



## T6. ONE MINUTE PRECEPTOR<sup>a</sup> TEMPLATE FOR COACHING THE MEDICAL EXPERT ROLE

Created for the *CanMEDS Teaching and Assessment Tools Guide* by S Glover Takahashi. Reproduced with permission of the Royal College.

### Instructions for Learner:

- This approach encourages you to 'own' the clinical problem, sort out your thinking and ensure you and the teacher work together to plan for the patient.
- Fill out the template or use it to mentally prepare for the teacher to ask a series of questions as part of a case presentation dialogue.
- This tool encourages feedback.

1. Learner provides specific answers/commitment about a SPECIFIC case (e.g. differential, diagnostic or therapeutic intervention, procedures).

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2. Learner answers teacher probes for supporting evidence about answers to question one above. These questions will be SPECIFIC to the case.

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3. Teacher provides general rules for this and similar case(s) (e.g. rules of thumb)

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4. Teacher comments on what the learner did right for the SPECIFIC case

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5. Teacher comments on errors or mistakes and coaching advice on how to improve for this/similar case(s) in the future

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LEARNER take away notes:

<sup>a</sup> Adapted from Neher JO, Stevens NG. The one-minute preceptor: shaping the teaching conversation. *Fam Med.* 2003;35(6):391-3.