & efficient
- More likely to teach about illness focusing on a broader DDX, diagnostic tests, and the natural presentation of disease
Research: One Minute Preceptor

• Learners
  ◦ rate OMP-trained residents higher on getting a commitment, feedback, motivating learners
  ◦ Not higher on overall teaching effectiveness
  ◦ Prefer the OMP and learning about natural progression of disease
Conclusion

- Get a Commitment
- Probe for reasoning
- Teach general rules
- Provide positive feedback
- Correct mistakes
References


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