Essential Elements of Clinical Teaching

Precepting in the Presence of the Patient (PIPP)

**Background**
- **Old Method:** Conference room staffing (CRS) of student presentations
  - Student sees the patient and then presents the case to the attending physician in a remote location (e.g., office, staffing area, hallway, etc.)
  - Considered inefficient and reduces valuable direct face time
- **New Method:** Precepting in the Patient’s Presence
  - What medical education looked like decades ago
  - Students see the patient first, mentally organize presentation, formulate a plan, and return to the room with the attending physician to present in the patient’s presence
  - Considered a time-efficient method

**PIPP Model**
- Orient the patient
- Orient (‘priming’) the learner
- Learner conducts encounter
- Learner then presents in the patient’s presence
- Decide on a plan and share any teaching ‘pearls’
- Debrief with the learner

**Benefits***
- More dynamic and intensive interaction among, teacher, student, and patient
- Roughly twice as time efficient as CRS
- Provides an added 3 minutes of physician-patient face time in an encounter that is overall shortened by 2 minutes
- Allows the patient to agree with the history being presented by the student, which in turn allows the preceptor to document that the history is confirmed
- Allows the preceptor to see the student in action

**References**

**Resources**
- For more clinical preceptor tools and resources, please visit the MMA website: MMA Preceptor Initiative

*Remember to HAVE FUN and enjoy the time spent teaching!*