



## Components of the One-Minute Learner

### 1. Goals

### 2. Getting Started

### 3. How Much and How Long

### 4. Presenting

### 5. Charting

### 6. Questions

## Mission of the NEOMED College of Medicine

The mission of the NEOMED College of Medicine is to graduate exemplary physicians oriented to primary care practice and other needed specialties. We strive to improve the quality of health care in Northeast Ohio through:

- education of medical students
- support for residency programs in our affiliated hospitals
- continuing professional development of our staff, faculty and regional health professionals
- scholarship, including original research
- community service programs
- stewardship for the health of Northeast Ohio

*Thanks for teaching our students!*

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## ONE-MINUTE LEARNER

For the Preceptor



COLLEGE OF MEDICINE



## One-Minute Learner\* For the Preceptor

When expectations are known and matched between students and preceptors, clinical teaching/learning encounters are more likely to be successful, productive and satisfying.

The One-Minute Learner (OML) is a prompt for students and preceptors to provide a proactive structure for discussing goals and expectations for a patient care session. It is easy to use and useful in both in-patient and out-patient settings. This structured, quick discussion makes a patient care teaching session more effective and efficient.

The OML can be used at the beginning of a rotation as well as prior to all clinical sessions throughout the rotation. All or any part of the model can be used during any discussion with a student.

There are two critical components:

- the preceptor explains his/her expectations and goals for the student, and
- the student articulates his/her goals and learning needs, and clarifies expectations.

Students also will have been trained in this model and similarly can be expected to initiate the discussion.



\*Used and adapted with permission, Department of Family Medicine, Boston University School of Medicine

## The One-Minute Learner

### Prepare for the Huddle

- Ask the student to think about his/her goals for the entire rotation and where he/she is in the trajectory of that plan.
- Ask the student to think about how he/she will achieve these goals.
- Have the student preview the schedule for the day and identify appropriate patients.
- Preview your patients for the clinical session with the student's learning needs/goals in mind.
- Consider areas you think the student needs to work on and focus your goals there.

### Have this brief discussion (huddle) with the student before the clinical session starts.

#### 1. Goals

Elicit the student's current level of training – Ex., “What year of training are you in?” “What rotations have you completed?” “How long have you been at this hospital/practice/site?” “What prior clinical experiences do you have?”

Ask the student about his/her specific learning goals for the day, encouraging the student to use his/her own self-assessment of clinical skills.

Discuss any specific goals you have for the student, framed around the student's learning goals, self-assessment and/or your prior observations – Ex., “Today, I want you to focus on developing your assessments and plans, discussing them in your patient presentations.” “Today, I want you to focus on presenting your patients in a well-organized and efficient fashion by grouping components of the encounter and completing the presentation to me in five minutes.”

#### 2. Getting Started

When and how should the student start seeing patients.

Should the student see any patient who is available?

Should the student see/not see specific patients?

Should the student room patients him/herself? Or, talk with your nurse/MA?

#### 3. How Much and How Long

How much of the visit should the student complete on his/her own?

How long should the student spend with each patient?

#### 4. Presenting

Where should the student present to you?

What presentation format should be used?

How detailed of a presentation would you like?

#### 5. Charting

What format should the student use for notes?

Where should the student write his/her notes (EHR, paper)?

When should the student write notes?

When should the student give his/her notes to you for review?

#### 6. Questions

When is a good time for the student to discuss any questions he/she has with you?

What resources should the student use to answer questions? Where are the resources?