

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

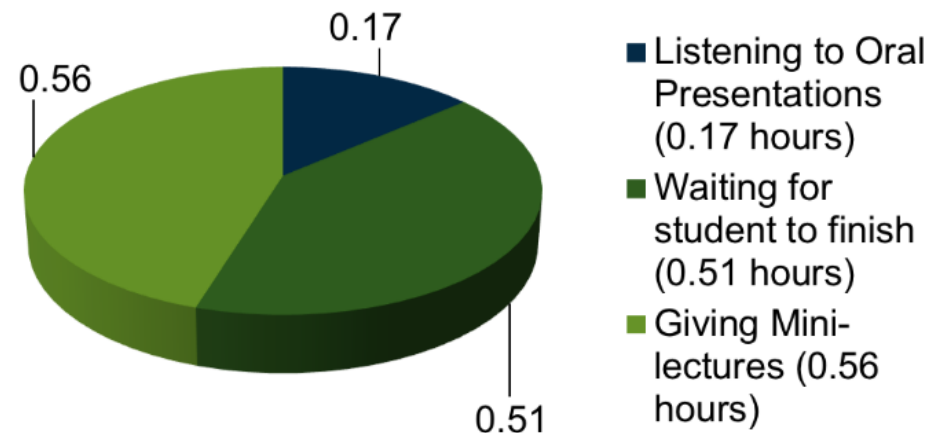
How does teaching impact a doctor's work?

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



What about productivity?

Emergency department

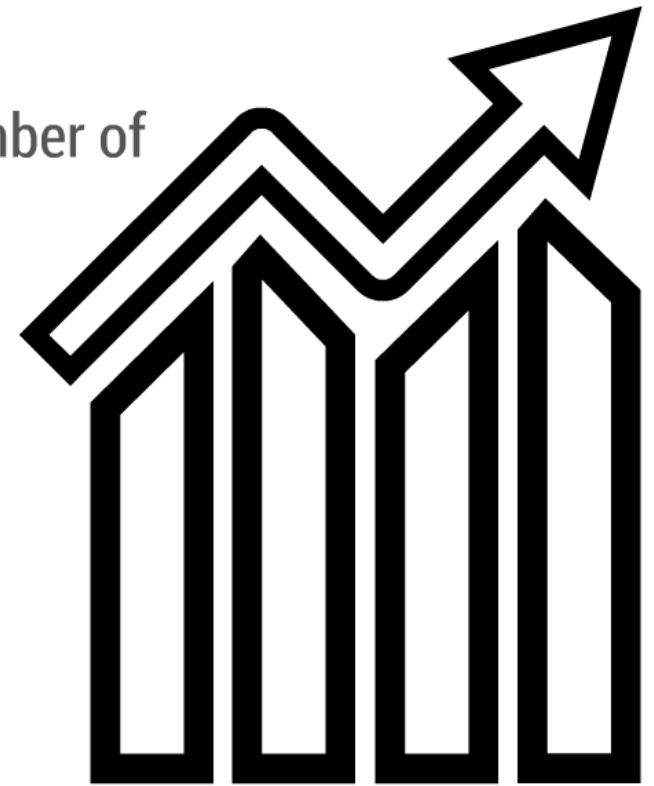
- EM senior residents with students - no net decrease in RVUs
- EM attendings with residents and students
 - Attending paired with resident saw more pts
 - Attending paired with student saw same number of pts as those working alone

Office-based practice on production model

- Zero to 0.6 fewer pts/half day

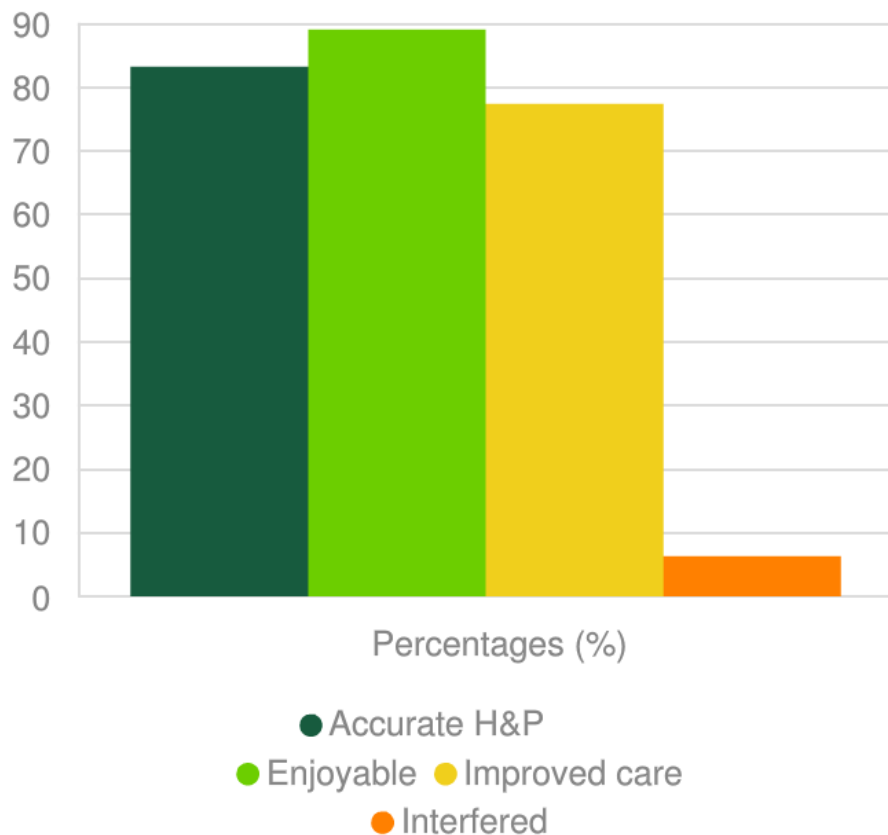
Salary model for HMO

- 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?



versus



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



versus



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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)

Involve your learner...

- Enlist your staff's help (e.g. business manager, MA, nurse)
- Let students do administrative tasks (e.g. call 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

One-Minute

Maximizes teaching
assessment

Get a copy
Probe for sup
Teach g
Reinforce
Correc

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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

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

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

What to Teach and How to Teach It

A _ year old _ presents with _ of _ duration.
worsen with _ and improve with _. Symptoms
described as _ and are rated as _/10.

"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-4Steps"
Computer access, review chart,
introduce, set up the "diamond"
Gather data
Teach



A ___ year old ___ presents with ___ of ___ duration. Symptoms worsen with ___ and improve with ___. Symptoms are described as ___ and are rated as ___/10.

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**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