



One-Minute CI¹

- Developed original for Family Practice Resident clinical teaching to improve efficiency in clinical teaching
 - 5 specific aspects of clinical teaching:
 1. Get a Commitment
 2. Probe for Supporting Evidence
 3. Reinforce What was Done Well
 4. Give Guidance About Errors and Omissions
 5. *Teach* a General Principle
 - Model is designed to be completed in a **5-minute session**
 - The model focuses on the *Clinical Reasoning* process
1. **Get a Commitment:** Get the learner to “commit” to a diagnosis, plan of care or another element of patient care.
 - a. What do you think is going on with this patient?
 - b. What is the most important problem to be addressed?
 2. **Probe for Supporting Evidence:** Why does the student think they do? Probe for deeper thought than just a “lucky guess”. Is the learner on track for step 1 or find out the fallacy in thinking if not?
 - a. How did you arrive at this decision?
 - b. What evidence was used to arrive at this decision – subjective, exam, chart review, general knowledge?
 - c. What is your differential diagnosis?
 - d. What else do you need to know?
 3. **Reinforce What Was Done Well:** Learners need to be made aware of what they did/do well. “That was good” is not sufficient. Comments should be specific behaviors that demonstrate knowledge, skills, or attitudes.
 4. **Give Guidance about Errors and Omissions:** In framing comments, it is helpful to avoid extreme terms such as “bad” or “poor”. Comments should also be specific as possible.
 - a. Provide the feedback as soon after the event as possible
 - b. Include self-assessment from the student
 5. **Teach a General Principle:** The CI focuses on teaching. Identify key points needed to assist the student in decision making.
 - a. There may be a tendency for the learner to over generalize – to conclude that all patients in a similar clinical situation behave the same way. On the other hand, the learner may be unable to identify an important general principle that can be applied in the future.
 - b. CI identifies gaps in the learner’s thinking process and fills in gaps with additional knowledge
 - c. Focus should be on general rules or 1-2 key points/facts.

References:

1. Arthur A, Sund C, Sund R. *Developing Questioning Techniques: A Self-Concept Approach*. Columbus, OH: Merrill Publishing Co; 1971.
2. https://www.gvsu.edu/cms4/asset/E6494549-9D1E-60EB-2FAF608662526253/the_one_minute_preceptor.pdf
3. *Advanced Credentialed Clinical Instructor Program for the Physical Therapist*. American Physical Therapy Association. 2010. Pgs 120-121.