Before the Rotation

- Know the school’s expectations. Review course objectives and evaluation criteria as listed on the evaluation form.
- Identify your own expectations as a preceptor.
- Solicit staff help in orienting learner to practice and community.
- Block out time on the first day of the rotation to discuss expectations with learner.

As the Learner Arrives

- Orient learner to the practice, community, and rotation.
- Assess learner’s level and background.
- Meet with learner to discuss school, learner, and your expectations of rotation.
- Agree upon 5-7 rotation objectives. Consider writing them down.
- Let clinical staff know learner’s clinical objectives of rotation, so they can help.

During the Rotation

- Refer to expectations and rotation objectives as you give learner feedback on cases presented, during daily debriefing, and at mid-rotation evaluation.
- Make sure clinical staff are bringing learner in for cases related to clinical rotation objectives.

At End of the Rotation

- Refer to expectations and rotation objectives as you evaluate learner.
- Collect feedback and note changes needed in process of orientation and clarifying expectations for next rotation.
What are the characteristics of an effective preceptor? A review of selected literature found that effective preceptors demonstrate:

❖ COMMUNICATION SKILLS
  ➢ Possesses and demonstrates broad knowledge
  ➢ Explains the basis for actions and decisions
  ➢ Answers learner questions clearly and precisely
  ➢ Open to conflicting ideas and opinions
  ➢ Connects information to broader concepts
  ➢ Communicates clear goals and expectation
  ➢ Captures learners attention
  ➢ Makes learning fun

❖ CAREFUL ANALYSIS OF THE LEARNER
  ➢ Accurately assesses learner's knowledge attitudes and skills
  ➢ Uses direct observation of the learner
  ➢ Provides effective feedback
  ➢ Performs fair and thoughtful evaluations

❖ SKILL IN PRACTICE AND TEACHING
  ➢ Provides effective role modeling
  ➢ Demonstrates skillful interactions with patients
  ➢ Presents information with organization and clarity
  ➢ Generates interest in the subject matter
  ➢ Organizes and controls the learning experience
  ➢ Balances clinical and teaching responsibilities
  ➢ Gives appropriate responsibility to the learner
MOTIVATION OF THE LEARNER

- Emphasizes problem solving
- Translates specific cases into general principles
- Promotes active involvement of the learner
- Demonstrates enjoyment and enthusiasm for patient care and teaching
- Develops a supportive relationship with the learner.
A Preceptor Development Program “THUMBNAIL”

The One Minute Preceptor

This is a step-wise strategy, which efficiently incorporates a series of proven educational techniques. The process begins after the learner has seen a patient and has presented the case to the preceptor. In the examples, a patient with a sore throat has been presented to you.

STEP ONE: Get a Commitment

Why: Learner becomes more active in teaching encounter.
   Allows you to assess how learner has processed information presented.
   Examples: “What is your working diagnosis for this patient?”
   “What other diagnoses would you consider in this setting?”
   “What laboratory tests do you think we should get?”

STEP TWO: Probe for Supporting Evidence

Why: Uncovers learners reasoning process for arriving at conclusion.
   Examples: “What factors in the history and physical support your diagnosis?”
   “Why would you choose that particular medication?”

STEP THREE: Reinforce What Was Done Well

Why: Behavior specific positive feedback will promote and encourage desirable clinical behaviors.
   Examples: “Your physical exam was complete: you covered all the relevant areas including nodes and an abdominal exam for hepatosplenomegaly.”
   “I liked your differential – You took into account the patients age, recent exposures and symptoms in deciding which diagnosis was most likely.”

STEP FOUR: Give Guidance About Errors or Omissions

Why: Behavior specific constructive feedback discourages incorrect behaviors and corrects misconceptions.
   Examples: “Your ear exam appeared to be uncomfortable for the patient. We can review some useful tricks at the end of the day that give you better control of the otoscope.”
   “Although trimethoprim/sulfa will kill strep in the lab and in some places in the body, it does not cover strep throat.

STEP FIVE: Teach a General Principle

Why: Helps learner to effectively generalize knowledge gained from this specific case to other clinical situations.
   Examples: “Remember that there are about 10-15 % of people who are carriers of strep and could lead to false positive strep tests.”
   “Although sulfu antibiotics can kill strep in the test tube and in other parts of the body, they do not effectively treat strep throat.”

STEP SIX: Conclusion

Why: Helps control time and sets clear agenda and roles for remainder of encounter.
   Example: “OK, now we’ll go back in the room I’ll show you how to get a good throat swab. When we have the results let me know and I’ll watch you go over the treatment plan with the family.”

INTRODUCTION

Health care providers face many challenges in the day to day pursuit of their careers, and those who chose to teach health professions students face the further challenge of efficiently and effectively providing teaching to these learners. No matter what type of learner—resident, medical student, physician assistant or nurse practitioner—and no matter what their level of skill or training, the challenge of integrating teaching into your day to day routine remains. Fortunately tools and techniques have been developed to assist the preceptor. A tested and valuable approach is the One-Minute Preceptor.

Initially introduced by Neher, Gordon, Meyer, & Stevens (1992) as the "Five-Step 'Microskills' Model of Clinical Teaching," the One Minute Preceptor strategy has been taught and tested across the and has been welcomed by busy preceptors nation (Irby 1997a, 1997b; STFM, 1993). The dissemination of this technique has been allowed and encouraged, and we are pleased to be able to present it to you as part of our Preceptor Development Program.

At the end of this module you will be able to:

1) List the Steps of the One-Minute Preceptor model of clinical teaching.
2) Explain how each step fosters effective and efficient teaching.
3) Demonstrate understanding of the One-Minute Preceptor on a sample learner presentation.
4) Integrate the One-Minute Preceptor model into your clinical teaching.