The One Minute Preceptor

Teaching of Tomorrow

November 2023

UMass Chan MEDICAL SCHOOL

Objectives

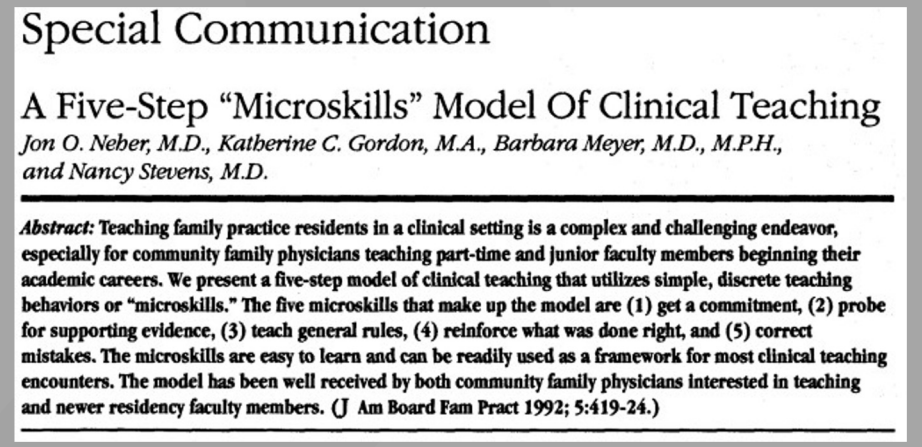
- List steps in the OMP method
- Identify advantages to using OMP as a precepting method
- Apply questioning styles while getting commitment and probing for evidence.
- Briefly compare OMP to SNAPPS as teaching methods

UMass Chan MEDICAL SCHOOL

The One Minute Preceptor (OMP)

A Five-Step "Microskills" Model of Clinical Teaching. *JABFP* 1992, 5:419-24

- Adapted from 1976 article outlining 18 microskills
- Formulated for FM residents in busy outpatient practices.
- A way to streamline and standardize brief clinical teaching encounters



Special Communication

A Five-Step "Microskills" Model Of Clinical Teaching

Jon O. Neher, M.D., Katherine C. Gordon, M.A., Barbara Meyer, M.D., M.P.H., and Nancy Stevens, M.D.

Abstract: **Teaching family practice residents in a clinical setting is a complex and challenging endeavor, especially for community family physicians teaching part-time and junior faculty members beginning their academic careers. We present a five-step model of clinical teaching that utilizes simple, discrete teaching behaviors or "microskills." The five microskills that make up the model are (1) get a commitment, (2) probe for supporting evidence, (3) teach general rules, (4) reinforce what was done right, and (5) correct mistakes. The microskills are easy to learn and can be readily used as a framework for most clinical teaching encounters. The model has been well received by both community family physicians interested in teaching and newer residency faculty members. (J Am Board Fam Pract 1992; 5:419-24.)**

Assumptions:

- Learner has already accurately taken/performed H&P
- Graduate-level learners are competent to do this
- ?Undergraduate-level learners?

UMass Chan MEDICAL SCHOOL

The One Minute Preceptor

5 Clinical "microskills"		
1. Get a commitment	Learner will articulate their own diagnosis.	
2. Probe for supporting evidence	Preceptor evaluates learner's knowledge/reasoning	
3. Teach general rules	Preceptor emphasizes common "take-home" points	
4. Reinforce what was done well	Preceptor provides feedback	40%
5. Correct mistakes/misperceptions	Preceptor provides feedback	

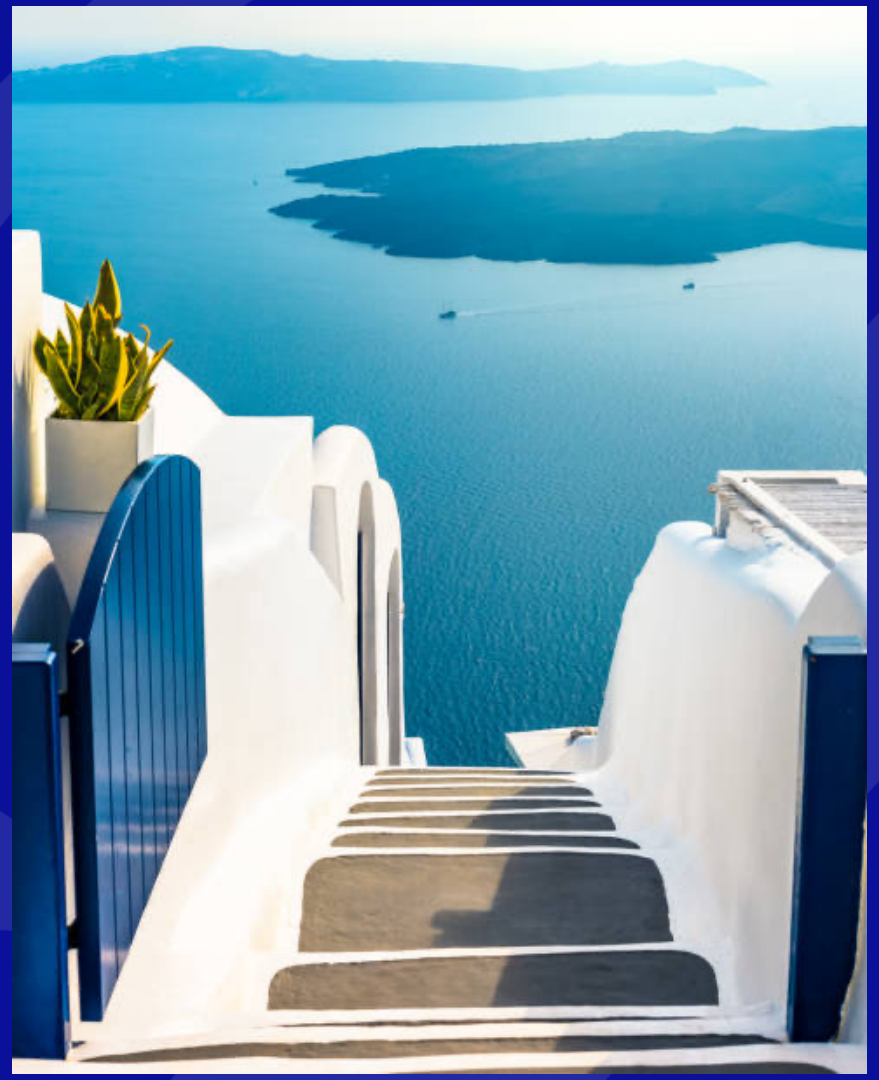
UMass Chan MEDICAL SCHOOL

Comparison

OMP	Conventional Precepting
Learner centered	Problem/patient centered
Promotes skill development and knowledge	Medical knowledge focused
Promotes feedback throughout	Feedback typically given at end (if there is time)
Learner displays knowledge, preceptor fills in gaps	Often preceptor delivers mini lecture
Empowers educational opportunity not limited by brief encounters	Education components often left behind when time is short

UMass Chan MEDICAL SCHOOL

OMP Steps



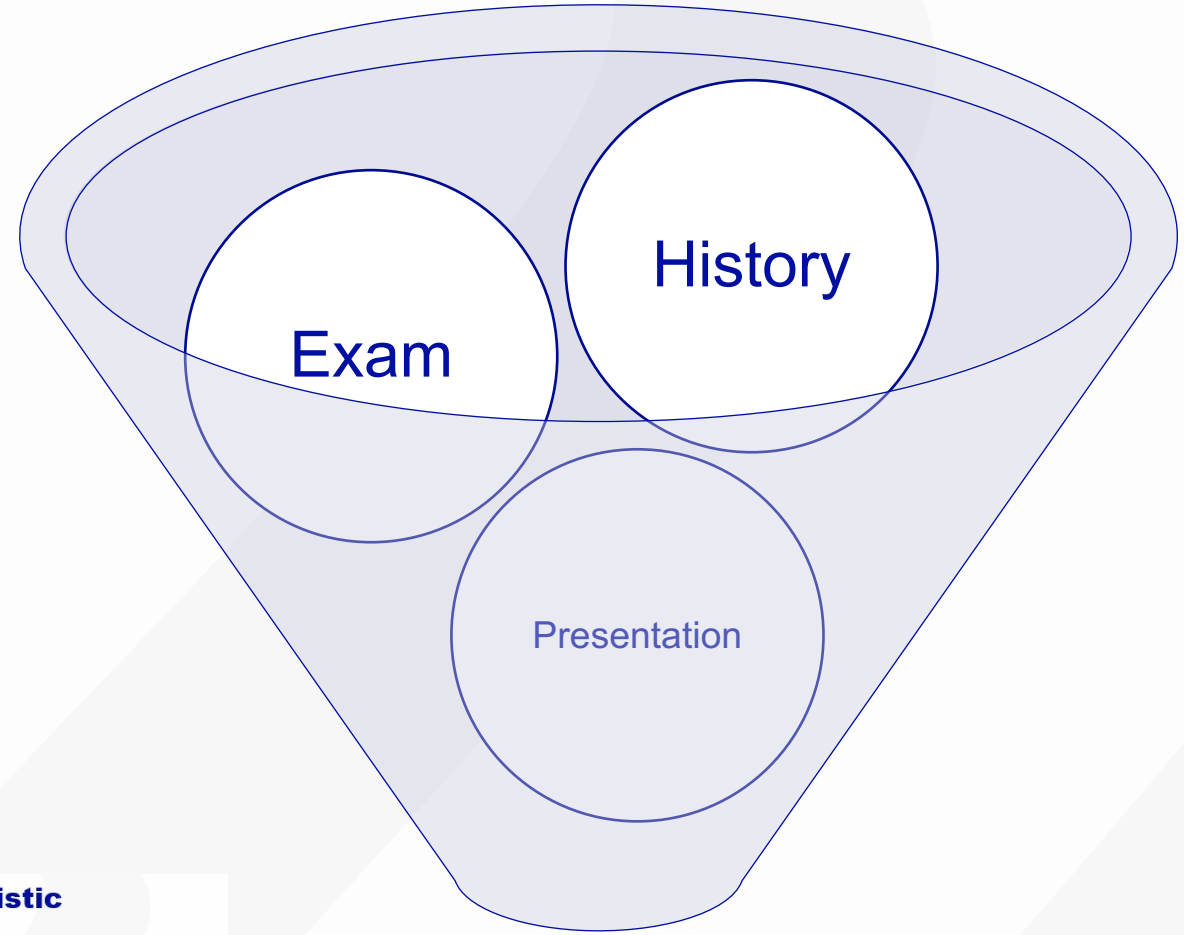
Oía village, Santorini, Greece
2022

Wittgenstein's Hut, Skjolden, Norway
2023

UMass Chan
MEDICAL SCHOOL

1. Get a Commitment

- There is no wrong answer!
- Thought process > correct diagnosis.
- Gives preceptor a baseline to teach from.



Questioning Styles have characteristic Behaviors and Results

Assertive	Suggestive	Collaborative	Facilitative
Asks **focused/closed** questions	Asks **leading** questions	Uses **open/exploratory** questions	Uses **open/reflective** questions
Elicits information	Elicits comparisons	Asks about reasoning/personal approaches	Elicits feelings

Teaching medicine involves establishing relationships with learners, finding them doing something right, then building on it!

"What do you think?"

UMass Chan MEDICAL SCHOOL

2. Probe for Supporting Evidence

- What lead you to that conclusion?
- Were there any other considerations on your D/Dx?
- Be supportive!
  - You asked them to stick their neck out…don't chop it off.

Questioning Styles have characteristic Behaviors and Results

Assertive	Suggestive	Collaborative	Facilitative
Asks **focused/closed** questions	Asks **leading** questions	Uses **open/exploratory** questions	Uses **open/reflective** questions
Elicits information	Elicits comparisons	Asks about reasoning/personal approaches	Elicits feelings

Teaching medicine involves establishing relationships with learners, finding them doing something right, then building on it!

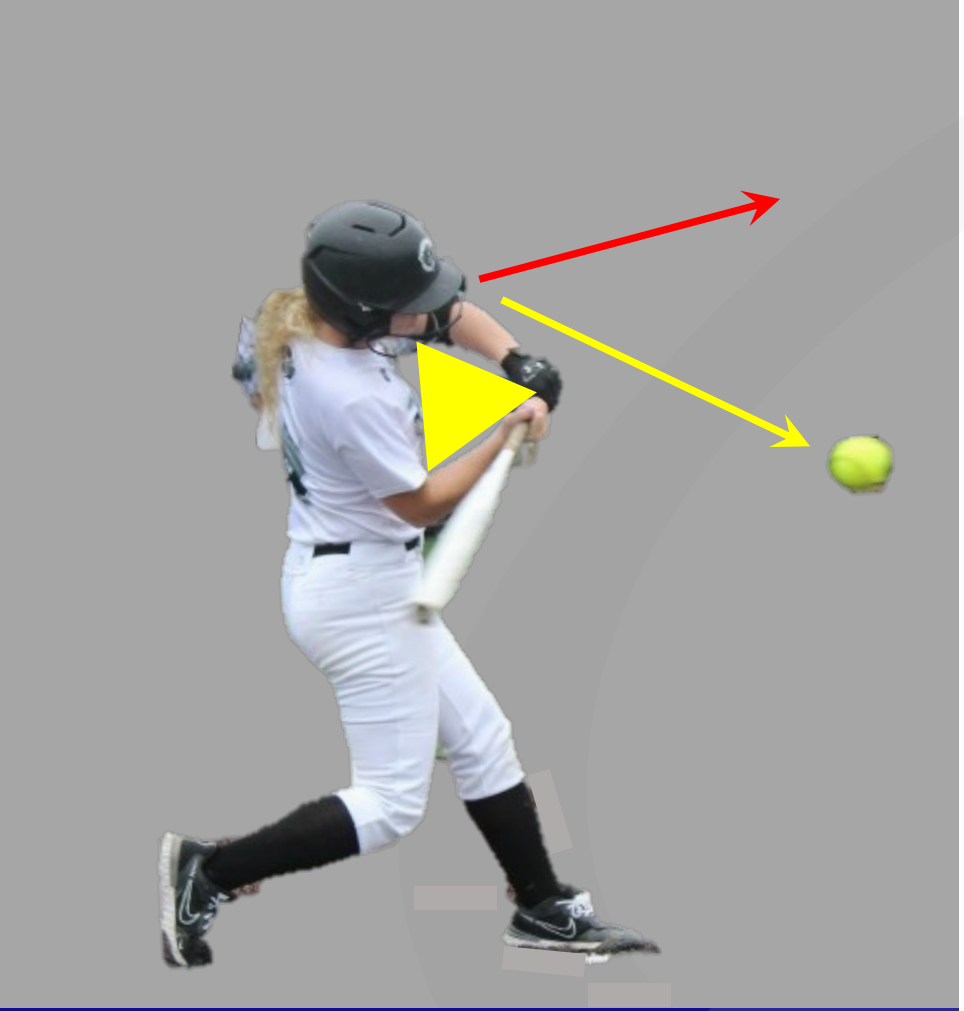
UMass Chan MEDICAL SCHOOL

You never know what hoofbeats mean at this ranch

3. Teach General Rules

- Junior learners
  - focus on the typical presentations of common things
- Senior/advanced learner
  - can add in the atypical presentations or uncommon diagnoses

UMass Chan MEDICAL SCHOOL



"Nice hit"

4. Reinforce what was done right.

- Learners get used to hearing what they are doing wrong, so be sure to highlight what they are doing well.
- They respond well to positive feedback…

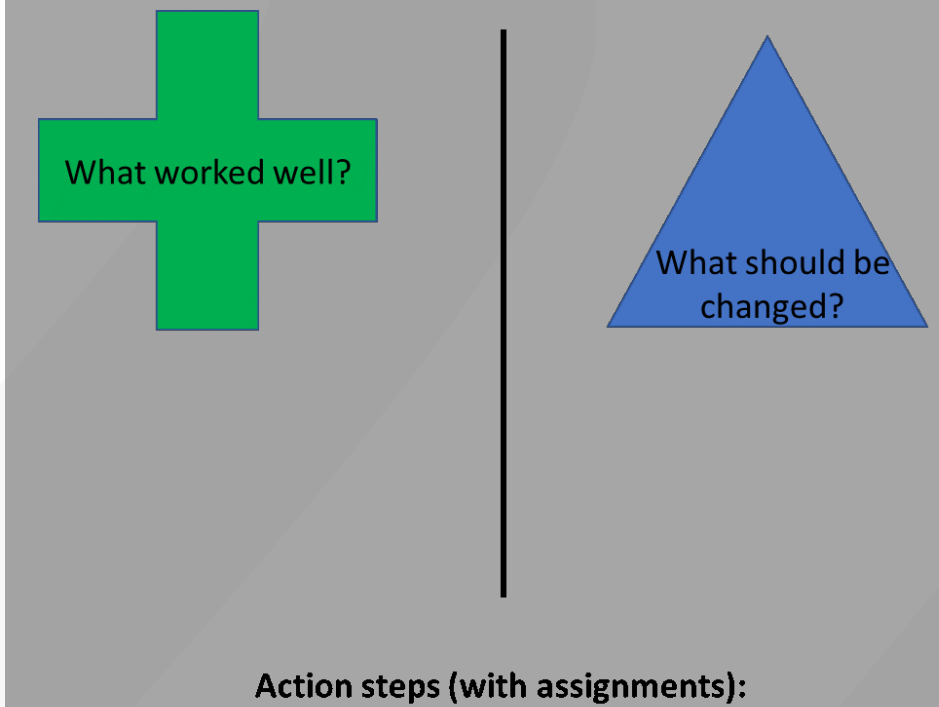
Avoid general praise

UMass Chan MEDICAL SCHOOL

5. Correct Mistakes

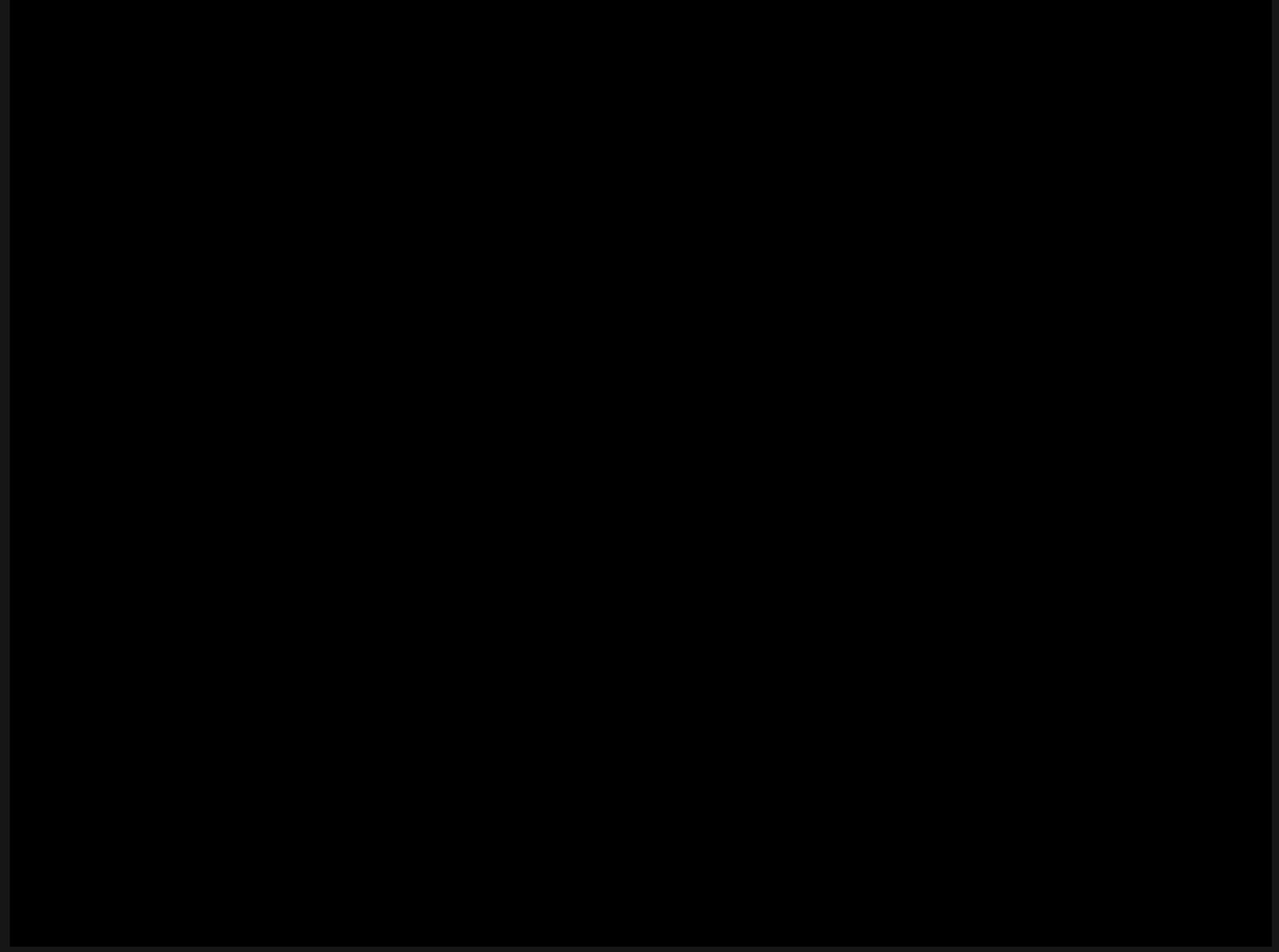
- …but also learn immensely from what they do wrong.
- When done correctly, learners often learn more from what they get wrong from what they get right.

Be specific!



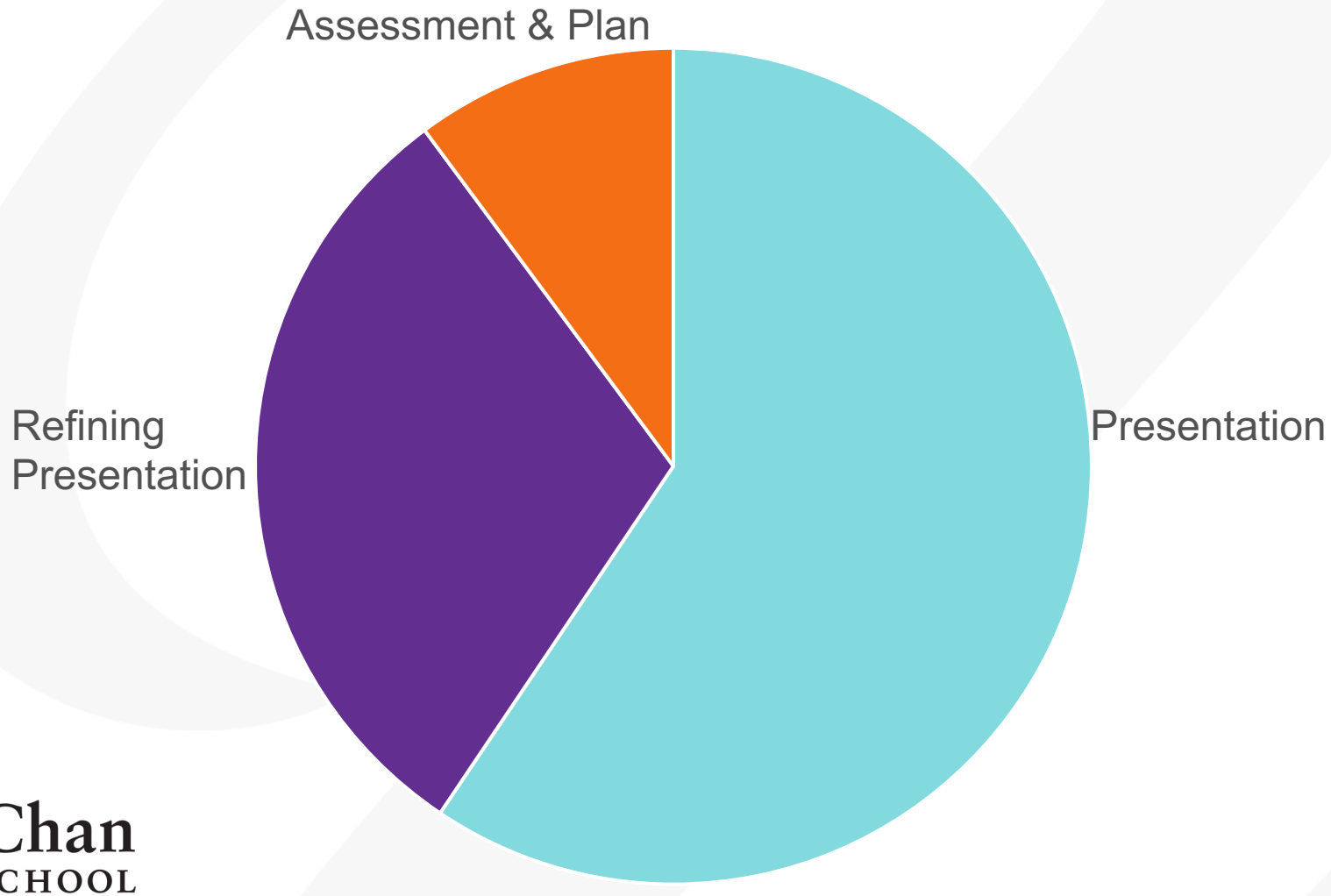
Stay tuned for more Feedback in Workshop II (March 2024)

UMass Chan MEDICAL SCHOOL



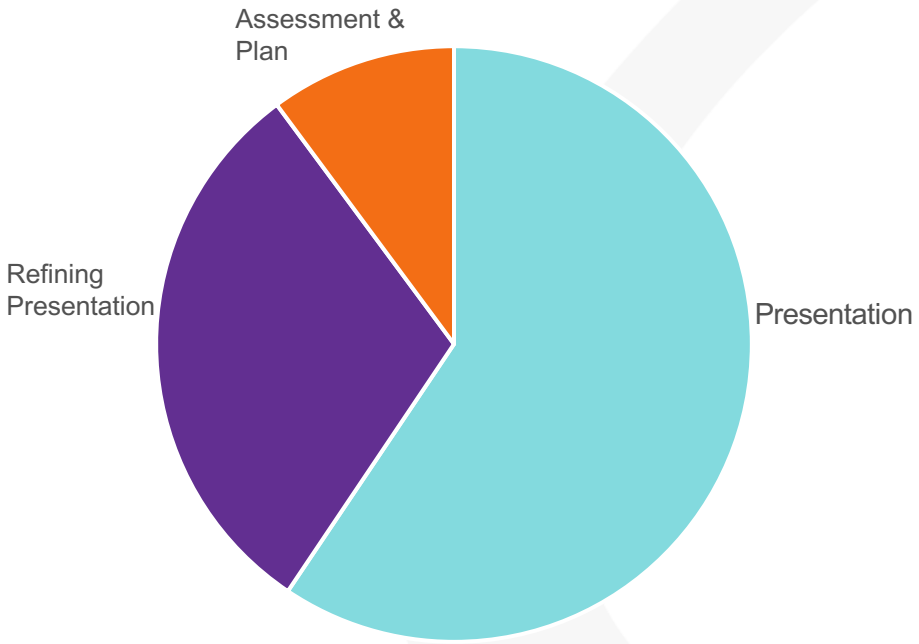
A Precepting Experience

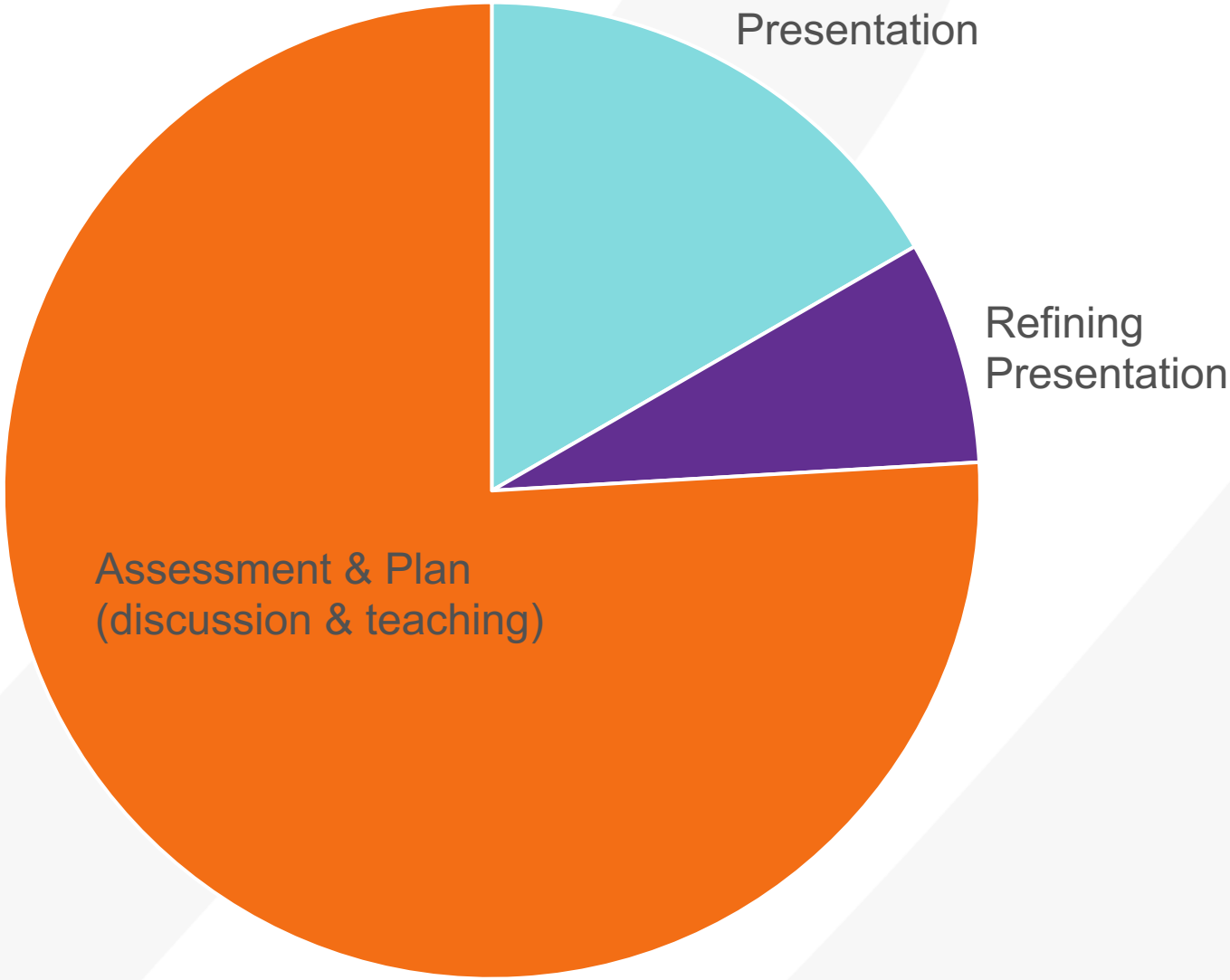
How was this experience?



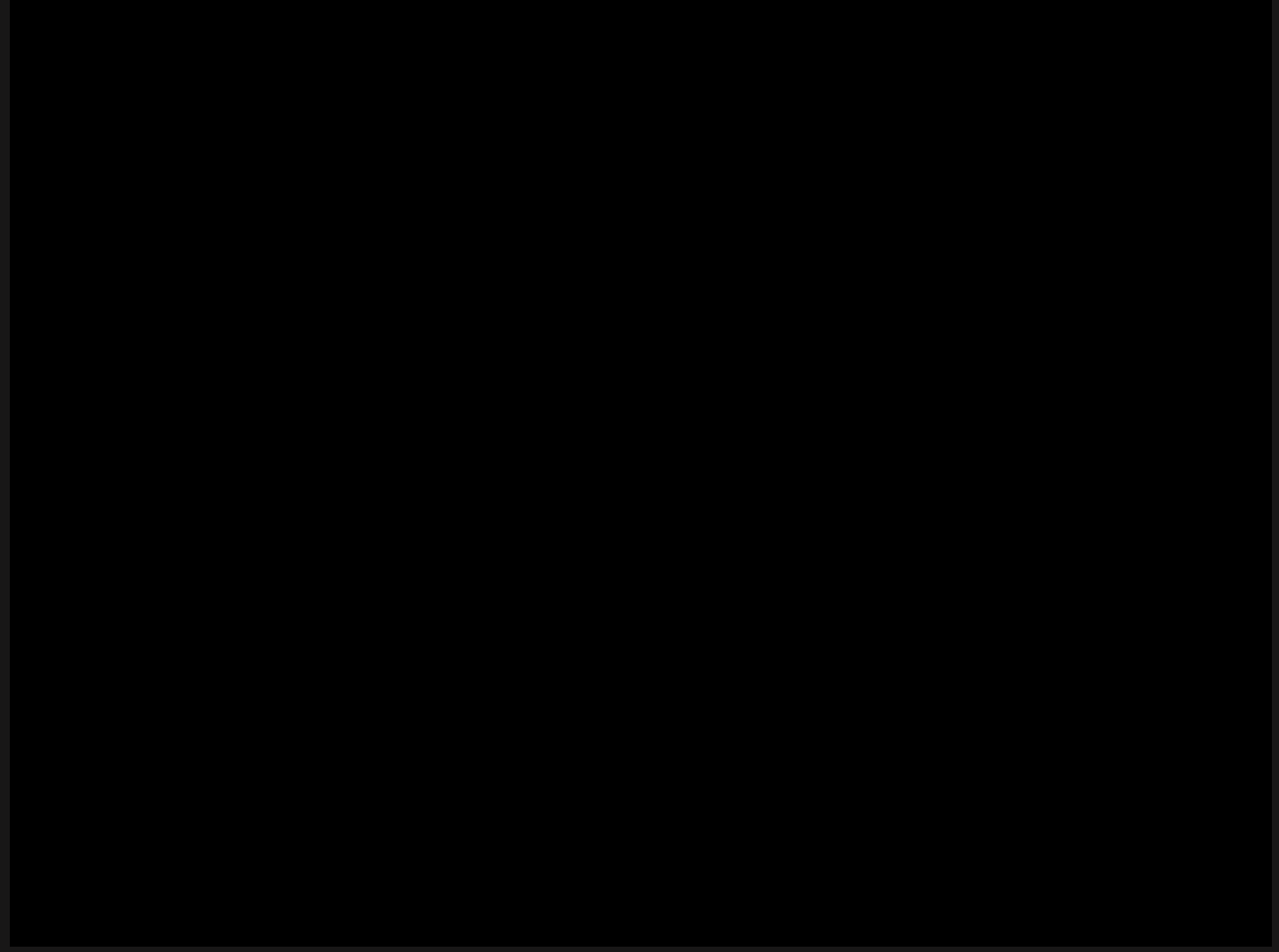
UMass Chan MEDICAL SCHOOL

How was this experience?





UMass Chan
MEDICAL SCHOOL



OMP Precepting Experience

What was different?

- Realistically a “FMP”.
- Better needs assessment
- More focused & effective teaching
- Encourages learner to be more involved in management.

UMass Chan MEDICAL SCHOOL

Be Flexible

- If learner doesn't know…
  - Is this correct tool in this situation?
    - Switch to presentation (knowledge)
    - Switch to modeling (skill)

- If you have an advanced learner, consider…

UMass Chan MEDICAL SCHOOL

Oh SNAPPS!

The learner will:

- **S**ummarize history and findings
- **N**arrow the differential
- **A**nalyze the differential
- **P**robe the Preceptor about uncertainties
- **P**lan management
- **S**elect case-related issues for self-study

Must be taught beforehand

UMass Chan MEDICAL SCHOOL

OMP vs SNAPP

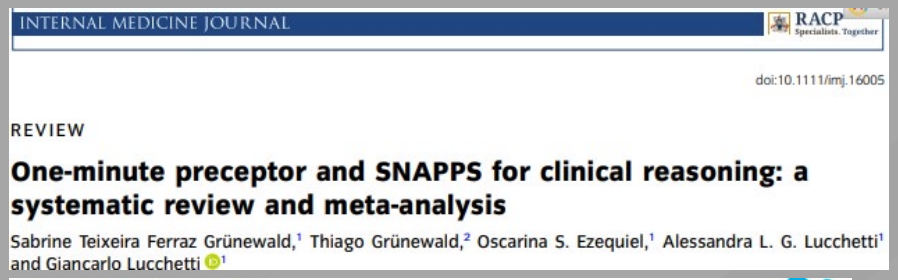
OMP

- Preceptor driven
- Preceptor:
  - Identifies gaps/needs
  - Feedback given to learner
  - Suggests areas for further study

SNAPPS

- Learner driven
- Learner:
  - Identifies own gaps/needs
  - Elicits feedback from preceptor
  - Select issues for self-study

UMass Chan MEDICAL SCHOOL


INTERNAL MEDICINE JOURNAL

RACP Specialists. Together

doi:10.1111/imj.16005

REVIEW

One-minute preceptor and SNAPPS for clinical reasoning: a systematic review and meta-analysis

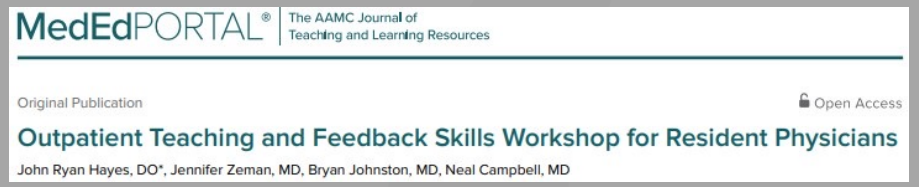
Sabrine Teixeira Ferraz Grünewald,[1] Thiago Grünewald,[2] Oscarina S. Ezequiel,[1] Alessandra L. G. Lucchetti[1] and Giancarlo Lucchetti[1]


Perspect Med Educ (2020) 9:245–250
https://doi.org/10.1007/s40037-020-00588-y

NVMC

Case presentation methods: a randomized controlled trial of the one-minute preceptor versus SNAPPS in a controlled setting

Eleonora D. T. Fagundes · Cássio C. Ibiapina · Cristina G. Alvim · Rachel A. F. Fernandes · Marco Antônio Carvalho-Filho · Paul L. P. Brand

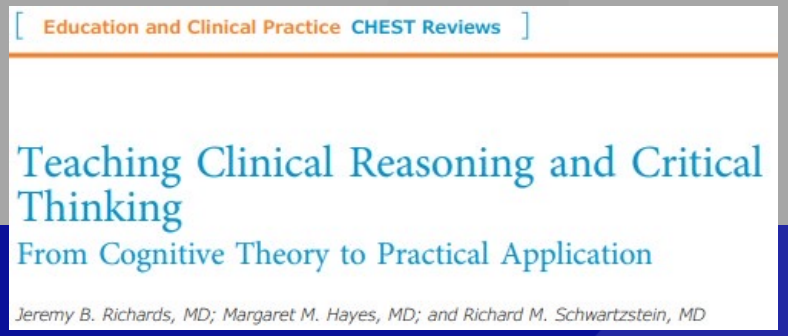

MedEdPORTAL® The AAMC Journal of Teaching and Learning Resources

Original Publication

Open Access

Outpatient Teaching and Feedback Skills Workshop for Resident Physicians

John Ryan Hayes, DO*, Jennifer Zeman, MD, Bryan Johnston, MD, Neal Campbell, MD


[Education and Clinical Practice CHEST Reviews]

Teaching Clinical Reasoning and Critical Thinking

From Cognitive Theory to Practical Application

Jeremy B. Richards, MD; Margaret M. Hayes, MD; and Richard M. Schwartzstein, MD


Clinical Preceptor Development and the Benefit of Structured Teaching Techniques: A Scoping Review

Rachel Cushing, DMSc, MPAS, PA-C

Evidence-Based

https://padlet.com/pjsell/one-minute-preceptor-dlr1vt7kdscg2jpn

UMass Chan MEDICAL SCHOOL

Summary: OMP

1. Get a commitment	Encourages clinical problem solving
2. Probe for supporting evidence	A needs assessment
3. Teach a general rule	You found a gap…address it (briefly)!
4. Reinforce what went well	Just in time teaching—be specific and provide examples
5. Discuss what may need to change	Just in time teaching—be specific and provide examples

UMass Chan MEDICAL SCHOOL

Thank you!

Sunset on the Norwegian Sea
(Sognefjorden)

UMass Chan
MEDICAL SCHOOL