

One Minute Preceptor

Teaching Tips for Busy Preceptors

The One Minute Preceptor is a time-efficient five-step teaching approach that leverages adult learning principles and targets clinical reasoning. Benefits of this approach include improved learner confidence, enhanced self-directed post-encounter learning, improved feedback quality, higher rates of accurate diagnosis, and the ability to assess learner clinical reasoning skills. The learner and preceptor share ownership of problems and identify and address learning gaps.

Get a commitment

Ask the learner to give their opinion of the case. Asking for the learners' opinions requires the preceptor to ensure a safe and trusting learning climate.

- *What do you think is going on with this patient?*
- *What other types of information do you feel are needed?*

Probe for supporting evidence

The learner should give reasons for their opinion.

- *What were the findings in the history or examination that led to your conclusion?*
- *What else did you consider?*

Tell them what they did right

The preceptor describes the learner's specific behaviors/skills/knowledge to reinforce what they are doing right. Try to move from general praise to specific feedback.

Correct mistakes

The preceptor asks the learner to evaluate their performance and then provide specific, constructive feedback correcting any mistakes. Then, if possible, explore a follow-up plan to address the deficiency or mistake.

Teach general principles

Avoid lengthy discussions about atypical or individual cases. Instead, try to pull out key messages from each case and avoid teaching an entire topic.

- *For example, you might say something like: "When taking a history from a COPD patient, is it important to clarify their smoking history along with their interest and commitment to quit smoking."*

Note: If something about the case was emotionally jarring or challenging, it is worthwhile to encourage the learner to reflect on that at the end of the clinical day.

References:

Gatewood E, De Gagne JC. The one-minute preceptor model: A systematic review. *J Amer Assoc Nurse Practitioners* 2019;31(1):46-57.

Neher et al. A five-step "microskills" model of clinical teaching. *J Amer Board Fam Practice* 1992;5:419-24.

Parrot, S et al. Evidence based office teaching: The five step microskills model of clinical teaching. *Fam Med* 2006;38(3):164-7.

Information or Questions?

Email: associatedeancepd@nosm.ca

