

Effective and Efficient Teaching Methods: The One Minute Preceptor

Teaching of Tomorrow
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Objectives for One Minute Preceptor



List steps



Identify 3 advantages



Apply questioning styles

Consider the competencies of students in clinical learning....

How do they differ from competencies of preclinical learning ?



The One Minute Preceptor



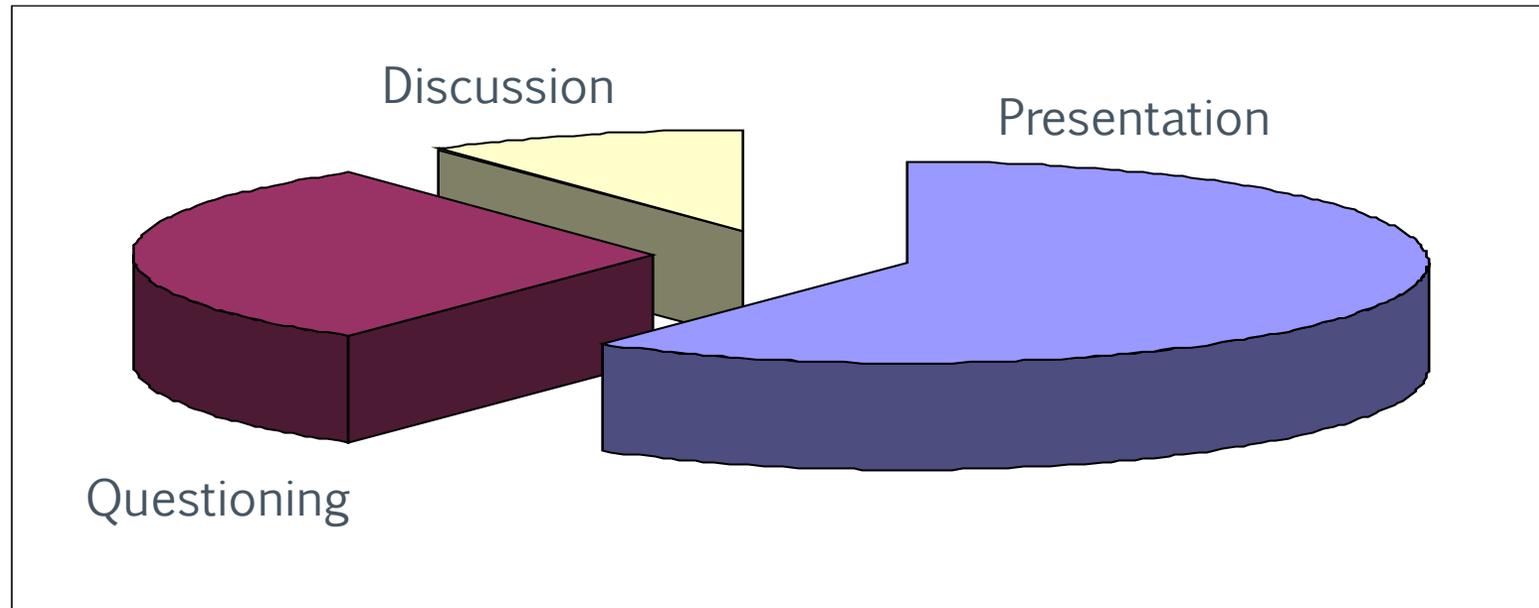
- › Learner & teacher engaged
- › Stresses clinical reasoning process
- › Immediate feedback

Consider Video of Standard Precepting

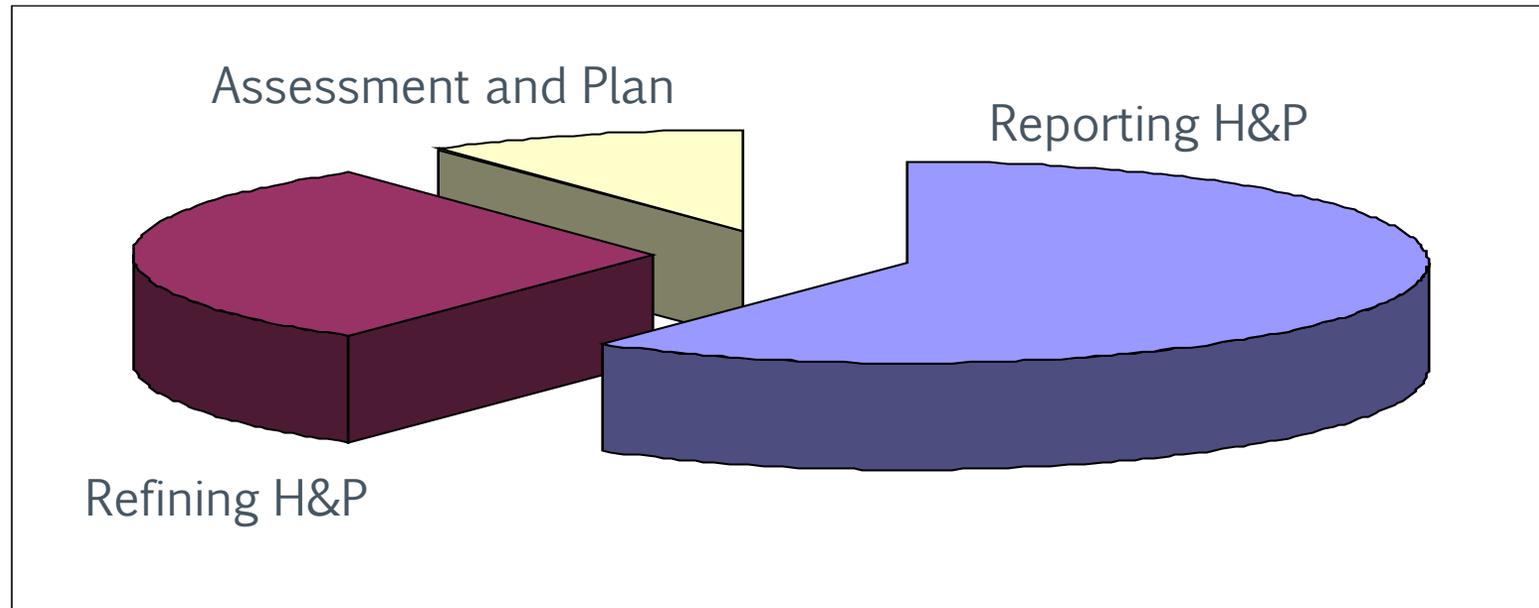
Video



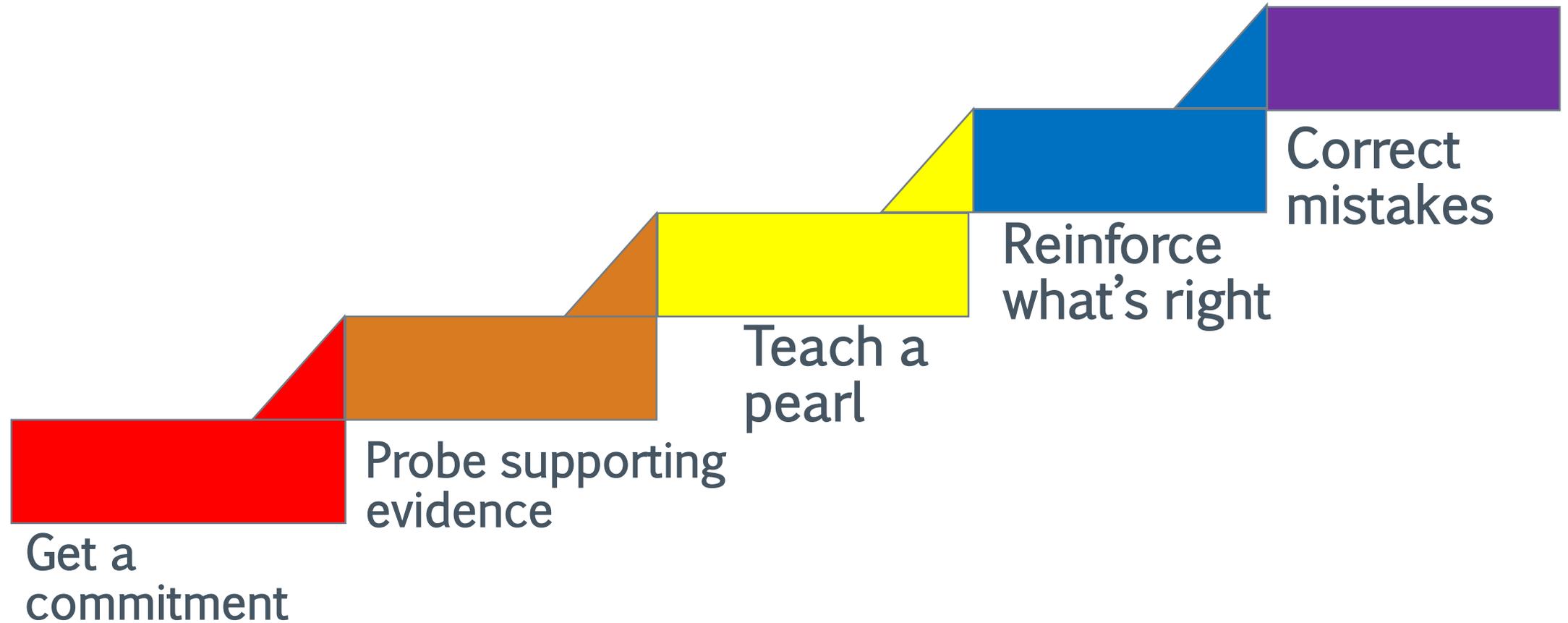
Typical teaching encounter



What was covered in the video?



Steps For One Minute Preceptor



Teacher Reasoning and Action

- › Diagnose the patient
- › Diagnose the learner
- › Teach



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Consider same encounter with OMP model

[Video](#)



OK, 5 minute preceptor

BUT:

- › Better needs assessment
- › More effective & efficient
- › Focused on higher order thinking



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Step #1: Get a commitment

- › Encourages learner to problem solve
- › Ask what they think
 - What information do you need?
 - Next steps?
- › May need to be directive if stumped



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Pearl: Ask Learner to end presentation with a summary statement

Addressing Needs Using Different **Teaching Styles**

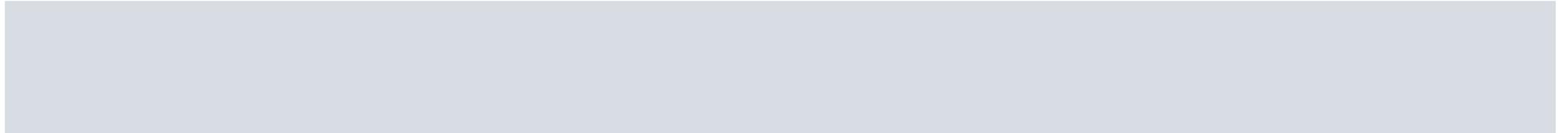


Assertive

Suggestive

Collaborative

Facilitative



Step #2: Probe for supporting evidence

- › Assess knowledge & thinking
- › Examples
 - “Why do you think that’s the diagnosis?”
 - “What findings support this conclusion?”
 - “What else did you consider?”
- › Avoid grilling



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Step #3: Teach a pearl

- › Teaching emphasizes common general rule
- › Keep it to standardized approach or key feature of diagnosis
- › Avoid anecdotal approach



Steps 4 & 5 are about Feedback



Step #4: Tell them what was right

- › Behaviors are reinforced
- › Provide specificity
- › Avoid general praise
 - “Great job!”



Step #5: Correct mistakes

- › Ask to self assess
- › Focus on most important
- › Be specific & avoid vague judgment



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Summary: One Minute Preceptor

- › Five steps
- › Stimulates problem solving
- › Facilitates needs assessment
- › Targeted teaching
- › Provides feedback



Demonstration Role Play

