

# Preceptor Training: A Critical Role in Healthcare Workforce Development



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**CONNECTING STUDENTS TO CAREERS,  
PROFESSIONALS TO COMMUNITIES,  
AND COMMUNITIES TO BETTER HEALTH**

# 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).

## Core Competencies for Interprofessional Collaborative Practice

Sponsored by the Interprofessional Education Collaborative\*

Report of an Expert Panel  
May 2011

\*IPEC sponsors:  
 American Association of Colleges of Nursing  
 American Association of Colleges of Osteopathic Medicine  
 American Association of Colleges of Pharmacy  
 American Dental Education Association  
 Association of American Medical Colleges  
 Association of Schools of Public Health

# AHREC Minnesota

Area Health Education Center Network  
 A collaboration with the University of Minnesota

## REDESIGNING CONTINUING EDUCATION IN THE HEALTH PROFESSIONS

INSTITUTE OF MEDICAL EDUCATION

## Team-Based Competencies

Building a Shared Foundation For Education and Clinical Practice

Conference Proceedings  
 February 16-17, 2011  
 Washington, D.C.

The Future of Nursing  
 LEADING CHANGE. ADVANCING HEALTH.

## CONFERENCE SUMMARY

June 16-18, 2010 | Palo Alto, California

Educating Nurses and Physicians:  
 Toward New Horizons

## LIFELONG LEARNING IN MEDICINE AND NURSING

FINAL CONFERENCE REPORT

Hosted by the Association of American Medical Colleges and the American Association of Colleges of Nursing

# DEVELOPMENT OF INTERPROFESSIONAL COMPETENCIES:

**American Colleges of  
Nursing**

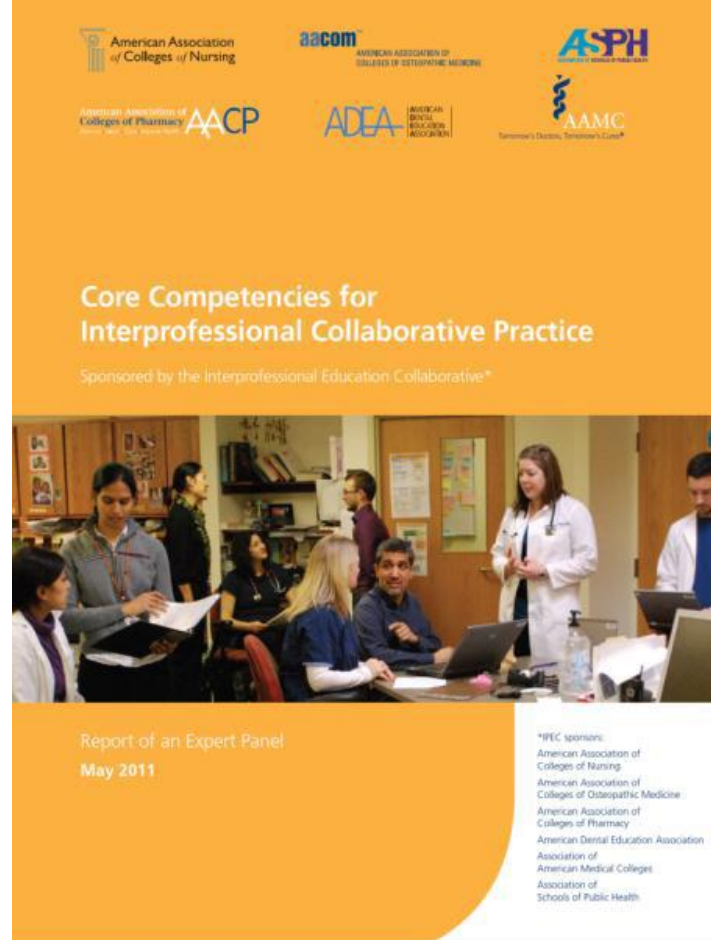
**American Association of  
Colleges of Osteopathic  
Medicine**

**American Association of  
Pharmacy**

**American Dental  
Education Association**

**Association of American  
Medical Colleges**

**Association of Schools of  
Public Health**



[HTTP://WWW.ASPH.ORG/PB/36/CORECOMPETENCIESFORINTERPROFESSIONALCOLLABORATIVEPRACTICE.PDF](http://www.asph.org/pb/36/corecompetenciesforinterprofessionalcollaborativepractice.pdf)



# 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 limitations 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.”

Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. pg 3. Washington, D.C.: Interprofessional Education Collaborative.



# 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?



