



One-minute Preceptor Method

- 1. Get a commitment:** Sets stage for interactive learning environment. Engages the learner.
Ex: “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. Identifies knowledge gaps.
Ex: “What else did you consider?” “How did you rule those things out?”
- 3. Teach a general principle:** Based on gaps. Organizes knowledge and generalizes to future situations
Can be about symptoms, physical findings, differential diagnosis, evaluation, treatment, resources, etc.
- 4. Reinforce what was done well:** Reinforces good behaviors. Be Specific.
Ex: “Your presentation was well organized and concise”
- 5. Give guidance about errors or omissions:** Corrects mistakes; forms foundation for improvement.

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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