TOP FIVE TIPS...
for One Minute Preceptor Method

1. GET A COMMITMENT

Asking students how they interpret patient information is the first step in determining their learning needs. Without understanding how the student is thinking, teaching might be misdirected and/or less effective (e.g., What do you think is going on with this patient?).

2. PROBE FOR SUPPORTING EVIDENCE

Students problem-solve using their knowledge base. Asking them to reveal their thought process allows you both to discover what they know and identify where there are gaps (e.g., What findings led you to that conclusion?).

3. TEACH GENERAL RULES

Your teaching will be more memorable and transferable to other situations if it is offered as a general rule. Students better understand standardized approaches for a class of problems or as key features of a particular diagnosis (e.g., You must always secure an airway before you can manage the patient’s breathing).

4. REINFORCE WHAT WAS RIGHT

Student’s knowledge/skills may not be well established. Unless reinforced, competency may never be firmly established (e.g., You weren’t fooled by the lack of chest pain in our last patient that was having an MI).

5. CORRECT MISTAKES

Mistakes that are not addressed have a good chance of being repeated. Allow the student a chance to discuss what was wrong and what could have been done differently. This puts you in a better position to assess both their knowledge and standards.