



## One Minute Skills for Preceptors

Teaching in a clinical setting is a complex and challenging endeavor. The One Minute Preceptor presents a five-step model of clinical teaching that utilizes simple, discrete teaching behaviors or "microskills."

The microskills are easy to learn and can fit into most clinical teaching encounters. As clinical teachers listen to case presentations during rounds, they first diagnose the patient's problem, second assess the learner's needs, and finally provide instruction specific to the learner's needs.

Simply said, the microskills are used to:

- Diagnose the learner's knowledge and reasoning which is seen with the first two microskills (get a commitment and probe for underlying reasoning).
- The last three microskills (teach general rules, reinforce what is right and correct mistakes) offer the opportunity to teach specifically to the learner's needs.

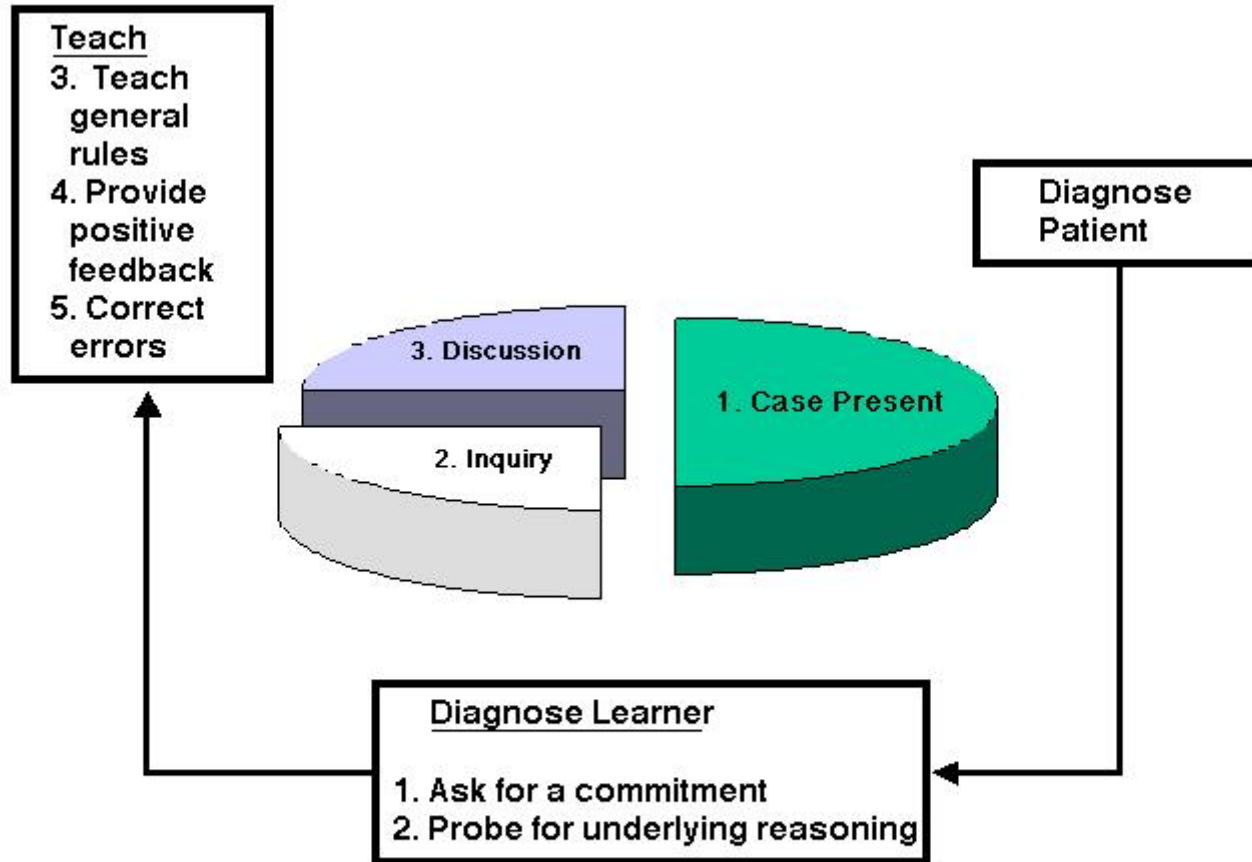
## Microskills

<p>#1</p>	<p><b>Get a commitment</b></p>	<p>Ask the student: "What do you think is going on?"</p> <p>The student's response will allow you to assess student's knowledge and focus more precisely on learning needs.</p> <p>The student could propose a diagnosis, suggest a management plan, or discuss whom to consult on a particular case.</p> <p><b><u>Rational:</u></b></p> <ul style="list-style-type: none"> <li>• The first step in identifying the students learning needs is to ask how they interpret the data.</li> <li>• If you do not have adequate information about the student's needs, you may actually misdirect the student.</li> <li>• Involving the student helps the student become more responsible for patient care &amp; helps them enjoy a more collaborative role in the resolution of the problem.</li> </ul>
<p>#2</p>	<p><b>Probe for supporting evidence</b></p>	<p>Ask the student:</p> <p>"What were the major findings that led to your conclusion?"</p> <p>"What else did you consider?"</p> <p>"How did you reject that choice?"</p> <p>"What are the key features of his case?"</p> <p>Before you offer your opinion, ask the student for the evidence that supports their opinion. Ask what other choices were considered and what evidence supported or refuted those choices.</p> <p><b><u>Rationale:</u></b></p> <ul style="list-style-type: none"> <li>• Problem solving occurs logically from their knowledge base.</li> <li>• Ask for their thought processes which enable both you and the student to identify what they know and what information is needed.</li> <li>• If you do not identify what they know, you may assume they know more or less than they do and risk targeting your instruction ineffectively.</li> </ul>

<p>#3</p>	<p><b>Teach general rules</b></p>	<p>You now know what that there is something which the student needs or wants to know.          Teach general rules, concepts or considerations at the level of the student's understanding.          Be general in phrasing your teaching point, i.e. "When this happens, do this...."          General rules are more easily remembered than specific facts.</p> <p><b><u>Rationale:</u></b></p> <ul style="list-style-type: none"> <li>• Instruction is easier to use when offered as a general rule or a guiding point.</li> <li>• Students value instruction that is stated as a standardized approach for a certain problem or as a key feature of a particular diagnosis.</li> <li>• By targeting your instruction, you do not run the risk of misjudging the student and valuable time is not wasted.</li> </ul>
<p>You#4</p>	<p><b>Reinforce what was done right</b></p>	<p>At the <i>first opportunity</i>, tell the student what they did right and the positive effect that it had.</p> <p><b><u>Rationale:</u></b></p> <ul style="list-style-type: none"> <li>• All students need positive feedback.</li> <li>• The student's knowledge, skills and attitudes are not well established; therefore, unless reinforced, competencies may never be firmly established.</li> </ul>
<p>#5</p>	<p><b>Correct mistakes</b></p>	<p>Tell them what they did right, what they did not do right, and how to improve for the next time.          As soon as possible after the mistake, find an appropriate time and place to discuss what was wrong and how to correct the error or avoid it in the future.          Let the student critique their performance first.</p> <p><b><u>Rationale:</u></b></p> <ul style="list-style-type: none"> <li>• All learners need constructive feedback.</li> <li>• If you do not discuss what was done wrong and what could be done differently, the mistake is likely to be repeated.</li> <li>• Reinforce the student who is able to identify their own mistakes.</li> <li>• If the student can identify their mistake but are unsure of how to avoid it in the future, they are in a "<i>teachable moment</i>". They are eager to learn in the future.</li> <li>• The student who is unaware of their mistake or who is not willing to admit the error can be a problem since this student has not seen the consequences of their action. It is important to maximize learning for them by detailing the negative effect as well as the correction for an effective feedback.</li> </ul>

## Teacher Reasoning During Case Presentations

& Five Microskills for Clinical Teaching



Reference:

- Neher JO, Gordon KA, Meyer B, & Stevens N. (1992). A five-step "microskills" model of clinical teaching. *Journal of American Board of Family Practice*, 5, 419-24.
- Irby, D. (2008) *The one minute preceptor*. Retrieved on April 23, 2008 from <http://www.sru.edu/Pages/6388.asp>
- SARKIN, R. (2008). *The one minute preceptor: microskills of clinical teaching*. Retrieved on April 23, 2008 from <http://www.im.org/facdev/gimfd/ProjectMaterial/MeetingPresentFiles/Strategies%20Tampa%20Sarkin.htm>