



ONE MINUTE PRECEPTOR

Large Group Demonstration Role Play

This demonstration role play will model for you what will happen in the upcoming small group session. The Presenter in each group will have only the short outline of the case. The Learner will be given a more in-depth script for the case by the group facilitator. The entire group should participate in the debrief of each role play, paying attention to the steps in the One Minute Preceptor model.

Case: A 25 year old woman in the doctor's office

Learner Role: You are mid-way through your residency and have a great deal of confidence. You have been told that you are prone to premature closure with respect to diagnosis, but you are sometimes quite sure of the diagnosis.

Preceptor Role: You have worked with this resident before and while the resident is very confident, you know that s/he is prone to premature closure when generating a differential diagnosis.

Case Presentation: "I just saw Evelyn who is a medically healthy 25 year old who is bipolar but she is doing well now on Lithium. She is presenting with acute vomiting and diarrhea. She was well until yesterday when she developed periumbilical abdominal pain. The pain was constant and worsened over about 8 hours. She threw up twice, but was taking Gatorade fairly well. Today the pain persisted and she threw up twice more but she developed 6 episodes of diarrhea that was small amounts and mucousy. The pain then radiated all over the abdomen. She is not eating anything but is still drinking. She has a fever of 101 and peed three times today. On physical she is quite uncomfortable, T 101, P 110, RR 22, Bp 134/80 and Pox of 97%. Her mouth is quite dry but no tenting and good capillary refill. Her abdomen is diffusely tender with voluntary guarding. No masses"

The One Minute Preceptor Model

1. Get a commitment
 - a. What do you think is going on?
 - b. (What do you want to do now?)
2. Probe for supporting evidence
 - a. What led you to that conclusion?
 - b. Where there other things you considered but thought less likely?
 - c. What made you lower them on your list?
 - d. What other information do you need? +
3. Teach general rules
4. Reinforce what went well
5. Correct mistakes

In this case, there is some medical content that will be important to know. People should pick a case where they are comfortable with the content. If you are the learner, you can play it any way you want, but trying to present some needs.

Preceptors should focus on getting learners to think through this. goal is not necessarily to have each learner be “right” but to examine their thought process. In teaching a general rule, you might focus on helping them be “right” in this situation, and in others.