Improving Preceptor Feedback and Engagement

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Questions to Consider

• How do we get the student to take the lead in the learning process?
• What information do we need to provide students with in order to enhance learning?
• What information do we need to provide Preceptors with in order to enhance learning?
What should be our #1 Goal in Clinical Education?

- “Develop an effective practitioner during an important, formative period during a student’s professional development.” (Weidner)
<table>
<thead>
<tr>
<th>Amount of stress in ATP</th>
<th>Monotonous Clinical Experience</th>
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<tbody>
<tr>
<td>Interactions with Faculty/Preceptors/Classmates</td>
<td>Perceived work-life balance</td>
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Factors Affecting Retention

- Student Motivation
- Clinical and Academic Integration
- Presence of a Peer Support System

So what can we influence?

DON’T LOSE YOUR TOP PERFORMERS!
What effects the Preceptor?

• 49% of Preceptors report having a moderate to high degree of role strain

• Division II Athletic Trainers have the greatest role conflict

• Preceptor training?
  – Is what we are doing helping them?
What are we expecting Preceptors to Do?

• Create Teachable moments
• Integrate Evidence Based Practice
• Evaluate Students
• Provide Feedback
Barriers to Engagement

Barriers to engaged clinical experiences

- **Time**
  - Clinical instructor was busy during practice
  - Instruction time does not allow for discussion

- **Lack of Student Initiative**
  - Student does not initiate learning
  - Student thinks he or she already knows information

- **Other Responsibilities**
  - Outside administrative duties
  - Extrinsic factors need attention over education

- **Caring for Athletes**
  - Athletes need 100% of athletic trainer's time
  - Continual flow of athletes keeps athletic trainer busy

- **Clinical Instructor Approachability**
  - Clinical instructor was in a negative mood
  - Lack of communication from clinical instructor
So how can we provide feedback to positively influence students?
Utilizing Feedback Effectively

• **Corrective Feedback**
  – Is what the student doing accurate?
  – Are they applying skills correctly?

• **Guiding Feedback**
  – Can you think of anything else that presents that way?

Providing Effective Feedback

Evaluations vs. Feedback

WHAT DO YOU THINK?
What is the most effective method to give feedback?

• Should be immediate and constructive
  – Work to identify a *positive* aspect in the student’s performance first
  – Do not embarrass the ATS or belittle the student, as you provide the feedback
  – Do not delay in providing feedback
  – Try to be “specific and detailed”
    • We want the student to learn and grow
How to receive feedback

• Perform a self-assessment
• Be open to feedback
• Ask for specific feedback
• Check for comprehension
• Make a note to improve
# Feedback Issues

<table>
<thead>
<tr>
<th>Generation</th>
<th>Feedback</th>
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<tbody>
<tr>
<td>Traditionalists (1900-1945)</td>
<td>“No news is good news.”</td>
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<tr>
<td>Baby Boomers (1946-1964)</td>
<td>“Feedback once a year, with lots of documentation.”</td>
</tr>
<tr>
<td>Generation X (1965-1980)</td>
<td>“Sorry to interrupt, but how am I doing?”</td>
</tr>
<tr>
<td>Generation Y (1981-1999)</td>
<td>“Feedback whenever I want at the push of a button”</td>
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</table>

New Generation of Students....

Love to multitask

Instant Minded

Ambitious

Digital Natives

Independent/Freedom

Impatient
Identify Learner’s needs

• Strengths
• Weaknesses
• Type of feedback
• What do you hope to be able to do at the end of this rotation?
1 Minute Preceptor

1. Get a Commitment
2. Probe for supporting evidence
3. Reinforce what was done well
4. Give guidance on errors and omissions
5. Teach a general principle
SNAPPS

“The learner Centered Approach”

- **Summarize**
- **Narrow down**
- **Analyze**
- **Probe the preceptor**
- **Plan the management**
- **Select a case related problem for self-directed learning**
“Activated” Demonstrations

1. Clarify objectives
2. Demonstrate the skill
3. Ask what was observed
4. Discuss
5. Select topic for self-directed learning
On a busy day

- Brief - Debrief
- 3x5 notecard
- video
- peer check
Open Ended Question to Discuss

• Let’s go back to those questions to consider we looked at:
  • How do we get the student to take the lead in the learning process?
  • What information do we need to provide students with in order to enhance learning?
  • What information do we need to provide Preceptors with in order to enhance learning?
Million Dollar Question:

If immediate feedback is so important to student success...

How do we get Preceptors to provide that feedback with the time constraints and role strain?
Clinical Teaching Methods

• Students *must be* actively involved!!!
• More than just observing
• Utilize student-centered teaching
• Promote critical thinking (case studies)
• Promote foundational professional behaviors
• Remember:
  – As a clinician you will take steps out of the process and re-order things, but as a student they need to practice them in the correct order.
## 4 Quadrant Feedback

<table>
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<th>Continue</th>
<th>Begin to do more......</th>
</tr>
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<td>Consider (a stretch).......</td>
<td>Do Less or Stop......</td>
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</table>
Correct Mistakes

• Ask students to self-identify mistakes
• Use specific recommendations that are behavior oriented

“You were right to rule out that MCL sprain, but remember that the medial meniscus could be involved based on the mechanism of injury, What can we do do test that?”
Reinforce what was Done Well

• By encouraging correct behaviors and providing feedback you build self-esteem
• Correct behaviors you want to be repeated and address behaviors that you want to be corrected
• Avoid vague feedback.... “You did a good job”
• Be as specific as you can
  – “You were right to consider ruling out an MCL sprain”
Get a Commitment

• Encourage students to present their version of the case and their initial findings
  – What do you think is wrong with this patient?
  – What is your initial assessment?
  – What is your plan of care?
  – If I were not here, what would you do?
Probe for Supporting Evidence

• Explore the student’s through process as to what evidence and rationale led them to the decision
  • What did you find in the evaluation that led to that diagnosis?
  • Were there any red flags that you notices in the history?
  • Now that you have talked it over, is there anything else you wish you would have added?
What are your preceptors doing?
Coming Soon

• Master Preceptor Certificate program
  • ECE
  • 3 levels
  • level 1 - summer 2016

OWL Preceptor Educator Program
- University of Western Ontario
- 9 modules
References