

# Teaching that Counts: The One-Minute Preceptor Model

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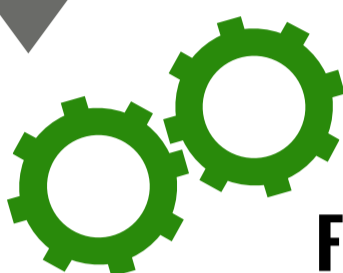


## Get a commitment from your learner

For example:

"What do you think is going on with this patient?"

"What investigations do you think should be done?"



## Probe for supporting evidence

For example:

"What are the findings that lead to your diagnosis?"

"What other diagnoses did you consider?"

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## Teach a brief, general principle

For example:

"When a patient presents with right lower quadrant pain, we must rule out appendicitis"

"Jaundice in a neonate within the first 24 hours of life is always pathological"



## Reinforce what was done right, and correct errors

- Be specific
- Use sensitive language - e.g. "not best" as opposed to "bad"

For example:

"I like how the history you took from this patient included all pertinent risk factors for pulmonary embolism"

"D-Dimer isn't the best test for this patient, as she is at very high risk for pulmonary embolism"

**REFERENCES:** Adapted from Neher J et al. A five "micro-skills" model of clinical teaching. Journal of American Board of Family Practice. 1992; 5(4): 419-24

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