Contents

Prefacex
1. Making an Informed Decision About Precepting 1
What Is Community-Based Teaching?
Why Is Community-Based Teaching Needed?
How Good Is the Training in Community Offices?
What Do Community-Based Practitioners Have to Offer Learners and Why Is It So Valuable?
What Is the Preceptor's Role?
What Do Learners Want from a Community-Based Teaching Experience?
How Do Learners Rate the Community Experience and Preceptors?
What Are the Concerns of Practitioners Involved in Community-Based Teaching?
What Are Some Costs Associated with Community-Based Teaching?
What Are the Practitioner Benefits of Community-Based Teaching?
What Are the Most Commonly Offered Rewards for Community-Based Teaching?

vi Contents

How Do Patients React to Office-Based Teaching?	
What Are the Prerequisites for Precepting?	11
Are There Courses to Improve Your Teaching?	12
2. The Curriculum	17
Core Competencies	17
What Are Reasonable Teaching Goals for Community Based Teaching?	
3. Getting Ready to Teach	25
Before the Learner Arrives	25
When the Learner Arrives	28
Patient Scheduling	31
Ancillary Teaching Opportunities	34
When the Patients Arrive	35
After the Patients Leave	36
4. Teaching Skills and Organizational Techniques	
for Office-Based Teaching	
Meaningful Responsibility	
Characteristics of Effective Clinical Teachers	
Selecting Appropriate Patients	
Strategies for Organizing the Office Visit	45
5. Case-Based Learning	51
What Is Case-Based Learning?	51
The Microskills Model (One-Minute Preceptor)	52
The "Aunt Minnie" Model	60
Modeling Problem Solving	62
The One-Minute Observation	63
Learner-Centered Precepting	64
SNAPPS Model of Learner-Centered Precepting	66

Contents	vii
Reflection	68
Pitfalls of Case-Based Learning	
Concluding the Visit	
	• •
6. Ways to Be More Efficient When Teaching	75
The Focused Half Day	75
Presenting in the Room	76
Collaborative Examinations	78
Active Observation	79
Dual Teaching	80
Service-Based Education	81
Just-In-Time Learning	82
Self-Directed (Independent) Learning	82
7. Teaching Procedures in the Office	
Knowing the Skill Through and Through	
Creating Learning Objectives	
Creating a Skill Checklist	
The Introductory Phase	
The Practice Phase	
The Perfecting Phase	94
3. Learner Feedback and Evaluation	97
What Is Feedback and Why Is It Important?	
What Are the Different Types of Feedback?	
Why Is Feedback So Hard to Do?	
Feedback Tips	
Time-Saving Tips for Giving Feedback	
Barriers to Effective Feedback	
What Is the Difference Between Feedback and Evaluation? 1	
Why Is Summative Evaluation Important?	06

viii Contents

What Are Common Types of Evaluation Errors? 109
Evaluation Using the GRADE Strategy111
The RIME Evaluation Framework
Using the RIME Model to Assess Case Presentations 114
When and How Should the Evaluation Session
Be Scheduled?
9. Preceptor Evaluation and Teaching Improvement 119
How Will You Be Evaluated?
How Can You Improve Your Teaching?
Workshops, Courses, Peer Site Visits, and
Additional Resources
Appendix A Tools for Preceptors
Clinical Skills Inventory
Learner Contract
Patient Notice for Students in the Office
Patient Notice for Residents in the Office
Biography of a Resident Physician
Educational Prescription Form
Instructions to Help the Learner Organize the
Patient Visit
Tools to Help the Learner Organize the Patient Visit 135
Patient Presentation Format for Learners
Generic Acute Patient Script
Generic Chronic Patient Script
Feedback Note141
Mini-CEX Form142
Patient Satisfaction Form
Behaviorally Anchored RIME Evaluation Form 145
Questions Used to Teach and Evaluate Learners 146

Contents ix

Appendix B	Summaries and Checklists for Preceptors	147
Before the	Learner Arrives Prepatory Checklist	148
When the	Learner Arrives Orientation Checklist	150
The Wave	Schedule	152
When the	Patients Arrive Checklist	153
Summary	of the Learning Experience	154
Summary	of the Microskills Model for Precepting $\ \dots$	156
Summary	of the "Aunt Minnie" Model for Precepting .	157
Summary	of the One-Minute Observation	158
Summary	of Learner-Centered Precepting	159
Summary	of the SNAPPS Precepting Model	160
Summary	of Active Observation	161
Summary	of Self-Directed (Independent) Learning	162
Teaching 1	Procedural Skills	163
Summary	of Feedback Tips	164
Summary	of Evaluation	165
Summary	of the RIME Evaluation Framework	166
Summary	of the GRADE Strategy for Evaluation	167
Preceptor	Evaluation Form	168
Appendix C	Resources for Preceptors	171
Commonl	y Offered Rewards for Precepting	172
Faculty D	evelopment Resources for Preceptors	173
Index		175