Perception of One-Minute Preceptor (OMP) Model as a Teaching Framework among Pediatric Postgraduate Residents: A Feedback Survey

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To the Editor: One-Minute preceptor (OMP) model is an efficient teaching framework that includes five micro skills of getting a commitment from the learner about his or her impression of the case, probing for underlying reasoning to explore the learner's understanding, teaching the general rules pertaining to the case, giving positive feedback and correcting the learner's errors [1]. OMP model has been well studied in an outpatient setting and inpatient setting with some modifications [2–4].

Three faculty members and three postgraduate residents (5th semester) of Pediatrics department were trained on OMP model by a faculty member well versed with OMP model [1]. Three Pediatric postgraduate residents of the 5th semester were allotted three different clinical cases of children with global developmental delay. Discussion based on OMP model was conducted over 10–15 min for each case. All other pediatric residents of all semester naïve to this model were invited to attend as observers.

A total of 23 out of 25 Pediatric residents who attended the session responded to feedback. All respondents ($n = 23$) believed that OMP ascertains the student's diagnosis and assesses student's underlying clinical reasoning. Among 23 respondents, 18(78.3%) strongly felt that OMP assesses students' fund of knowledge; 20(87.0%) strongly agreed to the point that it teaches student few key points for use in future patient care; 22(95.6%) felt that it provides constructive feedback with recommendations for improvements; 20 (87.0%) agreed that it involves the students in decision-making process. All ($n = 23$) respondents strongly believed that OMP improves the efficiency and overall effectiveness of the

teaching encounter. All respondents ($n = 23$) wanted this model to be incorporated into Pediatric postgraduate teaching program.

OMP model of learning encourages students to think about the diagnosis and management, gives them an immediate feedback on their thinking, and helps them rectify their mistakes [5]. Detailed analysis of points in history and examination are strengths of traditional case presentation that often cannot be replaced. Hence, OMP model could be an effective supplement to traditional case presentation in improving analytical skills of Pediatric postgraduate residents. We conclude that OMP was a satisfactory learning experience for Pediatric postgraduate residents.

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Compliance with Ethical Standards

Conflict of Interest None.

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