

Precept like a pro! Enhancing Your Teaching Toolkit in a Few Short Steps

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Educational Objectives

At the end of this session, learners will be able to:

1. Describe and demonstrate steps to the One Minute Preceptor (OMP), SNAPPS and Peyton's Four-Step Approach teaching models
2. Identify pros and cons to implementing OMP, SNAPPS, and Peyton's Four-Step Approach teaching models
3. Incorporate these precepting models in the presence of the patient (i.e., at the bedside) in both the outpatient and inpatient setting

Peyton's Four Step Approach to Teaching Procedure Skills

1. Demonstration: Demonstrate the skill at normal speed with little or no explanation
2. Deconstruction: Repeat the skill with full explanation, encouraging the learner to ask questions
3. Comprehension: Demonstrator performs the skill with the learner providing explanation of each step and being questioned on key issues. The demonstrator provides necessary corrections. This step may be repeated until learner fully understands skill.
4. Execution: Learner carries out skill under supervision and describing each step.

One Minute Preceptor

1. Get a commitment
2. Probe for supporting evidence
3. Teach general rules
4. Reinforce what was done right
5. Correct mistakes

SNAPPS

1. Summarize briefly the history and findings
2. Narrow the differential to 2-3 possibilities
3. Analyze the differential by comparing and contrasting the possibilities
4. Probe the preceptor by asking questions about uncertainties, difficulties, or alternative approaches
5. Plan management for the patient's medical issues
6. Select a case-related issue for self-directed learning

References

- Alguire, P. et al. (2008). Teaching in Your Office: A Guide to Instruction Medical Students and Residents. 2nd Edition. USA: American College of Physicians.
- Walker M, Peyton JW. Teaching and Learning in Medical Practice. Heronsgate Rickmansworth, Herts.: Manticore Europe Ltd; 1998. Teaching in the Theatre; p. 171–180.