

Teaching Tool 6 - Coaching

CanMEDS Medical Expert

One minute preceptorⁱ template for coaching the Medical Expert Role

THE CONTENT BELOW WAS CREATED BY S GLOVER TAKAHASHI BASED ON THE ONE MINUTE PRECEPTOR TOOL FROM NEHER JO, STEVENS NG. THE ONE-MINUTE PRECEPTOR: SHAPING THE TEACHING CONVERSATION. FAM MED. 2003;35(6):391-3. YOU MAY USE, REPRODUCE AND MODIFY THIS CONTENT FOR YOUR OWN NON-COMMERCIAL PURPOSES PROVIDED THAT YOUR MODIFICATIONS ARE CLEARLY INDICATED AND YOU PROVIDE ATTRIBUTION TO THE ORIGINAL AUTHOR. THE ORIGINAL AUTHOR OR THE ROYAL COLLEGE MAY REVOKE THIS PERMISSION AT ANY TIME BY PROVIDING WRITTEN NOTICE.

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Instructions for Learner:

- This approach encourages you to 'own' the clinical problem, sort out your thinking and ensure you and the teacher work together to plan for the patient.
- Fill out the template or use it to mentally prepare for the teacher to ask a series of questions as part of a case presentation dialogue.
- This tool encourages feedback.

1. Learner provides specific answers/commitment about a SPECIFIC case (e.g. differential, diagnostic or therapeutic intervention, procedures).

2. Learner answers teacher's probes for supporting evidence about answers to question one above. These questions will be SPECIFIC to the case.

3. Teacher provides general rules for this and similar case(s). (e.g. rules of thumb)

4. Teacher comments on what the learner did right for the SPECIFIC case.

5. Teacher comments on errors or mistakes and coaching advice on how to improve for this/similar case(s) in the future.

LEARNER take away notes:

ⁱ Adapted from Neher JO, Stevens NG. The one-minute preceptor: shaping the teaching conversation. *Fam Med.* 2003;35(6):391-3.