

## ABSTRACT

### **Evaluation of the One-Minute Preceptor Method Implementation in Clinical Teaching of Odontectomy for Oral and Maxillofacial Surgery Residents**

**Background :** Clinical education is a crucial phase for students to apply theoretical knowledge to real-life cases during hospital rotations. Attending physicians (DPJP) play a vital role in facilitating and guiding students to achieve learning objectives. However, the effectiveness of clinical teaching is often hindered by the limited availability of the attending physicians. This limitation impacts the quality of students' learning experiences, even though clinical competence heavily depends on repeated feedback interactions between the attending physician and the student. One example is in managing odontectomy cases a mandatory procedure that students must be able to perform as a graduation requirement. In practice, however, students often lack the required competence, resulting in longer procedure times and increased patient trauma. To address this challenge, the One-Minute Preceptor (OMP) method can serve as a solution to time constraints in clinical teaching. This concise teaching approach consists of five steps that allow attending physicians to provide structured guidance and constructive feedback to students. The implementation of the OMP method is expected to enhance students' competence, particularly in odontectomy, despite the limited availability of clinical instructors.

**Methods :** This study employed both quantitative and qualitative approaches to analyze the effectiveness of the OMP method in improving student competence in odontectomy. It also explored student's perceptions of the learning process before and after the implementation of the OMP method, as well as the perceived impact on both senior (chief) and junior residents during clinical learning. Knowledge improvement was measured using pre- and post-test questionnaires, while students' perceptions of the learning process were evaluated using a Likert scale. In-depth

interviews were conducted using 12 questions to explore students' experiences, and the data were analyzed using content analysis.

**Results :** There was a noticeable improvement in students' knowledge after the OMP method was implemented. Students agreed that the OMP method was effective for clinical teaching.

**Conclusion :** All attending physicians and students involved in this study perceived the One-Minute Preceptor method as an effective approach for clinical teaching in both primary and affiliated teaching hospitals.

**Keywords :** One-Minute Preceptor, Clinical Teaching