This is student-directed learning. The student takes a more active role by presenting, analyzing, reasoning, questioning, and following up on the identified needs of a patient encounter. The preceptor takes the role of facilitator and consultant while encouraging critical thinking. This method is best for second—and third-semester students.

**Summarize:** The student provides a brief, concise summary of history & findings.

**Narrow differential:** Student presents 2-3 differentials for the case.

**Analyze differential:** The student analyzes differentials by comparing the choices. The student determines the most likely diagnosis. During this section, the preceptor can assess the student’s clinical reasoning.

**Probe preceptor:** Students use preceptors as a knowledge resource and ask about uncertainties. Review possible alternative approaches with the preceptor. Can prompt preceptor to give clinical pearls.

**Plan management:** The student discusses a management plan and/or next steps with reinforcement/input from the preceptor.

**Select case-directed learning:** The student self-identifies a learning need related to the case and later discusses findings with the preceptor.