**THOUGHTS ON PRECEPTING**

* A fundamental challenge in the time-limited outpatient precepting is balancing teaching and patient care.

Teaching

Patient Care

* According to the Microskills framework, preceptors have 3 core tasks to manage when seeing patients with learners.
	+ It’s easy – and sometime appropriate - to focus mostly on the patient.
	+ Incorporating teaching requires deliberate attention.

**Microskills of Clinical Teaching (Gordon, Meyer, Irby)**

Diagnose and treat the patient

Diagnose the learner

Teach

**Questions to consider**

1. How does it feel to try to balance patient care and teaching?
2. Outpatient precepting requires second-hand clinical reasoning, i.e. relying on someone else to gather history/exam data and present it in a way that enables you to take care of the patient.
* How does it feel not to be the primary data-gatherer?
* During presentations, are you tempted to interrupt to hear information in the order you need it?
* To what extent are you comfortable allowing students to communicate with families and close patient visits?
1. Medical students who are new to pediatrics often have a lot of learning needs. There are many potential teaching points and not enough time for all of them.
* How do you identify students’ learning needs?
* How hard is it to focus on just a few teaching points? Do you feel tempted to fill important gaps in students’ knowledge and experience?
1. What kind of feedback did you find yourself providing?
2. What else did you notice in your role as a preceptor?