

## Reviewing Your Student's Learning Plan.

Clarifying expectations for the R/UOP experience is key! You and the student will work best together when you know what is expected of each other. Ask your student for his/her Learning Plan and discuss it together.

### Students are expected to plan their own learning goals and review them with you.

- Students who are hesitant to express expectations and goals are most likely to be disappointed.
- Encourage specific goals to maximize clarity between you and the student
- Students have different learning styles; talk about what works best for your student
- Remember, the overall R/UOP goals include both clinical and community experiences

## Determining Level of Student Responsibility and Autonomy

R/UOP students are very early in their clinical education. **They should not be considered independent care providers.**

- Having an early discussion about supervision and expected level of student responsibility is useful. Refer to the Learning Plan for skills students have learned in ICM (Introduction to Clinical Medicine)
  - Beginning history
  - Beginning physical
- Find out what skills students may have from other life-experiences
- **Where to start and how fast to progress has to be determined by the preceptor based on both the student's competence and the preceptor's confidence in it.**
- Some students need reassurance that too much will not be expected of them too soon.

## Provide Feedback Routinely

Students value receiving specific, quality feedback in the clinical setting.

- Couch the feedback in positive regard
- Be as specific as possible and as timely as possible (i.e. "you palpated the abdomen well, however, you forgot to observe and listen first. Remember, always observe, listen, then palpate last.")
- Take every chance to comment on good work, and be specific
- Reinforce new skills
- Pick the appropriate place

### What Students Say...

*"I really wished I had reviewed my Learning Plan with my preceptor earlier so he knew what kind of experience I was hoping for."*

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*"I thought I would be able to do more hands on clinical experiences. I thought that I would get to spend more time alone with patients performing histories and physicals and then presenting them to my preceptor."*

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*"She challenged me without being harsh, and I grew a lot."*

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*"I wish he gave more constructive, specific feedback (I got 'you are very smart' to 'you have done a very bad job')."*