

Priming for Efficient Patient Encounters

Just like *priming a pump*, taking 1 minute to “PRIME” your learners prior to each patient encounter will improve efficiency and effectiveness of your teaching and patient encounters!

PRIMING INVOLVES 3 P’S:

PREPARE with your learner at start of session; PRIME before each patient interaction; PLAN next steps.



1 PREPARE 3-5 min

PREPARE with your learner from “Well” of Patient Encounters

Scan Clinic Schedule: Look for urgent/must be addressed patient issues; schedule length; learner friendly patients

Check Learner Needs/Gaps: Rotation/training requirements - learner’s gaps = today’s focus (e.g., chronic disease; prevention; communication)

Rescan Schedule: Match patients with learner needs and clinic flow

2 PRIME 1 min

PRIME for EACH patient by telling the learner in < 1 minute:

Who is the Patient: 56 y/o patient; Type 2 DM; Here for 3 month follow up; DM is uncontrolled

What to Do & Time: Assess barriers to control DM; Consider Motivational Interviewing; 10 minutes

Why Do it: Chronic Disease management requires patient commitment & engagement

What You Expect: 2 minute summary of top 2 actionable barriers patient agrees to work on

3 PLAN 3 min

PLAN what you and/or learner will do when go back in to see patient following the learner’s 2-minute summary:

Patient Management: Agree on patient plan and timing for patient follow-up visit.

Clarify Roles when Re-enter Patient’s Room

1. **PRECEPTOR WILL:** Greet Patient; tell patient learner will review H&P, summarize barriers, and key focus area(s)
2. **LEARNER WILL:** Review H & P & barriers and recommend 1 actionable step (e.g., D/C canned fruit; switch to 1 fresh fruit/day). Rec patient schedule follow-up visit 3 mos

RESOURCES:

- Heidenreich C, Lye P, Simpson D, Lourich M. The search for effective and efficient ambulatory teaching methods through the literature. *Pediatrics*. 2000;105(1):S231-237.
- Pettit J, Rosenbaum M. Strengthening Your Teaching Toolbox. *MedEdPORTAL Publications*; 2014. Available from: <https://www.mededportal.org/publication/9873> http://dx.doi.org/10.15766/mep_2374-8265.9873.

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