



The Effective Preceptor

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Orientation

Clinical Teaching and Evaluation Handbook

A guide for preceptors and clinical faculty of the College of Osteopathic Medicine



RESIDENTS AS TEACHERS: A GUIDE TO EDUCATIONAL PRACTICE



Teaching Tips & Resources



Feedback

Precepting Medical Students IN THE OFFICE

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THE CLINICAL TEACHING HANDBOOK

TEACHING



Orientation Recommendations

Prior to Arrival: student profile (student background, training and interests)?

Initial Meeting:

- Practice Overview & Tour (spaces, materials, procedures – flow, breaks, food..., written documentation, available activities)
- Introductions (assume staff is aware student doctor is scheduled)
- Patient population
- Allied health services (systems-based practice)
- Community items of interest
- Student level & Hx
- Scheduling & Routine
- Contact Information (scheduling, questions...)
- Communication Expectations (cell, texts, timing...)
- Professionalism & Decorum (dress, arrival times, sundries, cell phone)
- Work Space (phone, breaks, locker, security of stuff, desk...)
- Setting Clear Expectations (from you of student and from student of you)
- Rotation Objectives (students & yours)
- Mode of Operation (leadership style - situational, permission levels)
- Feedback System (meetings, timing, process, product)
- Evaluation/s
- Reflections & Challenges
- Patient Processing (what can student do?)
- Legal restrictions
- Patient education
- Best practices from others? All covered.

Checklist



Teaching Recommendations

Checklist

- Setting Goals & Expectations
 - Role Modeling (Think Out Loud)
 - Teaching Skills
 - See one, do one, teach one (video 😊)
 - Overview, illustrate, emphasize, check for understanding
 - Student talk through, perform supervised, self-assess, feedback
 - Treat as Adult Learners
 - Active Learning (engaged, hand/mind on)
 - Question Strategy (5 teaching micro skills)
 - Get a Commitment
 - Probe for Evidence
 - Teach General Rules
 - Say What's Right
 - Correct What's Wrong
 - Attitude (support and encourage)
 - Best practices from others
 - Use case studies...small to large
 - Book of guidelines
 - Mini-conference before each patient
 - Give “situational” reading material
 - See what the student can do on their own
- Challenge them**



Feedback Recommendations

Checklist

- Timing and Setting
 - Most useful immediately following the experience
 - Process established during orientations
 - Formative & Summative: Brief in-route encounters; Day end; Rotation end
- Effective Feedback Characteristics:
 - Specific and performance based.
 - Descriptive, not labeling.
 - Focuses on observations, repeated if possible
 - Begins with “T” statements
 - Balanced praise (1st) & correction
 - Based upon objectives & observable behaviors
 - Provides two-way communications
 - Brief
 - Based upon trust, honesty, concern (relational)
 - Private, particularly if correction
 - Best practices from others
 - Don't be afraid to think/give incorrect answer
 - Teach & stress importance of DOCUMENTATION
 - Have student practice on you before pt
 - Discuss in advance difficulties of practice and how to navigate
 - Provide feedback on information flow



BONUS

Student Evaluation of Preceptor

<http://www.oucom.ohiou.edu/fd/preceptor%20evaluation%20Draft%20of%20new%20yellow%20form%20NI%20090106.htm>

Preceptor Evaluation of Student

http://www.oucom.ohiou.edu/AcademicAffairs/Yr3-4Manual/2008-2010/Eval_Student_Clinical_Performance.pdf

Use to self-assess and check your “One Thing(s)”
Use to orient your student to what you’ll be grading

For more on Evaluation see: <http://www.oucom.ohiou.edu/fd/monographs/evaluationmono.htm>

Selected References

The Expert Preceptor Interactive Curriculum

A faculty development curriculum in clinical teaching for community practitioners who serve as preceptors to health professions students

[Find out more.](#)

New users: [register](#) to create a login name and password for EPIC and to earn continuing education credit.

Visitors: use "guest" for login/password.

Current users: login below. [*Forget login/password?](#)

Login Name:

Password:

*Join the ongoing
[Preceptor Discussion Forum!](#)*

EPIC Learning Modules

The following ten on-line learning modules may be completed for continuing education credit. Click for summaries.

- | | |
|---|--|
| 1 Setting the Stage | 6 Evidence-Based Care |
| 2 Effective Teaching in the Community Practice | 7 Clinician-Patient Relationships |
| 3 Evaluating Performance and Giving Feedback | 8 Changing Environment: Managing Care |
| 4 Teamwork in Health Care | 9 Health Promotion/Disease Prevention |
| 5 Information Technology | 10 Working with the Community |

- <http://www.med.unc.edu/epic/welcome.htm>
- OUCOM/CORE Faculty Development Websites: <http://www.oucom.ohiou.edu/fd/programs.htm>, <http://www.ohiocore.org/cf/index.htm>
- Paulman, et. all eds., "Precepting Medical Students in the Office," John Hopkins University Press, 2000
- Hudson, et. all eds., "The Clinical Teaching Handbook," OSU 2002
- Baker, Dennis, FSU "Teaching Tips & Resources" brochure
- Schwenk, Whitman; "Residents as Teachers: A Guide to Educational Practice, DFM Utah School of Med, 1984
- Des Moines University "Clinical Teaching and Evaluation Handbook," Office of Clinical Affairs, 2007.