



Precepting: Maximizing Education While Maintaining Sanity

CME: Text **1B92C** to 336-793-9317

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Objectives

1. Provide an overview of current precepting processes within our institution.
2. Understand HOW precepting/bedside teaching is critical to the growth and development of medical learners.
3. Describe the role of the preceptor.
4. Discuss common challenges to precepting students.
5. Discuss strategies to optimize effectiveness and benefits of precepting.

Introductions, Roles & Current Precepting Processes

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Learners within our Institution (represented today)

CRNA

PA

MD

What are WF learners prepared to do?

- Perform a history and physical exam
- Exhibit professionalism as part of the health care team
- Formulate differential diagnoses and patient assessments
- Effectively communicate with patients, establishing trust and demonstrating empathic care
- Complete written documentation including charting skills

Learning Theory

Kolb's Experiential learning

Students' Perceptions

- Facilitators
 - ✓ Attributes of clinical preceptors
 - ✓ Communication
 - ✓ Clinical environment
- Barriers
 - ✓ Lack of time
 - ✓ Unclear expectations
 - ✓ Communication
 - ✓ Stress

McQueen, et al. *Nurse Educator*, 2018-11, Vol.43 (6), p.302-306

- Student involvement and appropriately encourages independence

Smith, et al., *AANA J*, 2011, 79: S62-S68

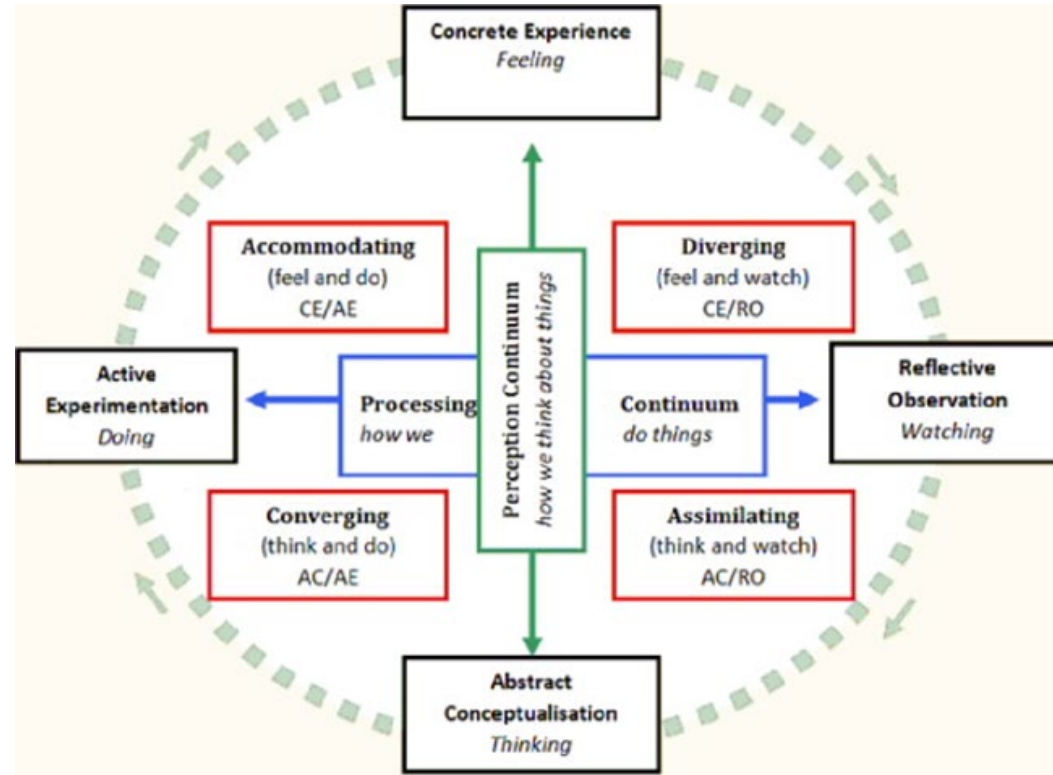


Figure from https://www.learning-theories.org/doku.php?id=learning_theories:experiential_learning

Role of the Preceptor

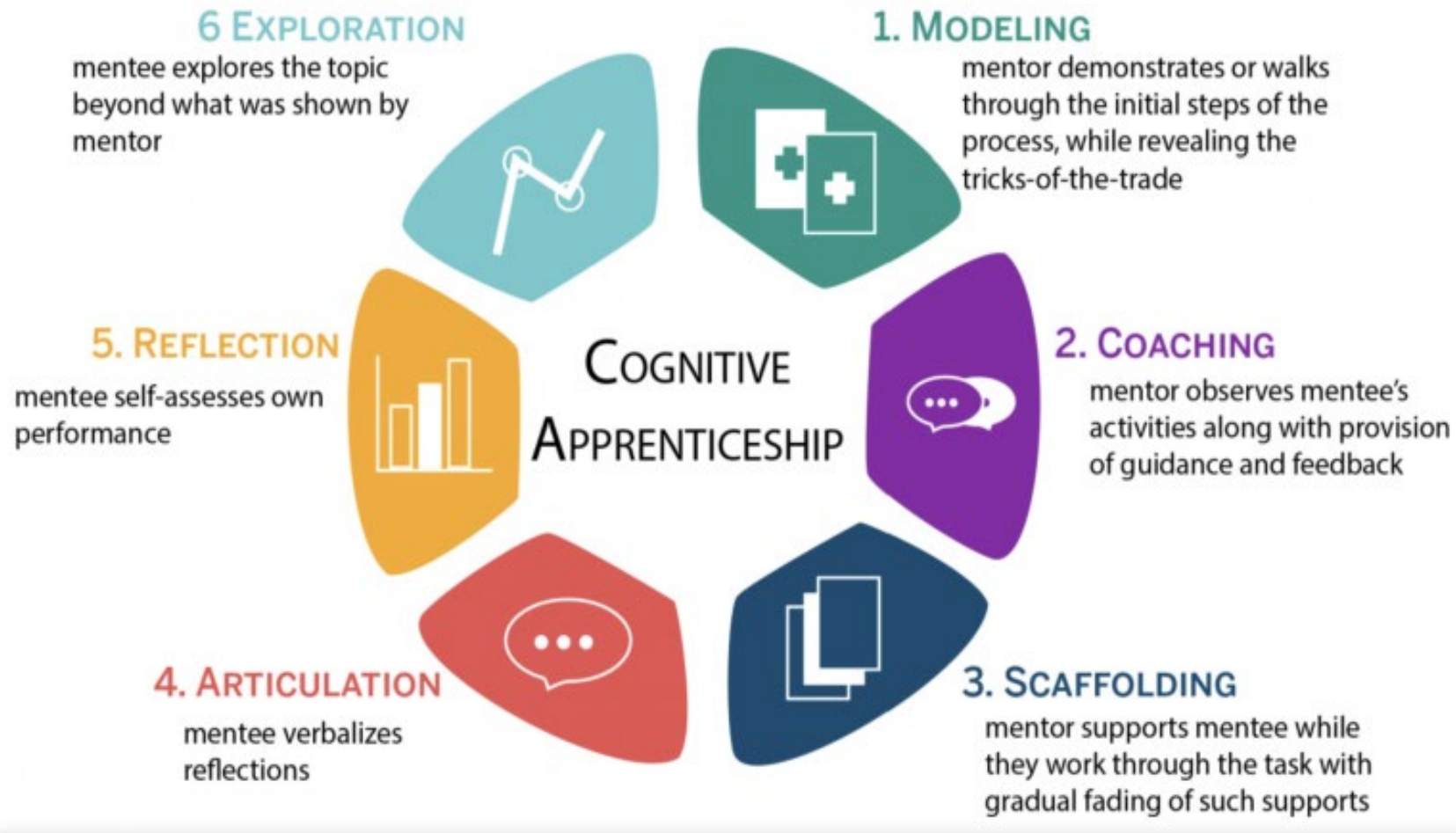


Image from <https://educationaltechnology.net/cognitive-apprenticeship/>

Precept with **RESPECT**

Respect	Respect and recognize the learner, help build their confidence
Explanatory Model	Elicit learner's thoughts - "What do you think is going on?"
Social Context	Check on learner's well-being and professional goals
Power	Resist the temptation to take over the clinical care
Empathy	Recognize and address the emotions of patient care – good & bad
Concerns	Elicit concerns for situations learners don't feel confident handling
Trust	Build the preceptor-resident relationship.

Common **Challenges** with Precepting

1. Time
2. Diagnosing the skill level of the learner
3. Lack of precepting experience or training

Baldor, R.A., Brooks, W.B., Warfield, M.E., and O'Shea, K.. (2001), A survey of primary care physicians' perceptions and needs regarding the precepting of medical students in their offices. *Medical Education*, 35: 789-795.

Challenge #1: Time

Possible Solutions

- Quality over quantity
 - Preceptor efficiency tips
- Productive preceptor strategies
 - Incorporating the patient
 - Student documentation
- Model team-based care

Challenge #1: Time

Solutions: Efficiency Tips

- Quality over quantity
 - Expectation is not to be involved with every patient in clinic or on service
 - Identifying 2-3 patients for students to have more involvement
- Involve other clinicians
- Having student identify learning objective from patient, research topic and teach you!

Challenge #1: Time

Solutions: Have a Strategy

- Strategically incorporate the patient in conversations/exams when appropriate
- Allow students to practice documentation while seeing other patients
- Consider using student documentation to save yourself time
 - [APP Student Documentation Policy \(7/1/2020\)](#)
 - [APP Student Documentation Tip Sheet \(Ambulatory\)](#)
 - [APP Student Documentation Tip Sheet \(Inpatient\)](#)
 - [Medical Student Documentation-Updates](#)
- One Minute Preceptor-More to come!

Challenge #1: Time

Solutions: Team-Based Care

- Model Team-Based Care
 - Highlight the team approach to healthcare
 - Show learners the whole picture
 - "Share the Care"

Challenge #2: Knowing your learners

Solutions: Prepare

- Orientation
 - Initial sessions can be focused on understanding flow of clinic, types of patients being seen
- Set goals and expectations early
- Review the program competencies for your learner

Challenge #3: Experience in Precepting Solutions

- You don't have to be the "expert"
 - Have students identify learning objectives from a patient, research the topic, and teach you!
- Students will gain benefit from your everyday clinic work
 - Procedural skills
 - Relationship and Communication skills
 - Professional interactions
- All preceptors can evaluate the competencies of a learner, even with minimal time with the student
 - You've seen at least SOMETHING
 - Hx, PE, skills, communication, professionalism
- Give effective feedback



Challenge #3: Experience in Precepting

Solutions: Precepting teaching models

One Minute Preceptor

- Effective, evidence-based precepting method
- Time efficient teaching strategy
- Students benefit and appreciate the model
- Preceptor benefits
 - Increases preceptor's ability to evaluate student abilities and knowledge
 - Obtain patient information more efficiently

Specific, open-ended questions to help the student focus on decision making

Focuses on using five micro skills:

- 1) Get the student to commit to a diagnosis “What do you think is going on with this patient?”
- 2) Probe for supporting evidence
“What led you to that conclusion?”
- 3) Reinforce what the student did well
- 4) Give guidance about errors/omissions
- 5) Teach a general principle

Challenge #3: Experience in Precepting:

Solutions: Precepting teaching models

Stop Keep Start

Example

STOP: I noticed that you are late in joining the rounds in the afternoon. It disrupts the thoughts of providers when they are presenting their case.

KEEP: You arrive early during the morning rounds.

START: is there I can assist you in organizing your time and activities so that you can consistently come on time or early for the afternoon rounds to minimize disruption.

Situation Behavior Impact

Example

SITUATION: The afternoon rounds are disrupted

BEHAVIOR: when you are coming late.

IMPACT: The afternoon rounds allows providers to give comprehensive handoff of patients. Handoff is a valuable practice of communication in patient safety and requires minimal disruption. Is there anything I can assist you in organizing your time and activities before the afternoon rounds?

Be specific with your feedback



Summary and 5 Preceptor "Pearls"

- 1) Communicate preceptor and learner's expectations
 - Prevents preceptors AND learners from becoming overwhelmed with patient care and learning activities
- 2) Teach what YOU know → Be self-confident
 - Demonstrate your values, approaches, practical tips
- 3) Demonstrate to learners how to find/look up answers
 - You don't need to be the expert
- 4) See the student as a future colleague
- 5) Normalize and incorporate regular feedback

What resources are available?

- Introducing/Orienting student to your clinic ([PDF](#))
- Programs have expectations and resources available to students
- One minute Preceptor:
 - [Video](#) from Columbia University
 - Summary/tip sheet ([PDF](#))-PAEA
- Tips to incorporating student into workflow effectively ([PDF](#))
- Individual radiology modules/courses to assign to students
 - <https://www.casestacks.com/>
- Preceptor Development Opportunities (Podcast)
 - <http://www.wakemeducation.com/>
- Preceptor toolkit
 - <https://360.articulate.com/review/content/bbacf5e5-2ac7-453d-90aa-281e4b802bcb/review>

Precepting Intranet Resources

- Use APP webpage to quickly access resources
 - <https://intranet.wakehealth.edu/Departments/APP/>
- Specific precepting resources available at
 - <https://intranet.wakehealth.edu/Departments/APP/Professional-Development/>
- Education for Educators
 - <https://intranet.wakehealth.edu/Departments/Faculty-Affairs/Development/Educator/Edu-for-Educators.htm>

Important Contact Info

- Questions about precepting ANY learner
 - CentralizedLearnerDeployment@wakehealth.edu
- APP related questions
 - wakeapps@wakehealth.edu
- Questions about precepting NP/CNM students
 - Nurseaffiliate@wakehealth.edu
- Information about precepting NP/CNM students
 - <https://intranet.wakehealth.edu/Departments/APP/Announcements-and-Updates/NP-CNM-Preceptor-Platform-now-LIVE!.htm>



Questions

Myths:



- Providers
 - Working with a student slows me down.
 - I have not worked with a student long enough to give good feedback.
 - Patients do not want to see the student.
- Students
 - I don't know the expectations for the clinic I will rotate through.
 - I never get feedback at the end of my clinic rotation.