Teaching That Counts: The One-Minute Preceptor Model

1 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?"

2 Probe for supporting evidence

For example:

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

"What other diagnoses did you consider?"

3 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"

4 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 "microskills" model of clinical teaching. Journal of the American Board of Family Practice. 1992: 5(4), 419-524

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