Preceptor Orientation

Developed by the
Kirksville College of
Osteopathic Medicine
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.
is this true? Do they select objectives or is there a required set of objectives for each clerkship?
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.
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:

- Society of Teachers of Family Medicine, Preceptor Education Project Instructors’ Manual. Kansas City, Missouri.