Becoming a better preceptor: The clinic as classroom

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Table 3. *The One-Minute Preceptor Method.*[9]

Microskill	Purpose	Example
1. Get a commitment	• Provides an assessment of student's knowledge and skills • Helps to focus on learning needs	• *General:* What do you think is going on? • *Audiology specific:* Why do you think that there is a conductive component when this patient has a normal tympanogram?
2. Probe for supporting evidence	• Identifies learner's strengths and gaps in knowledge so you can tailor what you need to teach	• *General:* What findings led you to this conclusion? • *Audiology specific:* What tools did you use to verify the hearing aid fitting?
3. Teach general rules	• Provides learning "pearls" at the level of the student's understanding • Offers general rules that are more memorable than specific facts	• *General:* When this happens, do this… • *Audiology specific:* When crossover for air conduction signals has occurred, the test ear needs to be isolated by masking the nontest ear.
4. Tell them what they did right	• Offers positive reinforcement • Focuses on specific behaviors that are reproducible	• *General:* You did a good job with this…and this is why it is important… • *Audiology specific:* You did a good job in evaluating the source of the excessive noise in this ABR response and this is important in order to obtain a valid and reliable recording that can be easily interpreted.
5. Correct mistakes	• Helps student identify and correct errors, omissions, or misunderstandings • Focuses on how to avoid same mistake in the future	• *General:* Next time this happens, try this… • *Audiology specific:* Next time you take an earmold impression place the block deeper into the ear canal and check the depth with an otoscope or earlight.

Newman CW, Sandridge SA, Lesner SA. Becoming a better preceptor: The clinic as classroom. Hearing Journal. 2011;64:10-18.