

Miscellaneous Preceptor Pointers to Improve Efficiency and Teaching/Learning

- 1. Orienting the student to the patients and practice*:** The student will be more easily integrated into the practice with a brief orientation to the staff and flow of the practice.
- 2. Wave scheduling*:** Schedule 2 patients for the same time, so that the student can be seeing one while the preceptor is seeing another. When the preceptor is done, they can move on to work with the student on their patient
- 3. One-minute preceptor (*please see separate resource by the same title*)*:** A method for promoting self-directed learning and identifying the teachable moment.
- 4. Bedside presentations*:** Allow the student to see the patient on their own but when it is time to present, have them present to you in the room with the patient. The patient can verify information and they feel more involved in the teaching process. It is also more efficient for you.
- 5. Brief end of day debriefing:** Allows the learner and the teacher to reflect on what has been learned and/or taught during the session. This provides an opportunity to for the preceptor and student to identify self-directed learning topics and for the preceptor to reflect on their teaching skills. It should only take 5-10 minutes at most.
- 6. Attempt to schedule patients for the day the student will be there.** This promotes continuity of care, allowing students to see therapies or diagnostic work-ups evolve over time.
- 7. Encourage students to apply the basic science knowledge they are learning:** This helps them see the relevance of the material they are learning on campus.
- 8. Periodically review the Road Map with your student:** This will help you to become familiar with what they have been learning on campus (e.g., communications curriculum).

**Ferenchick G, Simpson D, et. al. Strategies for efficient and effective teaching in the ambulatory care setting. Acad Med 1997;72:277-80.*