Preceptor Training: A Critical Role in Healthcare Workforce Development

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PRESENTATION OUTCOMES:

- Understand the vital role community preceptors play in educating future health professionals
- Identification of the four nationally recognized interprofessional competencies
- Awareness of resources available for preceptors and to help incorporate competencies into clinical rotation sites
WHAT IS A PRECEPTOR?
ROLE OF THE PRECEPTOR:

• Serve as role model
• Promote clinical and professional competency
• Provide opportunities to develop and refine skills
• Connect student with other providers and disciplines
• Provide reality of work/life in real-world setting
• Evaluate student’s abilities and potential
BENEFITS OF BEING A PRECEPTOR:

- Playing a crucial role in the development of future providers
- Rewarding personally and professionally
- Engagement in learning and professional development
- Opportunity to recruit future colleagues
- Students can contribute “value-added” benefits to your practice (i.e. research, projects)
WHAT IS A PRECEPTOR?
“Rather than training the next-generation workforce in health professions silos, interprofessional education means creating both academic and clinical experiences for students that advance the goal of the health professionals working in collaboration to provide the very best patient-centered care.”

- Mary Wakefield, Ph.D., R.N., Administrator of the federal Health Resources and Services Administration (HRSA)
BENEFITS OF BEING A PRECEPTOR:

Having a role in the transformation of health professions education

Interprofessional collaborative practice
WHAT IS INTERPROFESSIONAL COLLABORATIVE PRACTICE?
INTERPROFESSIONAL COLLABORATIVE PRACTICE:

“When multiple health workers from different professional backgrounds work together with patients, families, carers, and communities to deliver the highest quality of care” (WHO, 2010).
DEVELOPMENT OF INTERPROFESSIONAL COMPETENCIES:

American Colleges of Nursing
American Association of Colleges of Osteopathic Medicine
American Association of Pharmacy

American Dental Education Association
Association of American Medical Colleges
Association of Schools of Public Health
INTERPROFESSIONAL COMPETENCIES:

• Values/Ethics for Interprofessional Practice
• Roles/Responsibilities
• Interprofessional Communication
• Teams and Teamwork
VALUES/ETHICS FOR INTERPROFESSIONAL PRACTICE:

• Place the interests of patients and populations at the center of interprofessional health care delivery
• Respect dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care
• Respect the unique cultures, values, roles/responsibilities, and expertise of the other health professions
• Demonstrate high standards of ethical conduct and quality of care in one’s contribution to team-based care
• Maintain competence in one’s own profession appropriate to scope of practice
ROLES AND RESPONSIBILITIES:

• Communicate one’s roles and responsibilities clearly to patients, families, and other professionals
• Recognize one’s limitation in skills, knowledge, and abilities
• Explain roles and responsibilities of other care providers and how the team works together to provide care
• Forge interdependent relationships with other professionals to improve care and advance learning
INTERPROFESSIONAL COMMUNICATION:

• Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.
• Listen actively, and encourage ideas and opinions of other team members.
• Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
• Communicate consistently the importance of teamwork in patient-centered and community-focused care.
TEAMS AND TEAMWORK:

• Describe the process of team development and the roles and practices of effective teams
• Engage other health professionals – appropriate to the specific care situation – in shared patient-centered problem solving
• Apply leadership practices that support collaborative practice and team effectiveness
• Reflect on individual and team performance for individual, as well as team, performance improvement
• Perform effectively on teams and in different team roles in a variety of settings
“THE GOAL OF INTERPROFESSIONAL LEARNING IS TO PREPARE ALL HEALTH PROFESSIONS STUDENTS FOR DELIBERATIVELY WORKING TOGETHER WITH THE COMMON GOAL OF BUILDING A SAFER AND BETTER PATIENT-CENTERED AND COMMUNITY/POPULATION ORIENTED U.S. HEALTH CARE SYSTEM.”

RESOURCES FOR PRECEPTORS

Community-Based Faculty Education Programs

Preceptor Education Program

The Expert Preceptor Interactive Curriculum

http://www.mnahec.umn.edu/community-basedfaculty/edprogram/home.html

Community-Based Faculty Learning Opportunities

“Using Disaster Response Skills to Improve Collaborative Practice”

Friday, August 10, 2012 Madden’s Resort – More details to come
WE NEED TO HEAR FROM YOU...WHAT SUPPORT DO PRECEPTORS NEED?