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"

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