

The One Minute Learner

Hackensack Meridian School of Medicine



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Learning Objectives:

By the end of this presentation you will be able to:

- Elaborate on the importance of student/teacher expectations, and student/teacher goals within medical education
- Encourage self-directed learning, goal setting, and self-analysis
- Utilize the One Minute Learner to enhance targeted clinical communication with your clerkship students



The One Minute Learner

Promoting and structuring a conversation about **expectations** and **goals** for clinical teaching sessions



The One Minute Learner – **Setting Expectations**

- For the learner
 - Clarifies role
 - Gives sense of structure
 - Decreases anxiety
 - Sets groundwork for feedback and assessment
- For the instructor
 - Helps student ‘hit the ground running’
 - Student becomes more effective in the office
 - Improves efficiency
- **Educator and learner get on the same page**



The One Minute Learner – **Setting Goals**

- For the learner
 - Facilitates self-directed learning
 - Improves relationship between learner/preceptor
 - Increases motivation
 - Shows that the learners' goals are valued
- For the instructor
 - Gives a framework for clinical teaching
 - Identifies a students' level and needs
- **Educator and learner get on the same page**



The One Minute Learner – Huddle

- Before initiating the 7-step model, try and set aside time for a pre-visit huddle
 - Have your student think about their goals
 - Where is this student in their academic trajectory?
 - Ask the student to consider their goals and how they would like to achieve them
 - Preview/consider your patients for the clinical session with the students' needs in mind



The One Minute Learner – Step #1: Goals

1. GOALS

2. GETTING GOING
3. HOW MUCH AND HOW LONG
4. PRESENTING
5. CHARTING
6. QUESTIONS
7. FEEDBACK

- Three main considerations:
 1. What is the students' current level of training/clinical experience?
 2. What are the students' learning goals?
 - Short term/long term
 - Clerkship learning objectives
 - Student's growth goals
 3. What goals does preceptor have for student?
 - Short term/long term



The One Minute Learner – **Step #2: Getting Going**

1. GOALS

2. GETTING GOING

3. HOW MUCH AND
HOW LONG

4. PRESENTING

5. CHARTING

6. QUESTIONS

7. FEEDBACK

- When and how should the student start seeing patients?
- Questions to consider:
 - Should the student see **any** patient or **specific** patients?
 - Link to students' prior experiences
 - Should student do admissions?
 - Should student see patients alone?



The One Minute Learner – **Step #3: How Much and How Long**

1. GOALS

2. GETTING GOING

3. HOW MUCH AND HOW LONG

4. PRESENTING

5. CHARTING

6. QUESTIONS

7. FEEDBACK

- How much of the visit should student do on their own?
- How long should they spend with each patient?
 - This is particularly helpful in setting expectations for specific components of the session such as gathering history
- What should student do when they're done seeing the patient?



The One Minute Learner – Step #4: Presenting

1. GOALS

2. GETTING GOING

3. HOW MUCH AND
HOW LONG

4. **PRESENTING**

5. CHARTING

6. QUESTIONS

7. FEEDBACK

- Where and how?
 - Where should the student present to you?
 - In the room; in the office?
 - What presentation format should be used?
 - Writeups required or just verbal?
 - How detailed of a presentation do you want?
 - Concise yet with adequate clinical reasoning
- ***Schedule in time for presentations**



The One Minute Learner – **Step #5: Charting**

1. GOALS

2. GETTING GOING

3. HOW MUCH AND
HOW LONG

4. PRESENTING

5. CHARTING

6. QUESTIONS

7. FEEDBACK

- When and how should the student write notes?
- What format should be used when writing notes?
- You and your student should complete post-visit documentation



The One Minute Learner – **Step #6: Questions**

1. GOALS

2. GETTING GOING

3. HOW MUCH AND
HOW LONG

4. PRESENTING

5. CHARTING

6. QUESTIONS

7. FEEDBACK

- When should the student ask questions that they have?
 - Wait until end of session?
 - Ask as questions arise?



The One Minute Learner – **Step #7: Feedback**

1. GOALS

2. GETTING GOING

3. HOW MUCH AND
HOW LONG

4. PRESENTING

5. CHARTING

6. QUESTIONS

7. FEEDBACK

- When, and how, will you give the student feedback?
 - Real-time during patient care
 - Recap at the end of the day
 - Summative at the end of the program
- Debrief the session
 - Were goals met?
 - What are the next steps in learning? Elicit **feedback** from the learner



The One Minute Learner – More Information

- Some situations call for **all steps** of the One Minute Learner, other times only **certain** components are used
 - E.g., during the first few sessions, using the entire model can help structure and organize the day. As a routine develops, you can focus on goals / feedback.
- The One Minute Learner and Forward with Feedback (FwF)
 - Feedback conversation is guided by FwF, which then clarifies goals covered in One Minute Learner on subsequent sessions.



The One Minute Learner – Research

The One Minute Learner: Evaluation of a New Tool to Promote Discussion of Medical Student Goals and Expectations in Clinical Learning Environments

Hoffman, M., & Cohen-Osher, M. (2016). The One Minute Learner: Evaluation of a New Tool to Promote Discussion of Medical Student Goals and Expectations in Clinical Learning Environments. *Family medicine*, 48(3), 222–225. <https://pubmed.ncbi.nlm.nih.gov/26950912/>

Methods: comparison of student responses at two end-of-clerkship questions – one before OML was implemented, and one after.

Results		
Question	Pre OML	Post OML
I was oriented to my responsibilities and role	47%	82%
Expectations of my role were communicated to me clearly	66%	89%

The One Minute Learner – Case Example

STUDENT PERSPECTIVE

You are a new Clerkship student and you are on your Family Medicine Rotation.

You are at a site where you work with multiple preceptors. 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 preceptor 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.

You are assigned to work with a preceptor today – who you have never met.



The One Minute Learner – Case Example

INSTRUCTOR PERSPECTIVE

You have been rounding 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. Oh no.

