Effective and Efficient Teaching Methods: The One Minute Preceptor

Teaching of Tomorrow
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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

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Consider Video of Standard Precepting

[Video]
Typical teaching encounter

- Presentation
- Discussion
- Questioning
What was covered in the video?

- Reporting H&P
- Refining H&P
- Assessment and Plan
Steps For One Minute Preceptor

1. Get a commitment
2. Probe supporting evidence
3. Teach a pearl
4. Reinforce what’s right
5. Correct mistakes
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
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

Pearl: Ask Learner to end presentation with a summary statement
Addressing Needs Using Different **Teaching Styles**

- Assertive
- Suggestive
- Collaborative
- Facilitative

With a new learner…

You have this patient with chest pain. Think about what's in the chest and what might be causing the pain.

So, you have this patient with cough and shortness of breath. Tell me what you think are the likely possible diagnoses.

Wow, this sounds complicated. Let's think out loud about what might be causing the problem.

I know that you have a great knowledge base but you seem to be stuck. Is there anything that's holding you back from committing to a likely diagnosis?
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
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
Summary: One Minute Preceptor

› Five steps
› Stimulates problem solving
› Facilitates needs assessment
› Targeted teaching
› Provides feedback
Demonstration Role Play