After student presents patient presentation in brief/concise manner:

**Get Commitment:** “What do you think is going on?” Encourages “ownership” of case and allows preceptor to assess student’s level of understanding. “What is your working diagnosis?” “What are your next steps?”

**Probe for Supporting Evidence:** “What leads you to this conclusion/diagnosis?” Ask student to think of any other possibilities. Encourages critical thinking and allows preceptor to assess student’s knowledge base, clinical reasoning, and tailor teaching.

**Teach General Rules:** Short/generalizable teaching points. “Patients with asthma waking up three times per month with exacerbations should be on a controller” Preceptor can identify missing information not considered and gaps in knowledge.

**Reinforce What is Right:** “Your thorough history helped identify the underlying issue.” Be specific with comments on what was done well and describe how it affected the visit.

**Correct Mistakes:** “What did you think about the visit?” Allow student to critique visit first. Preceptor can then identify any omissions or misunderstandings. “I agree with…..but I would…” Allows preceptor to identify knowledge gap and suggest “homework” as needed.