



The One Minute Learner

*An Innovative Tool to Promote Student-Faculty Discussion of Goals
and Expectations*

Adapted from a presentation by

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There is a
medical student
in my office

Medical students at Whittier

- First year
- Second year
- Third year
- Fourth year
- UCAM
- POCC
- Clerkship
- Health care for the underserved





Why are setting expectations and discussing goals important?

For the learner and the teacher!

Why is Setting **Expectations** Important?

- For the learner
 - Clarifies role
 - Gives a sense of structure
 - Decreases anxiety
 - Sets groundwork for feedback and assessment
- For the educator
 - Helps student to “hit the ground running”
 - Student is more effective in the office
 - Sets groundwork for feedback and assessment
 - Improves efficiency
- Puts educator and learner on “the same page”

Why is Setting **Learning Goals** Important?

- For the learner
 - Facilitates self-directed learning behavior
 - Improves learner-educator relationship
 - Increased motivation to learn and deeper learning
 - Learner's needs/goals are valued
- For the educator
 - Gives a framework for clinical teaching
 - Identifies student's level and needs
 - Facilitates a learning experience that is “learner-directed”
- Puts educator and learner on “the same page”

Bullock et al., 2007, Chien et al., 2002, Challis, 2000, Jones-Boggs Rye, 2008, Knowles, 1986

ONE MINUTE LEARNER

One Minute Learner Huddle

Have this brief discussion with your student before the session starts
Have the student prepare for this conversation
You and the student can preview the schedule and charts

1. **GOALS:** Remember to be specific!
(1) Student's current level of training/experience
(2) Student's specific goals
Encourage student's self assessment
(3) Your goals for the student
Use your observation of their performance
2. **GETTING GOING:** When, how and who should the student see?
Should the student see any patient that is available?
Prepare the patient
See (or not see) specific patients?
3. **HOW MUCH and HOW LONG**
How much of the visit should the student do on his/her own?
How long should the student spend with each patient?
4. **PRESENTING:** Where and how?
Where should the student present to you?
What presentation format should be used? How detailed a presentation do you want?
5. **CHARTING:** When and how?
What format should the student use for notes?
When should the student write notes?
6. **QUESTIONS:**
When is a good time to discuss questions the student has?

One Minute Learner Overview

OML Huddle

- Prepare beforehand

1. Goals
2. Getting Going
3. How Much and How Long
4. Presenting
5. Charting
6. Questions

The One Minute Learner

- You can use **all** or **parts** of the OML during any given discussion
- Use the One Minute Learner (OML):
 - At the beginning of the rotation
and/or
 - Before any clinical session throughout the rotation
 - If you are the primary preceptor
and/or
 - You are any preceptor!
- The OML can be used:
 - In any clinical teaching setting
 - In any discipline
 - With any level of learner

I. Goals

- **Elicit the student's current level of training**
 - *“What year of training are you in?”*
 - *“What rotations have you completed?”*
 - *“How long have you been at this practice site?”*
 - *“Do you have other prior clinical experience?”*
- **Ask the student about his/her specific learning goals for the day.**
 - Encourage the student to use his/her own self-assessment of clinical skills.
- **Discuss any specific goals you have for the student**
 - Think about the student's learning goals, self assessment, and/or your prior observations.
 - *“I have several well child checks on my schedule this morning, and I know you haven't had pediatrics yet, so this would be a great opportunity for you to practice your skills in well child care.”*

2. Getting Going

- When and how should the student start seeing patients?
 - Should the student see any patient that is available? See (or not see) specific patients?
 - Prepare patients for the student .
 - Ask your MA to set the stage

3. How Much and How Long

- How much of the visit should the student do on his/her own?
- How long should the student spend with each patient?

4. Presenting

- Where should the student present to you?
- What presentation format should be used? How detailed a presentation do you want?

6. Questions

- When is a good time to discuss questions the student has?

The One Minute Learner

- Promotes and structures:
 - Proactive discussion of **goals** and **expectations**
- Benefits:
 - Quick and easy!
 - Puts everyone “on the same page”
 - Makes the clinical session more effective and efficient
 - Clarifies roles
 - Gives the student structure and decreases anxiety
 - Facilitates self-directed learning
 - Sets groundwork for feedback and assessment

One Minute Learner

OML Huddle

- Prepare beforehand
- 1. Goals
- 2. Getting Going
- 3. How Much and How Long
- 4. Presenting
- 5. Charting
- 6. Questions

*Remember: You can use some or all of the components of the OML!

Case Debrief

Snapshots at jasonlove.com



"It's good, Timmy, but it's not refrigerator good."