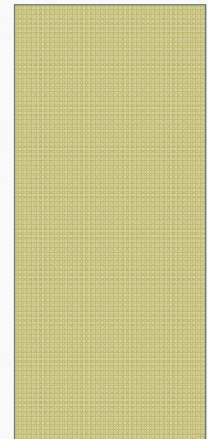


PRECEPTING 201

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AMBULATORY MEDICINE TEACHING

- History
 - Hippocrates
 - Academic Teaching Centers
 - Community-based Teaching



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ADULT LEARNING MODEL

- Treat adult learners as peers
- Involve the learner
- Identify the needs of the learner
- Rich resources for teaching each other
- Use open ended questions
- Case-based learning
- Autonomous learners
- Learn best when there is a need.
- Want to apply the learning immediately



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WHY TEACH/PRECEPT

- Keeps you young
- Maintains continuous learning
- Patients enjoy the experience
- Preservation of the specialty
 - Pipeline of medicine
 - Low cost recruitment
- Reminds us of why we went into medicine



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CHALLENGE OF COMMUNITY-BASED TEACHING

- Busy practice
 - Brevity
 - Shadowing
 - Active roles in patient care
- Tasks of Ambulatory Teaching
 - Planning
 - Teaching
 - Reflecting



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TASKS OF AMBULATORY TEACHING

- Planning
 - Orientation
 - Patient selection
 - Priming the learner



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TASKS OF AMBULATORY TEACHING

- Teaching
 - Thinking interactively
 - Diagnosing the Patient
 - Diagnosing the Learner
 - Strengths
 - Weaknesses
 - Teach based on learner needs



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TASKS OF AMBULATORY TEACHING

- Reflecting
 - Evaluation of the learner
 - Honesty
 - Immediacy
 - Feedback from the learner
 - Assessment of the implementation and success of the teaching methods



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- "Example is not the main thing in influencing others. It is the only thing."
 - Albert Schweitzer



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CYCLE OF LEARNING FROM EXPERIENCE/EXAMPLE INVOLVES:

- ❖ Having a concrete experience (e.g., an encounter with a patient),
- ❖ Reflecting on that experience as it unfolds
- ❖ Formulating conceptualizations and generalizations from the experience
- ❖ Testing them in new situations.



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CLINICAL QUESTIONS

- Diagnosis
 - Differential
 - Testing
- Therapy
- Prognosis
- Harm/Etiology
- Clinical Examination
- Prevention
- Cost Analysis



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CLINICAL QUESTIONS

- Diagnosis
 - Differential Diagnosis
 - when considering the possible causes of a patient's clinical problem, how to rank them by likelihood, seriousness and treatability
 - Diagnostic Testing
 - how to select and interpret diagnostic tests, in order to confirm or exclude a diagnosis, based on considering their precision, accuracy, acceptability, expense, safety, etc.



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CLINICAL QUESTIONS

- Therapy
 - how to select treatments to offer patients that do more good than harm and that are worth the efforts and costs of using them
- Prognosis
 - how to estimate the patient's likely clinical course over time and anticipate likely complications of disease
- Harm/Etiology
 - how to identify causes for disease



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CLINICAL QUESTIONS

- Clinical Examination
 - how to properly gather and interpret findings from the history and physical examination
- Prevention
 - how to reduce the chance of disease by identifying and modifying risk factors and how to diagnose early by screening
- Cost Analysis
 - how to compare the cost and consequences of different treatments and tests



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ONE MINUTE PRECEPTOR

- Microskills of Teaching
 1. Get a commitment
 2. Probe for supporting evidence
 3. Tell them what they did right
 4. Teach a general rule
 5. Correct errors



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1. GET A COMMITMENT

- *"What do you think is going on?"*
- *"What do you want to do?"*
- *"What would you like to do next?"*



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2. PROBE FOR SUPPORTING EVIDENCE

- *"What led you to that conclusion?"*
- *"What else did you consider?"*
- Helps to identify the learners needs and gaps.
- Tailors teaching points



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3. TELL THEM WHAT THEY DID RIGHT

- *“You did a good job of ... ”*
- *“This is why it is important....”*
- Focuses on specific behaviors that are reproducible.



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4. TEACH A GENERAL RULE

- *"When this happens, do this."*
- *"The key features of this illness are..."*
- Help the student generalize from this case to others.
- Be brief.
- Have "teaching scripts" for the common conditions that you encounter in your practice.



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5. CORRECT ERRORS

- *"Next time this happens, try this..."*
- Focus on improvement and be future oriented
- Avoid belittling the learner.
- Mistakes unnoted will be repeated.



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SUMMARY

ONE MINUTE PRECEPTOR

- *"What do you think is going on?"*
 - (get a commitment)
- *"Why do you think so?"*
 - (probe for supporting evidence)
- Provide warm fuzzies
 - (tell them what they did right)
- *"When this happens, do this..."*
 - (teach a general rule)
- *"Whoops!"*
 - (correct errors)



CONCLUSION

- Teaching is fun! DO IT!
- Be positive.
- Don't be negative.
- Remember where the learner is in their development.
- Use the 1 minute preceptor technique.
- Share your experiences/knowledge.
- Remind yourself, you are training the physicians who will be caring for you and your family.



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