Efficient Precepting in a Busy Clinical Practice

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Objectives

- Recognize barriers to precepting in a busy medical practice
- Detail methods for eliminating barriers to teaching in a clinical setting
- Outline and demonstrate quick and effective precepting methods

Do you currently precept students?

What is your greatest actual or perceived barrier to precepting?

- Not enough time
- Concerned about productivity?
- Patients don't like students participating
  - Too few "interesting" patients
- Don't know what or how to teach learners
How does teaching impact a doctor's work?

Where does the time go?

Emergency department:
- EM senior residents with duties - no net decrease in RN hours
- RN available with residents and students
- Attending panel with resident surveillance
- Attending panel with student care and various other
- Net change in workday

Office-based position per production model:
- RN to 4.2 RN per full-time day

and, patient satisfaction...

Patient-reported advantages:
- "Second opinions"
- Better explanations
- More time to talk
- More thorough H&P
- Self-esteem by contributing to education

What are the negatives?
No study has shown that teaching medical students can actually reduce time spent at the office.

Systematic review in BMJ 2015: average time cost = 30-120 minutes per day

Where does the time go?

1.24 Hours additional time per day

- Listening to Oral Presentations (0.17 hours)
- Waiting for student to finish (0.51 hours)
- Giving Mini-lectures (0.56 hours)

What about productivity?

Emergency department
- EM senior residents with students - no net decrease in RVUs
- EM attendings with residents and students
  - Attending paired with resident saw more pts
  - Attending paired with student saw same number of pts as those working alone

Office-based practice on production model
- Zero to 0.6 fewer pts/half day

Salary model for HMO
- Zero to 4.2 fewer pts/half day

and, patient satisfaction...

Patients report:

Patient-reported advantages:
- "Second opinion"
- Better explanations
- More time to talk
- More thorough H&P
- Self-esteem by contributing to education

What are the negatives?

What makes community precepting different?

Volunteer
Mentor
"Just in time"
Student-directed
Common problems
Teach sometimes

versus

Salaried
Professor
Scheduled learning
Institution-oriented
Zebras and exotics
Teach all the time
Volunteer
Mentor
"Just in time"
Student-directed
Common problems
Teach sometimes

versus

Salaried
Professor
Scheduled learning
Institution-oriented
Zebras and exotics
Teach all the time
Environment and Opportunities

Establish a teaching-friendly environment...
- Orient student to site and patients on day one
- Plan a space for your student
- Have your nurse get patient consent for student participation at intake

Establish a teaching-friendly schedule...
- Double book first visit, block off last visit
- Block 15 minutes in the morning and afternoon to deliver feedback
- Book one complex patient (student's) with several simple patients (yours)

Involving your learner...
- Enlist your staff's help (e.g., business manager, MA, nurse)
- Let students do administrative tasks (e.g., calls backs, update medication lists)
- Develop a panel of "teaching patients"
- Involve learners in educating your patient (and sometimes you)

Create learning opportunities...
- Understand your learner's current level
- Direct
- Facilitate
- Consult
- Discuss goals (yours and your learner's) for each day, each week, halfway, and end of rotation
Establish a teaching-friendly environment...

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What to Teach and How to Teach It

Ask-Tell-Ask Model
Learner assesses self-reflection while you assess their insights.
Ask learner how the encounter went.
Tell what you think about what they showed.
Ask learner how they can improve.

One-Minute Preceptor
Mimic scenario matching time after a learner observes patient.
Get commitment.
Probe for supporting evidence.
Touch upon key facts.
Highlight common items.
Correct mistakes.

Search the Spectrum
Probes knowledge across scope of disease, encourages articulation of information.
Learner selects topic or reading review for improvement.
Learner and preceptor seek out cases; discuss spectrum of relevant disease.

SPIT Model
Simple model to mold differential diagnosis formulation skills.
Serious
Probable
Interesting
Treatable

“What if...?”
Use after presentation to gauge critical thinking and probe for understanding.
Simply ask “What if...?”
What if patient is pregnant?
What if patient has a heart disease?

4 GET Model
Maximizes teaching with using an electronic health record.
Get demographics.
Gather a history, review drug interactions, list up the “normal” in other area.

A 5-year-old presents with [symptoms] of duration. Symptoms worsen with [condition] and improve with [treatment]. Symptom described as [intensity] and are rated as [rating]/10.
A __ year old __ presents with __ of __ duration. Symptoms worsen with __ and improve with __. Symptoms are described as __ and are rated as __/10.
One-Minute Preceptor

Maximizes teaching time after a learner assesses patient

Get a commitment
Probe for supporting evidence
Teach general rules
Reinforce correct items
Correct mistakes
"What if..."

Use after presentation to hone critical thinking and probe for understanding

Simply ask "What if..."

What if patient is pregnant?
What if patient has heart disease?
SPIT Model

Simple model to mold differential diagnosis formulation skills

- Serious
- Probable
- Interesting
- Treatable
4 GET Model

Maximizes teaching while using an electronic health record

Perform "Be-4" steps
  Computer access, review chart, introduce, set up the "diamond"

Gather data
Teach
Search the Spectrum

*Probes knowledge across scope of disease, encourages assimilation of information*

Learner selects topics needing review or improvement
Learner and preceptor seek out cases
Discuss spectrum of selected disease
Ask-Tell-Ask Model

*Learner uses self reflection while you assess their insights*

Ask learner how the encounter went
Tell what you think about what they share
Ask learner how they can improve
Do you have the tools to teach now?

Become a PNWU Master Preceptor

Additional References:
ACEP Teaching Fellowship
APGO "Effective Preceptor" Series
TeachingPhysician.org
Practicaldoc.ca
AAFP.org
LifeintheFastLane.com