One-Minute CI

- 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:
2. [https://www.gvsu.edu/cms4/asset/E6494549-9D1E-60EB-3FAF68652126253/the_one_minute_preceptor.pdf](https://www.gvsu.edu/cms4/asset/E6494549-9D1E-60EB-3FAF68652126253/the_one_minute_preceptor.pdf)