

Faculty Development Handout – The One Minute Preceptor

Created by Dan Cronin, MD



The **One Minute Preceptor** is made up of five microskills: “Get a Commitment”, “Probe for Evidence,” “Teach General Rules,” “Reinforce what was Right,” and “Correct Mistakes.” Importantly, these five microskills all occur after the learner finishes their presentation.

The first two microskills are meant to help you diagnose the learner, so you can understand their deficits. The last three microskills are for teaching and feedback. Imagine the figure to the left as a clock that makes up your “One Minute” of Precepting. Notice that diagnosing the learner may take a significant portion of your “60 seconds” of teaching.

Please note – this teaching tool may commonly take closer to 2-3 minutes in duration.

Figure 1: A visual display of the One Minute Preceptor, emphasizing that “Diagnosing the Learner” may make up at least half the duration of the teaching encounter. By taking time to diagnose the learner, your teaching is more effective.

Skill	Microskill	Example
Diagnose the Learner	Get a Commitment	“What do you think is going on?” “What would you like to do next?”
	Probe for Supporting Evidence	“Does anything go against your diagnosis?” “Why do you think x and not y?”
Teach the Learner & Feedback	Teach a general principle	Teach ONE principle based off the gap identified above
	Reinforce what was right	Positively reinforce ONE specific aspect that was done well
	Correct Mistakes	Identify and provide feedback on ONE specific area for improvement

Table 1: The One Minute Preceptor. This is a tool used for both content-teaching and feedback that was designed for the clinic setting, but is also useful for inpatient teaching.

References: The One Minute Preceptor has many peer-reviewed publications. Two summary articles that also introduce other valuable teaching tools are below. The information from this handout in part comes from these resources. However, the figure and table were created by Dan Cronin.

1. Irby, D and Bowen J. Time-efficient strategies for learning and performance. The Clinical Teacher. June 2004.
2. Beckman, T and Lee, M. Proposal for a Collaborative Approach to Clinical Teaching. Mayo Clin Proc. 2009;84(4):339-344