

# The Preceptor's Toolbox



OSHP Spring 2018 Residency Conference

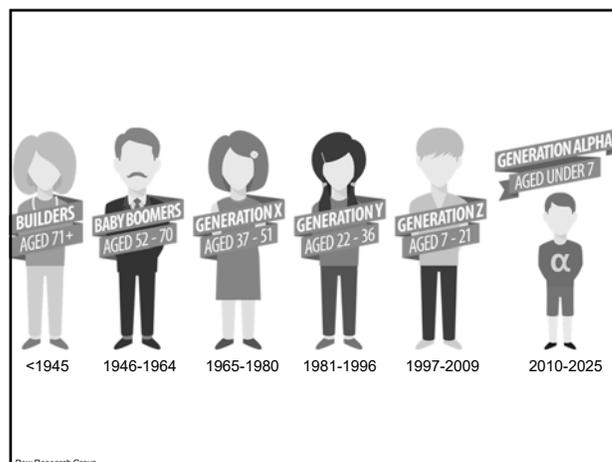
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## Objectives

1. Discuss the qualities that characterize Generation Y/Millennials and Generation Z student learners
2. Name 5 factors of emotional intelligence
3. Describe 3 learning preferences tools
4. Discuss 4 tools to provide students feedback

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## Generations



Pew Research Group

## Generation Y



Qualities	
Optimists	Highly visual
Immediate feedback	Expects accommodations
Not accustomed to negative feedback	Technologically savvy/digital native
Short attention span	Opinionated
Wired 24/7	Confident
Sheltered	Idealistic
Team oriented	Strong sense of entitlement

Pew Research Group, Pingleton S. Millennial Health Care. CHEST. 2012;142(1):22-29

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## Generation Z



Qualities	
Early adaptors	Limited patience
Most socially connected	Pragmatic
Technologically savvy/technoholics	Competitive
Instant answers vs problem solvers	Independent
Value speed vs. accuracy	Multitaskers
Global	Entrepreneurial
Diverse	Face-to-face communication

Pew Research Group, Pingleton S. Millennial Health Care. CHEST. 2012;142(1):22-29

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## Learner/Preceptor Interaction

### Scenario 1

It's the first day of rotation, you have 2 APPE students assigned. They are unfamiliar with your clinic's EMR system but will be utilizing it throughout the month for patient work. How do you approach "training them"?

A. Allot a couple hours to review the EMR system, screen by screen with detailed instructions on information, navigation, various approaches to patient prep, etc.

B. Allot 30 minutes to 1 hour to provide an overview of the EMR system allowing students to go on their own and independently navigate and "learn" the system and then ask questions if they have any

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## Learner/Preceptor Interaction

### Scenario 2

Your APPE students each email in their SOAP notes for their first patients. You would like to give them feedback on the notes. Which approach do you feel would be preferred for your 1)Generation Y and 2)Generation Z student learners?

A. Review notes in track changes and email the feedback the same day

B. Have a brief meeting to give the students verbal feedback

C. Email the students that the SOAPs are not adequate and ask them to resubmit within 24 hours

D. Have a brief meeting to give the students verbal and written feedback

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## Student Preceptor Expectations

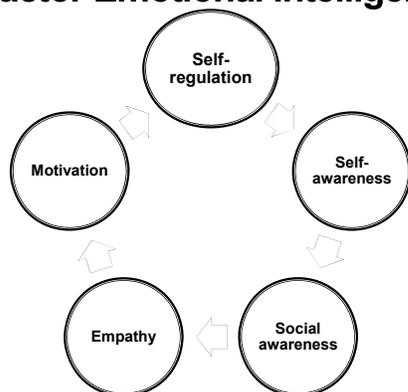
- Shows interest in teaching rotation
- Relates to student as an individual
- Encouraged discussion
- Readily available to answer questions and concerns
- Provides feedback
- Serves as a role model
- Organized and structured rotation activities
- Spends time with students discussing patient care or practice-related issues

Young S, Vos S, Cantrell M, Shaw R. Factors associated with students' perception of preceptor excellence. Am J Pharm Educ. 2014;78(3):Article 53

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## Emotional Intelligence (EI)

## 5 Factor Emotional Intelligence



Daniel Goleman

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## Self-Regulation

- Shows restraint
- Rarely attacks others verbally
- Doesn't make rushed or emotional decisions
- Doesn't stereotype people
- Know what your values are
- Know your code of ethics
- Hold yourself accountable
- Practice being calm

Daniel Goleman. EI. Omid A. Clinical Teaching with EI: A teaching toolbox. J Res Med Sci

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## Self-Awareness

- You know how you feel
- You know how your emotions and actions affect others around you
- Understand your strengths and weaknesses
- Remain calm in stressful situations
- Keep a journal
- When you experience emotions, stop and examine why

Daniel Goleman, EI, Omid A. Clinical Teaching with EI: A teaching toolbox. J Res Med Sci

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## Social Awareness

- Great at communicating
- Great at motivating team members
- Open to hearing bad and good news
- Good at managing change
- Resolves conflicts diplomatically
- Role model
- Not afraid to "get in the trenches"
- Learn conflict resolution
- Improve communication skills
- Learn to praise others

Daniel Goleman, EI, Omid A. Clinical Teaching with EI: A teaching toolbox. J Res Med Sci

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## Empathy

- Have the ability to put themselves in "someone else's shoes"
- Great at developing people
- Not afraid of challenging others
- Great at giving constructive feedback
- Good listener
- Put yourself in someone else's position
- Pay attention to your own body language
- Respond to feelings

Daniel Goleman, EI, Omid A. Clinical Teaching with EI: A teaching toolbox. J Res Med Sci

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## Motivation

- Work consistently toward goals
- Maintain high standards for quality of work
- Re-examine why you're doing your job
- Know where you stand
- Be optimistic

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## Clinical Teaching with EI

- **Self-Awareness:**
  - Know your emotions and incite self-eagerness and motivation by demonstrating your own excitement and interest through enthusiasm
  - Your attitudes reflect how you behave and feel
- **Social Awareness:**
  - Create positive emotional conditions to facilitate optimal learning environments
  - Think about the space or environment in which you have activities



Daniel Goleman, EI, Omid A. Clinical Teaching with EI: A teaching toolbox. J Res Med Sci

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## Clinical Teaching with EI

- **Motivation:**
  - Identify and accept students' differences and their various needs
  - Know students' emotions and things that motivate them and design a learning environment to match to improve motivation
- **Empathy:**
  - Express your thoughts to foster learners expressing their own feel more able to ask questions
  - Use icebreakers



Daniel Goleman, EI, Omid A. Clinical Teaching with EI: A teaching toolbox. J Res Med Sci

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## Clinical Teaching with EI

• **Self-Regulation:**

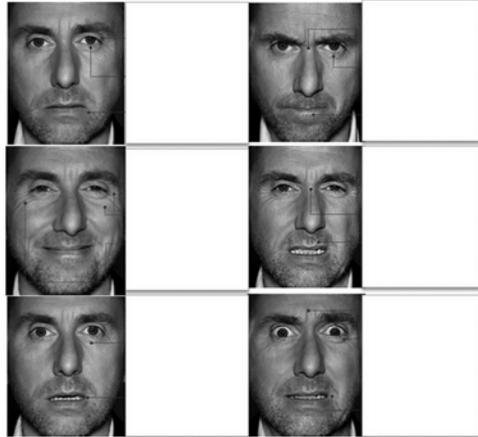
- Attend to your needs and check your characteristics for learners to observe, respect and emulate



Daniel Goleman. EI. Omid A. Clinical Teaching with EI: A teaching toolbox. J Res Med Sci

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## Pick a Path...

**North:** Your motto is "let's do it". You like to act, try things and plunge in

**West:** You like the details. You want to know the who, what, when, where and why before you act



**East:** You like to look at the big picture and the possibilities before you act

**South:** You really care. You like to know everyone's feelings have been considered and their voices heard BEFORE you act

Darby R. Mastering Leadership Through EI. AACF ALFP 2018

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## In Your Groups...

- What are 3 advantages of your style?
- What are 3 limitations of your style?
- What other style do you find most difficult to work with and why?
- What do people from other the other groups need to know about you so you can work together more effectively?
- What is one thing you value from each of the other styles?

Darby R. Mastering Leadership Through EI. AACF ALFP 2018

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## Learning Preference Tools

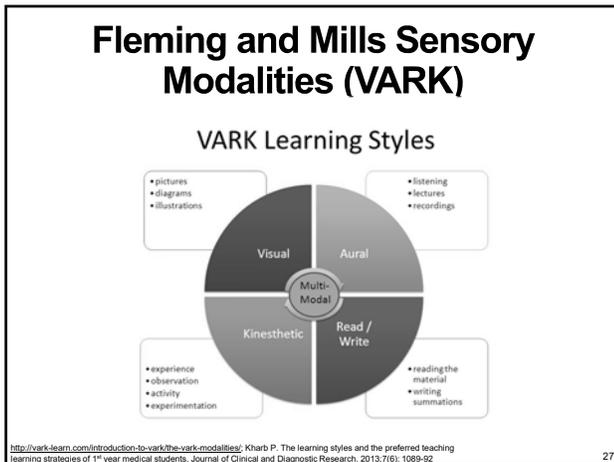
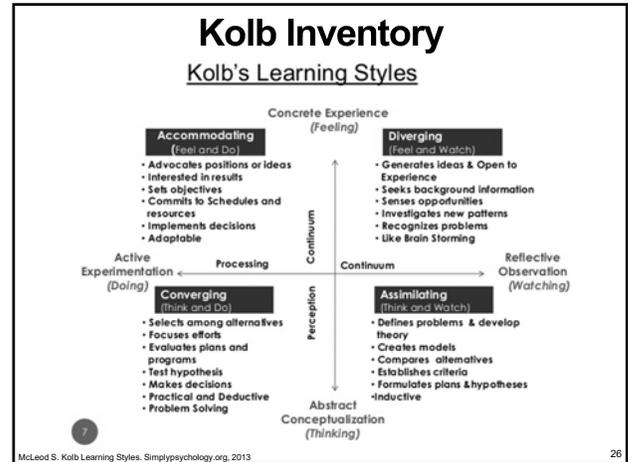
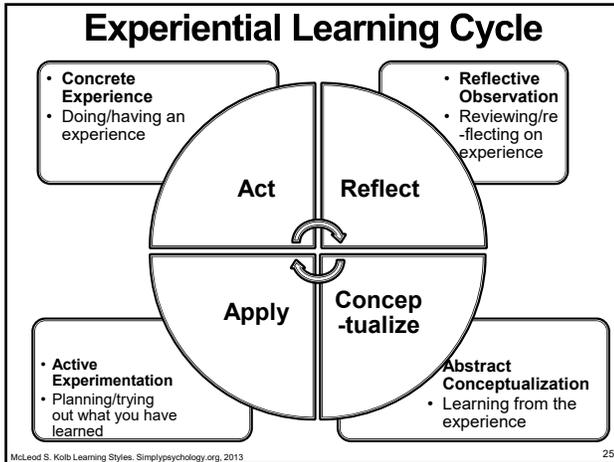
## What's the Big Deal?

*"Learning is the process whereby knowledge is created through the transformation of experience"*  
David Kolb 1984

- People have a preferred learning style
- Enables learning to be oriented according to the preferred method

McLeod S. Kolb Learning Styles. Simplypsychology.org, 2013

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- ### Learning Activities
- Identify 1 activity that falls within each Fleming and Mills Sensory Modality to review the concept of hypertension to APPE rotation students
    - Visual
    - Auditory
    - Reading and Writing
    - Kinesthetic
- <http://vark.learn.com/introduction-to-vark/the-vark-modalities/>; Kharb P. The learning styles and the preferred teaching learning strategies of 1<sup>st</sup> year medical students. Journal of Clinical and Diagnostic Research. 2013;7(6): 1089-92. 28

## Feedback Tools

- ### Effective Feedback
- Feedback "information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, metacognitive knowledge, beliefs about self and tasks or cognitive tactics and strategies."
  - Should answer:
    - Where am I going (what are the goals)?
    - How am I going (progress towards goal)?
    - Where to next (activities to make better progress)?
- Butler D, Winne P. Feedback and self-regulated learning. Review of Educational Research. 1995;65(3):245-281. 30

## Giving Effective Feedback

- Directly related to specific learning goals
  - “Good work” vs
  - “Good work, you included pertinent HPI to support the assessment and plan in your documentation”
- Be descriptive not judgmental
  - “You had great rapport with your patient” vs
  - “I saw that you called the patient by name and looked directly at them while you spoke”
- Focus on task not the person
- It involves sharing of information not giving advice
- It is well timed
- Action plan to improve performance

Holden Leadership Center

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## 7 Principles of Good Feedback

1. Helps clarify what good performance is (goals, criteria, expected standards)
2. Facilitates the development of self-assessment (reflection) in learning
3. Delivers high quality information to students about their learning
4. Encourages teacher and peer dialogue around learning
5. Encourages positive motivational beliefs and self-esteem
6. Provides opportunities to close the gap between current and desired performance
7. Provides information to teachers that can be used to help shape teaching

Nicol DJ, Macfarlane D. Formative assessment and self-regulated learning. Studies in higher education. 2007;31(2006):199-218

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## Sandwich Method



**Example:** One thing I really liked about the patient visit was your use of an analogy to explain the principles of hypertension, because I feel that it is important to explain disease states in a way patients can relate to.

One change I might suggest is adding more information related to the role of medications. This will allow the patients to see the relationship between medications, symptoms, and control.

Again, I loved your water hose analogy. This is something patients should be familiar with.

Schwarz R. The Sandwich Method Undermines your Feedback. HBR. 2013

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## W3 Model

- **What went well?**
  - “You communicate clearly and in a manner that patients can understand, well done”
- **What didn’t go so well?**
  - “However, I noticed that the information recorded for history taking is too exhaustive”
- **What could you do differently next time?**
  - “Be sure to document what is relevant and pertinent to developing a treatment plan, and omit details that are not patient related”

Hamid Y. Understanding constructive feedback. J Pak Med Assoc. 2010;60(3):224.

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## ARCH

- **A**sk for self-assessment
- **R**einforcement
- **C**orrect
- **H**elp by building improvement plan with learner

Hamid Y. Understanding constructive feedback. J Pak Med Assoc. 2010;60(3):224.

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## IMPROVE

- Identify rotation objective with the learner
- **M**ake a feedback friendly environment
- Assess **P**erformance
- **R**espond to the learner’s self-assessment
- Be **O**bjective: report specific behaviors observed; describe potential outcomes of behavior
- **V**alidate what the learner has done well or suggest alternative strategies
- **E**stablish a plan to implement changes (if needed); have learner summarize feedback and plan

Hamid Y. Understanding constructive feedback. J Pak Med Assoc. 2010;60(3):224.

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## The Oz Principle

- “A personal choice to rise above one’s circumstances and demonstrate ownership necessary for achieving desired results – to see it, own it, solve it, and do it”

- Conners, Smith and Hickman



Conners R, Smith T, Hickman C. The Oz Principle Getting Results through Individual and Organizational Accountability

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## The Oz Principle and Teaching



**Trait (Do it): Application**-Follow through with solutions  
**Learner:** Having all the tools to complete an assignment but not feeling adequate because of lack of experience  
**Teacher:** Empower, provide resources



**Trait (Own it): Heart**-Take full responsibility for experiences  
**Learner:** Unable to commit to an answer during rounds  
**Teacher:** Motivate, foster



**Trait (See it): Courage**-Recognize and acknowledge the situation and respond to it effectively  
**Learner:** Self-doubt or no confidence talking to providers  
**Teacher:** Support, facilitate, give feedback



**Trait (Solve it): Wisdom**-Change realities by finding and implementing solutions to problems  
**Learner:** Not connecting the pieces for teaching patients about diabetes  
**Teacher:** Coach, model

Conners R, Smith T, Hickman C. The Oz Principle Getting Results through Individual and Organizational Accountability, Richards JL. Lessons from Wonderful Wizard of Oz

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## The Challenging Learner

- Scenario:** Your APPE student presents a journal club presentation to you and the rest of the staff. The student is very nervous and struggles with presenting the information in a concise manner. Additionally, the student struggles to answer the questions asked at the end and is unable to articulate a clinical decision/recommendation. The student is asked to present again at the end of the month.

- Trait?
- What can you do as the teacher?

Conners R, Smith T, Hickman C. The Oz Principle Getting Results through Individual and Organizational Accountability, Richards JL. Lessons from Wonderful Wizard of Oz

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## Review Question 1

Which generation is more independent and entrepreneurial but still desires face to face communication?

- Generation Y
- Generation Z

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## Review Question 2

Which emotional intelligence factor contributes to making slow and rational decisions vs emotional or rushed decisions?

- Empathy
- Self-awareness
- Self-regulate
- Social awareness
- Motivation

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## Review Question 3

Which learning preference tool evaluates the components visual, aural, read/write and kinesthetic

- Experiential Learning Cycle
- Kolb Inventory
- Oz Principle
- Fleming and Mills Sensory Modalities

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## Summary

- Learn about yourself and your learners
- Recognize and build upon your EI characteristics and integrate those into learner interactions
- Implement learning styles that suit your learner as well as your practice
- Explore different feedback approaches recognizing different scenarios warrant different approaches

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