Preceptors Provide Feedback about PDQ

Thank you to those who responded to our request for feedback on the newsletter. It was gratifying to hear that the newsletter is being read and viewed generally as beneficial.

Our respondents to the online survey were experienced preceptors, most of whom had been teaching students for 3 years or more. The feature of the newsletter considered most useful was “Preceptor to Preceptor,” where physicians can get ideas from their peers about practical teaching strategies.

“Student Voices,” a regular collection of students’ written comments about their experiences with preceptors, was also considered useful.

The survey also included an item about the convenience of the newsletter in its electronic format. Those who responded either strongly agreed or agreed that accessing PDQ on their computers was convenient. Other areas of agreement were that readers learned something from each edition, that 4 newsletters each year was the right amount, and that including names of “Preceptor All Stars” was a good form of peer recognition.

Recognition Events Planned

With input from our advisory group, the Community Preceptor Advisory Committee (CPAC), the Outreach and Engagement office is in the early stages of planning for events designed to recognize and show appreciation for the continued participation of our community preceptors.

CPAC discussed alternatives to the Spring Recognition Program, which has been held in Columbus since 2001. The committee decided that the awards that have been part of the spring program should be scheduled separately from preceptor appreciation events.

Strictly fun events you’ll be hearing more about include a golf event on the famed OSU Golf Course. A day at Cedar Point this summer is also planned. Preceptors will be offered all day ride tickets and a lunch hosted by the College of Medicine.

Check your email and the spring newsletter for details about the golf event and OSU Preceptor Day at Cedar Point.

Ideas for various forms of preceptor recognition are always appreciated. Details on these and other recognition events will be included in the next newsletter.

Memorial Golf Tournament not far away

With temperatures in the teens and snow and ice on the roadways, it’s comforting to know that spring is not far off, and in Columbus that means that the Memorial Golf Tournament and several of professional golf’s best are coming.

As last year, we will make practice round tickets available to a limited number of preceptors by way of an email drawing.

Preceptors will be given an opportunity to see the pros get their tune-up rounds in. All it takes is a timely reply to an email in May and we’ll see you at Muirfield.

Let us emancipate the student, and give him time and opportunity for the cultivation of his mind, so that in his pupilage he shall not be a puppet in the hands of others, but rather a self-relying and reflecting being.

Osler
Preceptor to Preceptor – Teaching Clinical Skills

Medical students value opportunities to gain experience with common office procedures. Preceptors who incorporate procedures in their practices enjoy introducing students to them. Are there any tried and true methods to expose students to procedures that optimize learning?

A technique that has its origin in the American College of Surgeon’s Advanced Trauma Life Support course was outlined by George and Doto (2001) in the series For the Office-Based Teacher of Family Medicine.

The authors’ five-step teaching strategy begins with setting the stage for the student.

**Step 1**
To be motivated to learn a skill, the learner must understand why the skill is needed and how it is used in the delivery of care.

**Step 2**
The preceptor should demonstrate the skill exactly as it should be done without talking through the procedure. This silent demonstration gives students a mental picture of what the skill looks like when it is being done correctly. This image is important since students will use this picture to self-evaluate their own performance when practicing the skill.

**Step 3**
The preceptor then repeats the procedure but takes time to describe in detail each step in the process. This will help students see how each step fits into the optimal sequence and will allow time for students to ask questions or seek clarification of a step or a procedure.

**Step 4**
Student talks through the skill. By asking students to describe step by step how to do the skill, the preceptor will ensure that the students understand and remember each step in the sequence of performing the skill. This will also help them commit the process to memory so they can recall steps as they move to the next procedure.

**Step 5**
The students perform the skill. Now students are ready to do their first attempt with the preceptor observing and providing feedback as needed. After a successful attempt, students should continue to practice until they reach the desired level of proficiency.


**Preceptor All Stars**

New to the All Stars list are Ayser Hamoudi, MD, and the preceptors at Metropolitan Family Care in Columbus.

The Outreach and Engagement staff regularly reviews evaluations submitted online from students about their preceptor experiences. Those who receive top ratings across all categories from multiple students are added to the All Stars list.

Congratulations!

The College of Medicine uses email as a primary source of communication to community preceptors. Please provide us with email address updates. Send changes to Diana.bahner@osumc.edu

**Student Voices**

*He was very enthusiastic about teaching. He had us read about different topics each night and then present to him. I learned a lot by being in a comfortable, open environment.*

*She does a great job of involving students in patient care – involving us in procedures, interview patients, write prescriptions, etc. She is very encouraging but also able to give constructive criticism and pointers. She challenges students to think; She quizzes us often enough that we learn some things but not so often that we are intimidated.*

*She definitely helped motivate me to consider primary care as a career choice, and helped me integrate all the components of appropriate clinical care that I have so far learned in discrete patches.*

*My preceptor was very encouraging of self-directed learning and reading, reading, reading. He constantly provided me with articles that covered the many interesting conditions we saw in his clinic.*

*He always made sure that the students understood the key clinical concepts put forth in individual patient encounters. He was a very approachable educator who always provided comprehensive answers to questions and was patient with these questions even with tight time constraints.*