

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.