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. As first year students they should be under direct supervision of their preceptor. You must be physically present to verify the students’ findings or you must repeat the key history and exam. You must be present for all procedures.

- Early discussions about supervision and levels of student responsibility are important. Refer to the Learning Plan for skills students have learned in (Introduction to Clinical Medicine). Encourage them to refine these skills.
  - 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 a positive regard and appropriate setting
- Be specific and timely (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

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.”

“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.”

“She challenged me without being harsh, and I grew a lot.”

“I wish he gave more constructive, specific feedback (I got ‘you are very smart’ to ‘you have done a very bad job’).”