



# 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**



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