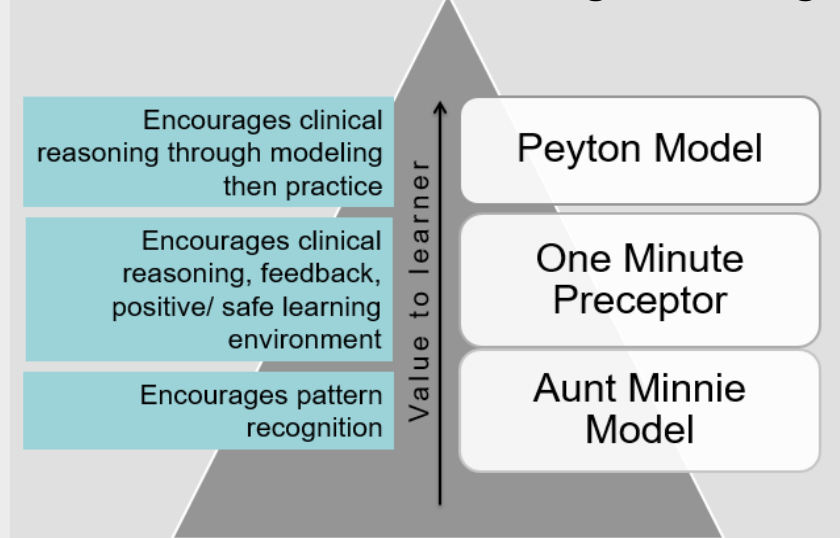


## Time Efficient Teaching Strategies



### *Aunt Minnie Model*

The name of the model comes from the adage that if the woman across the street walks and dresses like your Aunt Minnie then she probably is your Aunt Minnie, even if you can't see her face. Thus, after seeing the patient, the learner presents only the main complaint and the presumptive diagnosis to the teacher; discussion of the case occurs only after the clinical teacher has independently seen the patient.

- Consider types of cases where model could be useful
- Student begins write-up and preceptor evaluates the patient
- Provide feedback after seeing the patient
- Discuss management plan for the patient

Cunningham A, Blatt S, Fuller P, Weinberger H. (1999). The art of precepting: Socrates or Aunt Minnie? Archives of Pediatric Adolescent Medicine, 153, 114-6.

### *One Minute Preceptor*

This model guides the preceptor-student encounter via five microskills:

- Get a commitment
- Probe for supporting evidence
- Teach general rules
- Reinforce what was done well
- Correct mistakes

Neher, J. O., Gordon, K. C., Meyer, B., & Stevens, N. (1992). A five-step "microskills" model of clinical teaching. The Journal of the American Board of Family Practice, 5(4), 419-424.

### *Peyton Model*

- Demonstration - the teacher carries out the skills without any explanations
- Deconstruction - the teacher applies the corresponding procedure and clarifies each sub-step in details
- Comprehension - the teacher accomplishes the procedure for a third time
- Performance - the learner does the skills by themselves

Peyton, J. W. R. (1998). Teaching in theatre. Teaching and learning in medical practice. Manticore, 171-180.