One Minute Learner

Student:

You are a returning MD-PHD student and you are doing your third-year clerkships. This is your first clinical rotation.

You are at an outpatient clinic site where you work with multiple attendings and residents. You have been at your site for 1.5 weeks. You are starting to get the hang of things- how the clinic runs, the type of patients they see.

But it has been hard because every attending and resident likes things to be done a little differently, and it’s hard to know which ones want you to do what. You try to ask when you can, but you don’t want to be too forward, so you just try to do your best.

On top of this, you feel rusty with your clinical knowledge. You are learning a lot, and feel you are getting much better- even in this short time - but you feel you still have a lot to learn.

For the most part, you have been shadowing, which initially you felt relieved about because you felt so rusty, but now you feel you are ready to start seeing patients on your own.

You are assigned to work with an attending today – Dr. Chris Stella- who you have never met.

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Faculty:

You have been on service for the last 2 weeks, so you have been out of the office. It is your first day back in clinic and you have a pile of labs and paperwork that you need to go through.

You look at your schedule for this morning. Because you have been out for so long, you have sick patients you really needed to see, so you double booked yourself for several of your slots this morning.

You just found out that you have the student today. %!\*@#$!

At least it is March, so the student has had most of their rotations already.

**Observer:**

Which parts of the One Minute Learner were used?

* Goals (students’; preceptors’) yes/no:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Getting going yes/no: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* How much and how long yes/no: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Presenting yes/no: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Charting yes/no: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Questions yes/no: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What did the student and preceptor get out of this conversation that they wouldn’t have if they had not used the One minute Learner?

What effect would that have on the clinical session?