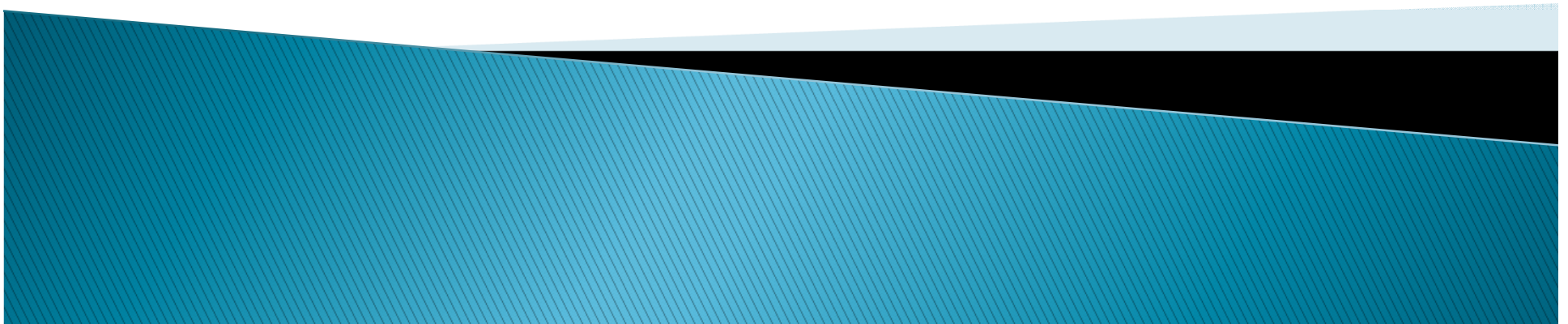


# Preceptor Orientation

Developed by the  
**Kirksville College of  
Osteopathic Medicine**



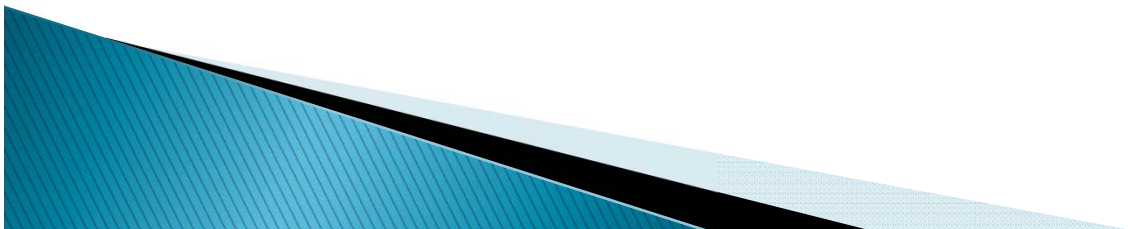


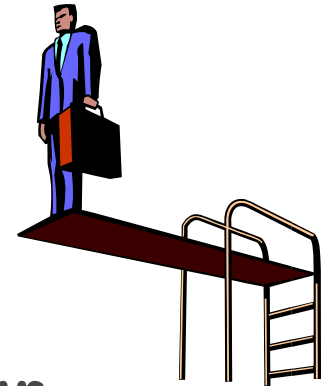
THANK YOU

KCOM appreciates all the contributions preceptors make to the education of tomorrow's physicians.

**This material is intended to help you, your staff, and the student:**

- ▶ **Get off to a good start,**
- ▶ **Effectively manage common teaching and learning tasks, and**
- ▶ **Collaborate to improve the feedback and evaluation process.**





- ▶ Each of us has a personal “philosophy of teaching” that guides our interactions with students.
- ▶ Examination of this can help us significantly enhance our efficiency and effectiveness as teachers.



# The Reflective Practitioner

- ▶ Physicians constantly **reflect**, but seldom **articulate** their reflection-in-action.
- ▶ It is important that we articulate our **intuitive** actions, otherwise - students must guess at much of what appears to be **the art** of medicine.



# Reflective practice:

- ▶ Is a deliberate process of thinking about and interpreting experience (negative or positive), in order to learn from it.
- ▶ Is commonly used by professionals as they meet new and different situations and challenges.
- ▶ Results in a changed perspective.
- ▶ Can enhance practice standards by avoiding situations that were poorly managed in the past.



# Keys to reflective practice

- Nurture **mindfulness** (attending to the ordinary, the obvious, and the present).
  - **Barriers: fatigue, dogmatism, unexamined negative emotions, lack of imagination, and literal-mindedness.**
- Use **reflection** in a nonjudgmental way to become increasingly aware of the **tacit** knowledge and skills you use daily (and the biases you hold).



# Guiding Questions

(ask yourself and your students)

- ▶ What skills and knowledge did I use in this interaction? How can I describe them clearly?
- ▶ Did I hear all the patient had to say?
- ▶ Is there a relationship between what I did and how the patient responded? If so, what?
- ▶ What are my blind spots or biases about this patient? This family? This diagnosis?



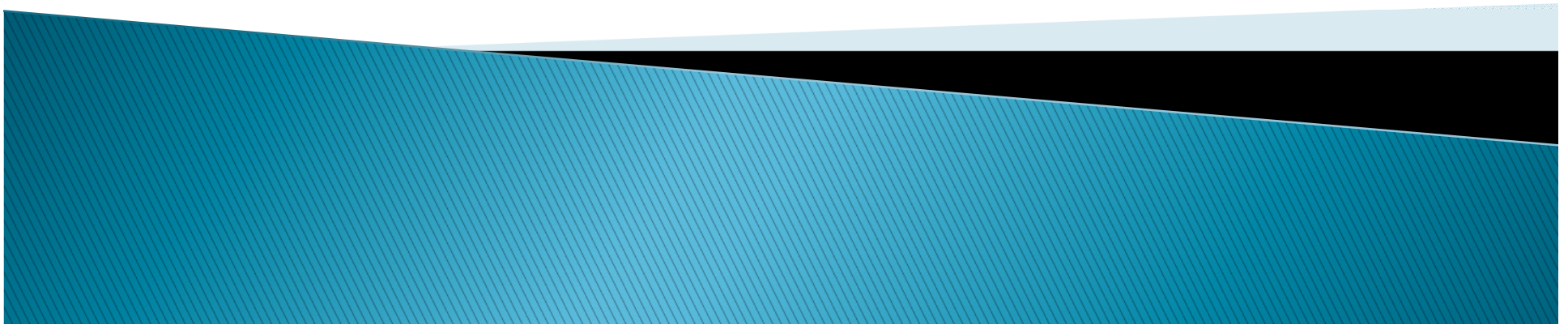
# Ready! Set! GO!!!

- ▶ **Ready:** Clarifying roles and responsibilities
- ▶ **Set:** Establishing rotation objectives
- ▶ **GO:** Planning and coordinating the student's first day in your practice



**READY:**

# Clarifying Roles and Responsibilities



# *School*

- ▶ Provide students with stage-appropriate basic and clinical science education and training
- ▶ Provide preceptors with course objectives, student profiles, evaluation guidelines and materials
- ▶ Provide formal training opportunities to interested preceptors



# *Preceptor*

- ▶ Help students begin to integrate theory and basic skills (stage appropriate)
- ▶ Provide increasingly independent skills practice opportunities as the student demonstrates readiness and competence
- ▶ Encourage the student to work with and learn from others
- ▶ Give feedback and evaluate student on the above skills.

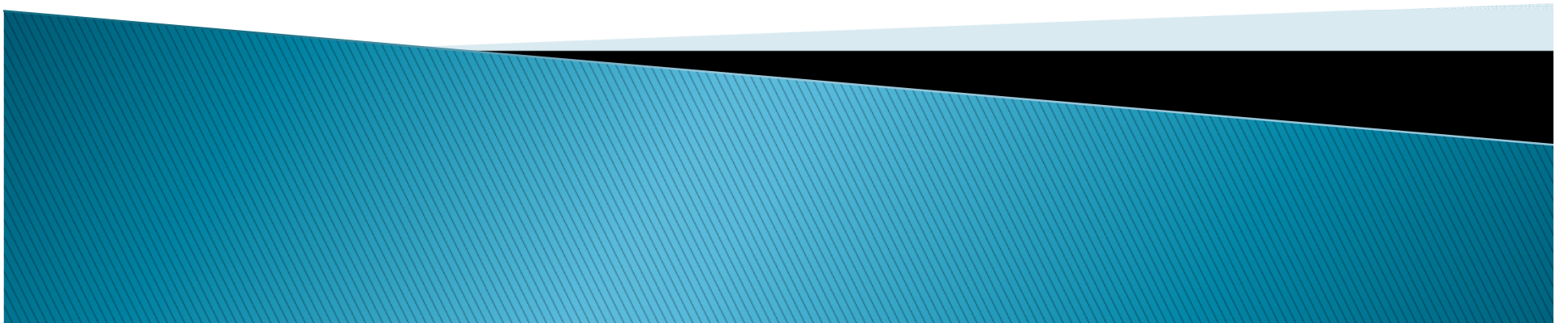


# *Student*

- ▶ Perform clinical skills under supervision with increasing competency and individual responsibility
- ▶ Demonstrate professional behaviors including: motivation, integrity and accurate self-assessment
- ▶ Utilize available resources for preceptor- and self-directed learning
- ▶ Participate fully and enthusiastically in office, hospital, and community activities



**SET:**  
Goals and Objectives



# *School*

- ▶ KCOM learning objectives encompass the knowledge, skills, and attitudes required for successful performance as an entry-level intern or first year resident.
- ▶ **Select the school objectives** which you and your staff believe you can most appropriately and effectively teach during the student's rotation.

A1



**Slide 15**

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**A1**

is this true? Do they select objectives or is there a required set of objectives for each clerkship?

ATSU, 1/19/2011

# *Preceptor*

- ▶ Every office has special staff or equipment resources, unusual patient populations, or practice procedures that the student would benefit from learning about.
- ▶ **Work with your staff to decide** which resources or unique practice features you'd particularly like to highlight with students.



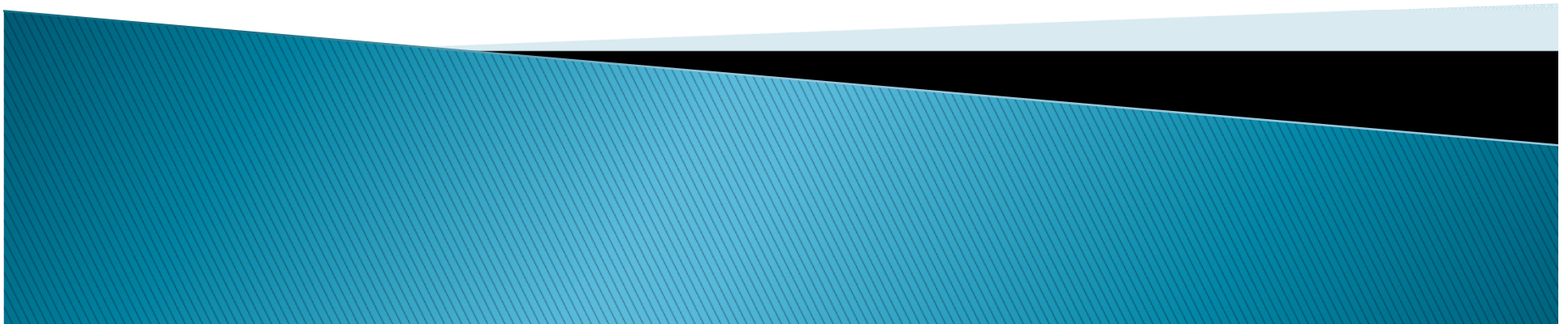
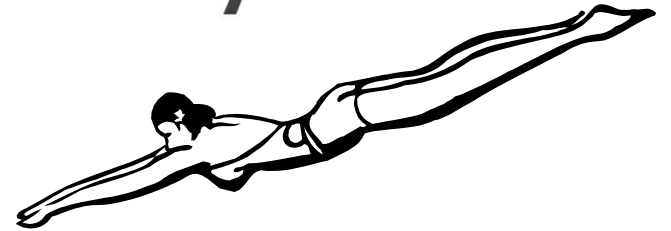
# *Student*

- ▶ Biographical data will come from the school in a variety of forms – a biographical data form, skills self-assessment, or resume/curriculum vita.
- ▶ Ask the student what he/she hopes to accomplish on the rotation.



GO:

The student's first day on  
your service



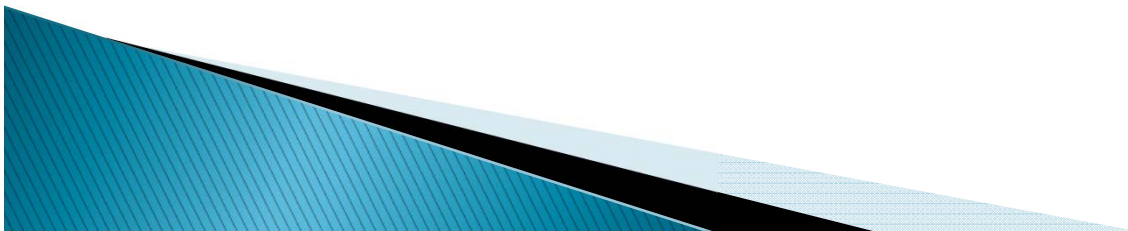
# Student Orientation

- **Discuss with your staff** the Ground Rules and Expectations
- **Determine which items** should be handled by whom.



# Initial preceptor–student conference

- **VERY EARLY** in the rotation, discuss with the student and agree upon specific “student objectives for this rotation.”
- Revisit this periodically.



# References:

- ▶ Epstein, R. M., (1999) “Mindful Practice.” JAMA, Vol. 282, No. 9, pp. 833–839.
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- ▶ Society of Teachers of Family Medicine, Preceptor Education Project Instructors’ Manual. Kansas City, Missouri.
- ▶ Schön, Donald, The Reflective Practitioner: How Professionals Think in Action.

