

“One Minute Preceptor Model”

Traditional precepting of students in the office typically takes 3-6 minutes per patient and follows the following format: formal “case presentation” by the learner (50% of precepting time), the preceptor asking follow-up clarifying questions (25% of the time) which leaves very little time for teaching or feedback. This traditional model focuses on “missed areas” rather than primarily on teaching.

The “One Minute Preceptor” (OMP) model is a recently developed, learner centered model of precepting. It focuses the teaching encounter on the learner’s reasoning while simultaneously gathering the necessary components of the history and physical exam. (Somewhat analogous to asking open ended questions to patients to gather the history, rather than jumping right in to direct questioning). This model allows preceptor to assess the learner’s knowledge and reasoning, and provide key messages for learning. When evaluated, the OMP model allows preceptors to equally or better diagnose patient compared with traditional precepting models, in the same (or less) amount of time as usually spent reviewing patients with learners.

Key steps of the OMP model, along with selected suggested phrases to use, follow:

STEP	PHRASES TO CONSIDER
1. Get a commitment from the learner about what they think is going on with the patient	<ul style="list-style-type: none">• “What do you think is going on with the patient?”
2. Probe for underlying reasoning	<ul style="list-style-type: none">• “What were the major findings that lead you to this diagnosis or decision?”• “What else did you consider?”• “What other information might you need?”
3. Teach general rules (key teaching points)	
4. Provide positive feedback	
5. Correct errors in reasoning	

Aagaard E, Teherani A, Irby DM. Effectiveness of the One-Minute Preceptor Model for diagnosing the patient and the learner: Proof of concept. *Academic Medicine* 2004;1:42-49.