One-minute Preceptor Method

1. **Get a commitment:** sets the learning environment; engages the learner
   a. “What do you think is going on?” “What do you want to do next?”

2. **Probe for supporting evidence:** assesses the learner’s level of knowledge and thinking process
   a. “What else did you consider?” “How did you rule those things out?”

3. **Teach a general principle:** organizes knowledge and generalizes to future situations
   a. Can be about symptoms, physical findings, differential diagnosis, evaluation, treatment, resources, etc.

4. **Reinforce what was done well:** reinforces good behaviors
   a. “Your presentation was well organized and concise”

5. **Give guidance about errors or omissions:** corrects mistakes; forms foundation for improvement
   a. “It is important to include cardiac risk factors in your presentation when you are presenting a case of chest pain”
"The Diagnostic Challenge is about the process"
- Jeff Abbott

Tips to remember:

- The goal of the DCs is to use discovery based learning which involved teaching by asking questions and minimize mini-lectures
- The DC’s are about the process. The process of working through a case using a logical, systematic approach to arrive at a diagnosis and to learn along the way