Effective Precepting Communication

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The Life Cycle of Success

1. Infancy: not wetting your pants.
2. Childhood and adolescence: being well liked.
3. Young adulthood: a fulfilling relationship
4. Later adulthood: making money and having prestige.
5. Middle age: a fulfilling relationship
6. Old age: being well liked.
7. Senility: not wetting your pants.

*The more things change, the more they stay the same.*
End in Mind

Adding a new tool in your communication toolbox that will allow you to:

1. Understand the four things all good preceptors do
2. Evaluate any Preceptor/student situation through a systematic approach
3. Determine how to select and communicate the appropriate leadership style for any student
4. Apply what you’ve learned
Overview

- Communication Basics
- Delegation matrix
- Putting them into practice!?
Communication Basics

- Hierarchical steps!
  1. Set expectations
  2. Ensure KSA (knowledge, skills and attitude)
  3. Provided appropriate feedback
  4. Administer consequences

(Officership story)
Communication Basics
1. Setting Expectations
Communication Basics

1. Setting Expectations

- Begin with the end in mind

- Can be done in an infinite variety of ways
  - Spectrum from autocratic to democratic
  - Both parties should be head nodding about the WWWWWWH of the job – the basics
  - Write behavioral objectives

(SeaBee training – blueprints)
Communication Basics
2. Ensure KSA & Tools
Often “assumed”

- Try to be as explicit as possible
- For KSA I suggest Dryfus and Dryfus model from novice to master
  - [http://www.oucom.ohiou.edu/fd/faculty_questionnaire_teaching_skills.asp](http://www.oucom.ohiou.edu/fd/faculty_questionnaire_teaching_skills.asp)
- May delay the project but will build up member
  - Shows proper care and concern for person
- “Attitude” is hard to ensure but at least set the expectation of “IATP” (It’s About The Patient)

(Only job I ever cried over story)
Communication Basics
2. Ensure KSA & Tools (Cont.)

- **Novice**: rules follower
- **Advanced Beginner**: rules applied to related conditions
- **Competent**: organizing principles or “perspectives”
- **Proficient**: decision-making and rules used to formulate plan
- **Expert**: pattern recognition extends to plan as well as diagnosis

Communication Basics

3. Provide Feedback
Communication Basics

3. Provide Feedback

- PLAN IT: when, where, how often?
- Best when: systematic & agreed upon
  - Formative and summative
  - Formal and informal
  - Keep it positive and constructive: support & encourage
- Present as a gift
  (Best boss I ever had & aircraft navigation)
Communication Basics
4. Administer Consequences
Both positive and negative

- Be clear about what happens if expectations are not met.
- Discuss what happens if expectations are met
  - Evaluation, recommendation, future offer...

Find out what jazzes the person – what’s important to them and capitalize on it.

(Children & the radar fire escape)
Communication Basics - SUMMARY

1. Set Expectations
2. Ensure Knowledge Skills & Attitudes
3. Provide Feedback
4. Administer Consequences

Questions, comments, observations, ?
“Situational Leadership” based upon work and theories Ken Blanchard
http://www.kenblanchard.com/

- We’ll do some drawing and labeling
- Finish with a quick discussion
Delegation Matrix Model Diagram

Competence

Commitment

0%

100%
Communication Basics & Delegation Matrix - SUMMARY

1. Set Expectations
2. Ensure Knowledge Skills & Attitudes
3. Provide Feedback
4. Administer Consequences

- Competence
  - 0%
  - Direct
  - Coach
  - Support
  - Delegate

- Commitment
  - 100%
- Comments?

- Questions?
Putting Them into practice?!

1974 Preceptor of the Year Award Winner
Putting Them into practice?! Setting Expectations

- **Start with goals, objectives** *(blueprints)*
  - **Writing Objectives:**
  - **Writing S.M.A.R.T. Goals:** *(Specific, Measurable, Attainable, Realistic, and Timely)*
Writing S.M.A.R.T. Goals:
(Specific, Measurable, Attainable, Realistic, and Timely)
http://www.topachievement.com/smart.html

- Collaborated
- **Stated in a positive way** (I will... not, "I might" or "I hope...")
- **Obtainable** (Be realistic, but don't sell yourself short)
- **Behavioral** (what you will do, know, feel)
- **Written**
- Includes a way to measure successful completion
- Includes specific start/end dates
- Manageable
1. **Set expectations:**

   **Student Goal/s:**
   1. _________________________________
   2. _________________________________
   3. _________________________________

   **Preceptor Goal/s:**
   1. _________________________________
   2. _________________________________
   3. _________________________________

(S.M.A.R.T. goals: Specific, Measurable, Attainable, Realistic, and Timely)

IDEAS: ???
Professionalism
Orientation to practice,
time limits, history taking,
physical exams, patient
notes, oral presentations
(in and out of exam
room)... reading
expectations or outside
work. ????

http://www.topachievement.com/smart.html
Use the Delegation Matrix to help identify areas, based upon goals, of where more or less “supervision” & tools are needed.

Knowledge:

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Novice</th>
<th>Beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Model of skill: Dreyfus & Dreyfus - [http://azmec.med.arizona.edu/Dreyfus%20Model%20of%20Skills%20Acquisition.ppt](http://azmec.med.arizona.edu/Dreyfus%20Model%20of%20Skills%20Acquisition.ppt)

Tools and skills needed: _______________________

Plan to get them: _______________________

Attitude: ____________________________
Putting Them into practice?! Provide Feedback

- ANSWER:
  - Who: __________
  - What (Formal: System or Forms, Rubrics, Portfolios, demonstrations, tests, Sims, Lab & Informal: __________? (open door?).
  - When: _________________
  - Where: _________________
  - How: _________________
  - Why: _________________
Rubrics: "a scoring tool that lists the criteria for a piece of work or 'what counts.'"  

http://edweb.sdsu.edu/webquest/rubrics/weblessons.htm

- From the Educational Bench to the Clinical Bedside: Translating the Dreyfus Developmental Model to the Learning of Clinical Skills.

- Academic Medicine. 83(8):761-767, August 2008. Carraccio, Carol L. MD, MA; Benson, Bradley J. MD; Nixon, L James MD; Derstine, Pamela L. PhD
Putting Them into practice?! Administer Consequences

Positive: Superior evaluations, future recommendations, mentoring
What else? ____________________________

or

Negative: Renegotiation of goals & expectations, less than superior evaluations, some sort of remediation/corrective action.
What else? _____________________________
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2. Evaluate any Preceptor/student situation through a systematic approach
3. Determine how to select and communicate the appropriate leadership style for any student
4. Apply what you’ve learned
1. Teach it
2. Use it/Work it
3. Send me feedback