WHAT IS TIPP?
• Medical Learner presents their patient’s findings in the exam room.
• Patient affirms/corrects; Preceptor “teaches” learner and patient

Why use TIPP? It’s good for the:
1. Patient: Prolongs contact with providers; Patient learns more about their health; Engaging!
2. Learner: Is directly observed with immediate preceptor/patient feedback; Facilitates active learning.
3. Preceptor: Efficient method to integrate patient care with teaching; Affirm findings with patient for documentation; Time for preceptor to see other patients, chart, return calls while learner in patient exam room.

Preparation: Preceptor & Learner

1) Select a patient and concern appropriate to the learner’s level
2) With learner, orient in 90 seconds:
   • What learner is likely to see/learn
   • Key issues and tasks (up to 3-4)
   • How to organize time
   • Direct the learner to see patient and indicate when you will return to room

Teaching in the Room

After learner time with patient, enter the room:
• Greet the patient and ask learner to present the patient
• Ask patient if there are any omissions or corrections
• Ask both learner and patient “What concerns you most?”
• Provide your expert input (differential, corrections, diagnosis)
• Ask patient if they have any final questions and discuss, then exit room with learner

Preceptor/Learner Debrief

Before seeing next patient:
• Identify incomplete/partially addressed topics
• Explore challenges
• Provide focused feedback:
  - 1-2 key points using ARCH Feedback Model (Ask, Reinforce, Correct, Help)

Pearls & Cautions

• Choose patients wisely
  - Avoid highly complex/sensitive issues to begin
  - Consider patient’s capacity to engage in process
• Advise learner that TIPP may be awkward initially; Review its benefits
• Start with small portions: CC & HPI; add PMH & ROS; PE, etc. adding more as learners progress
• Option: Learner and preceptor initially enter the room together
  - Respectful introductions
  - Tell the patient what is expected and request their approval
  - Summarize what the learner will do and preceptor excuses self
• When teaching in inter-professional team, apply the same principles and specify designated tasks
• Establish a “flag phrase” to use if unsuitable to discuss in patient’s room (when stated both learner and preceptor exit room). “Let’s go look into a couple of questions, we’ll be right back”

References
- Power D. Teaching in the Patient’s Presence (TIPP) in the Clinic Exam Room: A Best Practice for Family Medicine. STFM Messenger, October 2012
- “Priming” Videos on Award Winning Clinical Teachers: Teach http://www.mcw.edu/Family-Medicine/Center-Ambulatory-Teaching-Excellence.htm
Look for us soon on WISE FM YouTube Channel

Created by WISE FM: Anne Getzin, MD; Jeffrey Morzinski, PhD & Deborah Simpson, PhD with graphic support from Sharon Sabourin. Published October 2015 as part of WISE FM (Wisconsin Institute of Scholars & Educators in Family Medicine); a statewide faculty development collaborative affiliated with: