

One Minute Preceptor

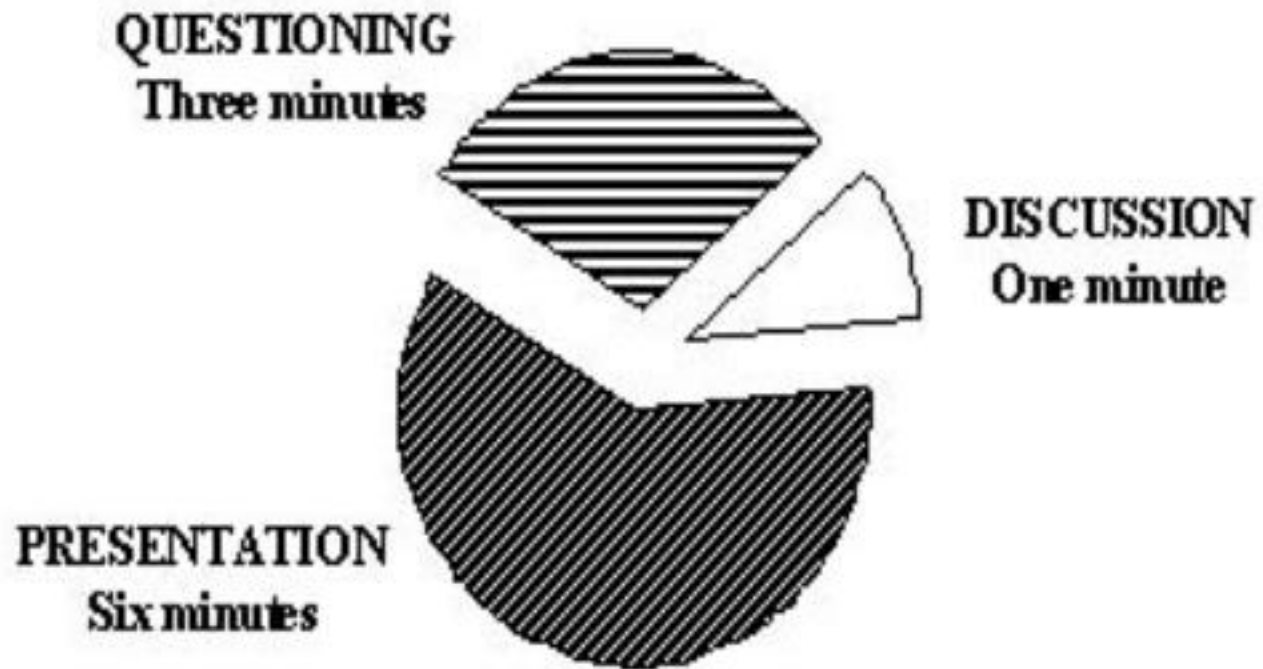
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Learning Objective

At the end of the session participants will be able to enumerate

5 Micro skills of Clinical Teaching

FIGURE 1: HOW TIME IS SPENT IN TEACHING ENCOUNTER



Introduction

- One Minute Preceptor is a framework on which teaching conversations can be built
- The five micro skills of the One Minute Preceptor teaching model enable teachers to efficiently
 - assess
 - instruct
 - provide feedback

Micro skill 1

Get a commitment

What do you think is going on ?

What do you want to do now ?

Assess learner's knowledge

Learner's feel more responsible for patient care

Micro skill 2

Probe for supporting evidence

Why do you think this ?

Where there other options you considered and discarded ?

Ask for evidence that support's learner's opinion

Micro skill 3

Teach General Rules

When this happens do this

Rule of thumb

Standard approach

Key feature of a particular diagnosis

Should be based on the gaps identified through questioning

Micro skill 4

Reinforce what was right

Tell what was right and the effect it had

Comment on specific good work done and the effect it had

Micro skill 5

- Correct mistakes
- Tell what was right
- Tell what they did not do right
- Tell how to improve for the next time

Patient encounter
(history,
examination, etc)

Get a
commitment
("What do you
think is
going on?")

Probe for
underlying
reasoning
("What led
you to that
conclusion?")

Reinforce what was done well
("Your diagnosis of X was well
supported by the history...")

Teach general
principles
("When that
happens, do
this...")

Help learner
identify and
give guidance
about omissions
and errors
("Although your
suggestion
of Y was a
possibility,
in a situation
like this, Z is
more likely,
because...")



Summary

5 Micro skills of Clinical Teaching

1. Get commitment
2. Probe for supporting evidence
3. Teach general rules
4. Reinforce what was right
5. Correct mistakes

One Minute Preceptor

Practical Prof

References

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References

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