

# The ONE-MINUTE PRECEPTOR



## STEP 1: GET COMMITMENT

- ✓ Assess learners' previous experience with similar cases
- ✓ Set goals and get commitment to specific part of patient case (differential, H&P, etc.)
  - Allow learner to present case & commit to aspect of patient case
  - Prompts to assist learner:
    - "What are some differential diagnoses to consider with this patient?"
    - "What tests do you think are warranted?"



## STEP 2: PROBE FOR REASONING

**EXPLORE** learner's rationale/basis for decision

### ASK...

WHAT is going on with the patient  
- "What are some reasons you considered this?"

WHY or ask for appropriate supporting evidence

- "Why do you think so?"

**POSE QUESTIONS** to allow the student to think aloud and make mistakes in a low-risk, psychologically safe environment



## STEP 3: TEACH A GENERAL RULE

- ✓ Teach general principle (only 1 or 2) by focusing on the encounter and giving example
  - "When this situation occurs, this is the typical approach..."



## STEP 4: GIVE POSITIVE FEEDBACK

- ! Avoid general statements (e.g., *Good Job!*)
- ✓ Reinforce what the learner did well with specifics about what was observed
- ✓ Provide specific example of behavior done well (knowledge, skill, attitude) and its patient impact (effect)
  - "You did a great job being sensitive in approaching the patient's...because of your approach, we found out important information about why the patient did not fill the prescription."

### REFERENCES

Neher, J. O., Gordon, K. C., Meyer, B., & Stevens, N. (1992). A five-step "microskills" model of clinical teaching. *Journal of American Board of Family Practice*, 5(4), 419-424. doi: 10.3122/jabfm.5.4.419

Virginia Apgar Academic of Medical Educators, Columbia University College of Physicians and Surgeons. (2015, Mar 4). *Teaching tip: One Minute Preceptor* [Video]. YouTube. <https://youtu.be/hmKvei3thwQ>



## STEP 5: CORRECT MISTAKES (& DEBRIEF LEARNER)

- ✓ Debrief learner
  - Tactful timing, private, ask learner to critique first
    - "How do you feel the experience went?"
    - "What was the main thing you learned?"
- ✓ Provide constructive feedback – gentle and specific; guide learner about errors/omissions and how to improve
  - Use nonjudgmental language
- ✓ Leave with a plan on how to improve

