Rehabilitation Services
Enhancing Mentorship and Preceptor Programs

Becoming a mentor is a significant achievement. Providing guidance and training to new staff members is an important part of developing a rehabilitation team. Preceptor programs set the tone for new employees that will influence their entire career within the department.

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I. Introductions

II. Open Discussion: What do you do?

III. Why Further Develop your Mentor/Preceptor Skills?
IV. A Warm Welcome – All about Chocolate

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V. What is a Mentor/Preceptor?

Mentor:
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Mentee:
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Mentorship:
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Mentorship Program:
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Mentoring Environment:
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Characteristics of an Ideal Mentor:
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Characteristics of an Ideal Mentee:
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The One Minute Preceptor

Time constraints pose a challenge in mentoring clinicians within the healthcare field. Most clinical teaching involves the learner evaluating a patient, then presenting that information to the preceptor. Studies have indicated that these interactions take approximately 10 minutes and that time is divided into different activities (see graph below).

The purpose of The One Minute Preceptor is to provide healthcare professionals the tools and training to maximize the effectiveness of teaching during the time available.

The One Minute Preceptor – 5 Microskills

Step One: GET A COMMITMENT

Presentation: _______________

Questioning: _______________

Discussion: _______________

The purpose of The One Minute Preceptor is to provide healthcare professionals the tools and training to maximize the effectiveness of teaching during the time available.
Step Two: PROBE FOR SUPPORTING EVIDENCE


Step Three: TEACH GENERAL RULES


Step Four: **REINFORCE WHAT WAS DONE RIGHT**

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Step Five: **CORRECT ERRORS AND OMMISIONS**

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**Although all microskills should be covered, the order may be altered**
One Minute Preceptor Algorithm

1. Patient encounter (history, examination, etc)
2. Get a commitment ("What do you think is going on?")
3. Probe for underlying reasoning ("What led you to that conclusion?")
4. Teach general principles ("When that happens, do this...")
5. Help learner identify and give guidance about omissions and errors ("Although your suggestion of Y was a possibility, in a situation like this, Z is more likely, because...")
6. Reinforce what was done well ("Your diagnosis of X was well supported by the history...")
OMP – The Research

Teaching the OMP – A Randomized Controlled Trial, Furney, et al.

Measuring Outcomes of a OMP Faculty Development Workshop, Eckstom, et al.

Faculty Development Seminars Based on the One Minute Preceptor Improve Feedback in the Ambulatory Setting, Salerno, et al.

Video and Practice
Video and Practice

Role Play Activity:
Instructions: Identify who will play the Preceptor and who will play the Mentor. Use the Five Steps identified in the One Minute Preceptor to assist the “learner” in using his/her clinical reasoning skills and devising a plan of care.

Step One: GET A COMMITMENT

Step Two: PROBE FOR SUPPORTING EVIDENCE

Step Three: TEACH A GENERAL PRINCIPLE

Step Four: REINFORCE WHAT WAS DONE WELL

Step Five: GIVE GUIDELINES ABOUT ERRORS AND OMISSIONS
When Preceptor and Learner Disagree

Problems between Learners and Teachers can be classified into 7 Categories:

Category 1:

Category 2:

Category 3:

Category 4:

Category 5:
Documentation: The Tools in Your Toolbox

- Orientation, Evaluation and Planning Record
- 90 Day Skills Competency Checklists
- Intranet: Online Orientation/Education

Other Tools – Open Discussion:
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Q & A:
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References:


Kahn, N.B., Dealing With the Problem Learner. Family Medicine, October 2003; 33(9): 665 – 667.

