

Preceptor Teaching Tips for Longitudinal Integrated Clerkships

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Introduction/Background

- Little in literature about specific preceptor teaching strategies in LICs
- Goal to identify best teaching practices or tips for LIC preceptors

Method

Subjects and Setting

- 27 students from four medical school classes that completed third year UNC SOM Asheville LIC
- Asheville LIC at time of study included two six week blocks of surgery and OB-GYN and then 9 concurrent months of FM, Peds, IM, Neurology, and Psychiatry

Method

Data Collection and Analysis

- Semi-structured interviews with the 27 UNC SOM Asheville students that completed 3rd yr.
- Research assistant conducted all interviews
- Coding done by thematic analysis

Results

- All 27 students (100%) participated
- 7 main theme clusters # students reported
 - Teaching Techniques 27
 - Learning Topics 25
 - Patient Ownership 24
 - Clinic Structure 23
 - Feedback 23
 - Preceptor Traits 21
 - Relationship Building 16

Results

Teaching Techniques

- Ask lots of questions
- Direct observation
- Have student commit to A/P
- Communicate frequently
- Allow time for presentation/answers

Results

Learning Topics

- Link to specific patients
- Follow up with discussion
- Meet pre/post clinic

Results

Patient Ownership

- Encourage student/patient continuity
- Student conducts most of encounter
- Student calls patient to check in/lab results
- Student writes patient's note

Results

Clinic Structure

- Have system in place to ensure continuity
- Allow time in schedule for student visits & teaching
- Select good learning patients
- Meet pre/post clinic
- Assign patients prior to clinic to allow prep

Results

Feedback

- Constructive and specific
- Frequent, both formal and informal
- Immediate
- Edit student's patient notes

Results

Preceptor Traits

- Ask questions in respectful manner
- Openness and available
- Active and engaging
- Adapt to student's learning style
- Model lifelong learning
- Enthusiastic and passionate

Results

Relationship Building

- Be invested in building relationship with student
- Meet outside of clinic setting
- Mentor in professional career
- Learn about the student's life outside medicine

Results

- Preceptor Teaching Tips for LICs handout
- Reference for LIC preceptors to use

Discussion

- Cognitive vs. non-cognitive characteristics
- Some of the themes more unique or added importance in LICs
 - Learning Topics
 - Patient Ownership
 - Feedback
 - Relationship building
- Limitations
 - One site
 - Student perception only

Conclusions

- Excellent clinical teaching in LICs is multi-factorial
- Future faculty development might focus on non-cognitive in addition to usual cognitive
- Hope tables can be used as references for LIC preceptors to maximize their teaching potential

Comments/Questions?

