

## عنوان مقاله:

Teaching Strategy of One Minute Preceptor and its Approaches in the Past Two Decades: Systematic Review

## محل انتشار:

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## خلاصه مقاله:

**Introduction:** In order to know the procedure of one-minute preceptor (OMP) teaching method, the relevant English language articles were searched in 5 databases, namely Clinical Key, ProQuest, PubMed, Scopus, and Web of Science in-process. **Methods:** The search process was conducted on the articles published during 2000- August 2017 using the term one-minute preceptor in title and abstract. Letter to the editor, articles irrelevant to OMP, articles with no full-text, and duplicate articles were removed from this study. **Result:** The search result led to the identification of 133 articles. After employing the exclusion criteria, 31 articles remained for detailed analysis. The main outcomes of the investigated studies were categorized into 7 main groups, namely 1. OMP and effectiveness, 2. OMP and develop 3. OMP and SNAPPS, 4. OMP and Traditional Mode, 5. OMP as a teaching tool, 6. OMP and teaching skill, and 7. Teach OMP. The commonly used study designs in the order of frequency were opinion review, and observational without control studies, non-randomized controlled trial, pretest-posttest design, randomized controlled trials, and systematic reviews. The OMP improved processes and outcomes of education. Its effectiveness was in both teaching and patient diagnosis; moreover, it improved the quality of feedback and residents' teaching skill in the clinical setting. Furthermore, OMP did not show statistically significant improvements in teaching behavior. **Conclusion:** Results showed that the OMP workshop for faculty staff does not enhance the quality or quantity of residents' perceptions. There should be a nonstop effort by faculty members to increase the quality of clinical teaching

## کلمات کلیدی:

One minute preceptor, Systematic review, Teaching strategy

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