



TIME SAVING TIPS: Module A



Beware of Time Traps!

DO - ORIENT THE LEARNER

Avoid “go see this patient”. Provide learners with a time frame for clinical tasks. Tell them how far to go on the physical exam.

DON'T LECTURE IN THE CLINIC

The patient is the curriculum. Teach around the reason for the patient's visit. Teach around “take home points” rather than topics.

DON'T CHAT IN THE HALLWAY

Consider teaching in the patient's presence (TIPP).

Have the student present the case in front of the patient.

Discuss management with the learner with the patient present.

Educate the patient in front of the student or have the learner educate the patient in front of you.

Task Specific Teaching

The learner does NOT need to: see every patient, do all parts of a patient encounter (history, physical exam, counselling) or even do all parts of a part.

Break difficult histories, comprehensive exams and or complex tasks/procedures into parts.

Direct the learner to a specific clinical task

Observe the task

“You take the HPI and I will take the rest of the medical history”

“You set up the equipment and patient, I will demonstrate the procedure.”

Target a skill that is of interest *and* relevant to the level of the learner.

Ask the learner what skill they would like to focus on in the clinic.

As a preceptor try and identify skills the learner may be struggling with alone, but can do with your guidance and or support.

Use **collaborative examinations** to demonstrate skills to learners.

Use **repetition** for skill building. Eg, observe the learner perform three abdominal exams in a row.

Provide objective, specific, information to the learner on how to improve his/her performance.