

A decorative arrangement of greenery in the top-left corner, featuring a branch with small, round, light-green leaves and a branch with larger, round, medium-green leaves. There are also some small, light-green dots scattered around.

Improving Precepting in Audiology:

Tools and Methods for Preceptors and Preceptees

A decorative arrangement of greenery in the bottom-right corner, featuring a branch with small, round, light-green leaves and a branch with larger, round, medium-green leaves. There are also some small, light-green dots scattered around.

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Thank you to everyone attending!

You as VA audiologists are vital to the profession. Each year, approximately 120,000 Healthcare Trainees receive clinical training in VA facilities. The VA is also the largest employer of audiologists, employing approximately 1,370 audiologists and 410 audiology health technicians.

Small changes here, can make big changes across the US





What is a Preceptor?

Think back to your time as a student, or to your experience post-graduation in working with externs. How would you define the role of a preceptor? What are their responsibilities?

Share your ideas in the chat!



Preceptor Definition

Cambridge Dictionary: "A teacher, or someone who trains people how to do a job."

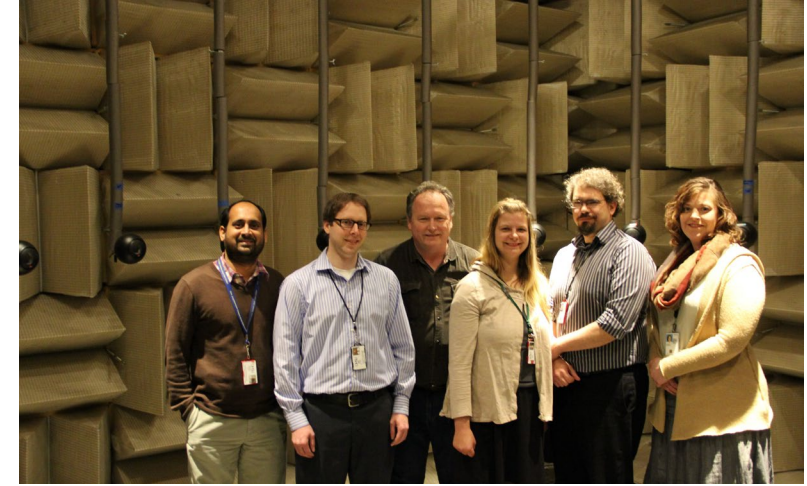


“An experienced practitioner who teaches, instructs, supervises, and serves as a role model for a student... for a set period of time in a formalized program.” (Usher, K., Nolan, C., Reser, P., Owens, J., & Tollefson, J., 1999)

In Audiology, a preceptor is a clinical educator who is responsible for more than one-fourth of a student’s educational experience and is essential to the student becoming practice-ready clinicians, prepared with technical and professional skills they will need to be successful.

Coach? Preceptor? Mentor?

What's the difference?



Coaching

Time/Skill/Objective – Limited
Learning a skill, task, or process

Precepting

Time-Limited
Working towards an objective and/or learning
journey

Mentoring

No timeframe, can be lifelong
Relationship-based



The Precepting Commitment

What we as preceptors are ensuring our students during their time with us

The preceptor should be committed to **meeting the student where they are** without judgement, and to collaboratively with open communication take in the student's university requirements, strengths, areas of growth, and learning and communication style to identify **an individualized externship plan** taking them from patient-care observation to independence with structured goals and ongoing constructive feedback.





Effective Skills

What skills will help me in my precepting commitment?

- ✓ Demonstrate genuine interest in the student
- ✓ Be accessible – willing to commit time and expertise to help guide
- ✓ Use good communication skills
- ✓ Actively listen, share, and respect the preceptee's input
- ✓ Be aware of cultural differences that may influence how you give input
- ✓ Consider your unconscious bias
- ✓ Correct mistakes in a timely, supportive fashion
- ✓ Be flexible
- ✓ Model professional practice and behaviors
- ✓ Share personal experiences – good and bad
- ✓ Focus on strengths rather than weaknesses
- ✓ Promote independence as appropriate by using guiding strategies and problem-solving techniques
- ✓ Use encouraging strategies
- ✓ Help students feel that they belong
- ✓ Look to remediation and how to avoid mistakes in the future



What is Your Preceptor Style?

The Perfectionist

- ✓ Knows it all and love sharing their knowledge
- ✓ Loved by their coworkers and management because they will take on any student under any circumstance
- ✓ Often perfectionists and can snap at any moment
- ✓ Fallout from the storm can be severe

- ✓ Establish Boundaries
- ✓ Incorporate coaching from coworkers on specialties
- ✓ Create realistic expectations for what can be accomplished and if they can adequately provide a healthy experience

The Hands-Off

- ✓ Students will observe while this preceptor is in charge
- ✓ Does the job and manages to make the student feel that they are in the way 99% of the time
- ✓ Preceptor will do everything while not imparting one iota of knowledge

- ✓ Establish clear communication style on when the preceptee is ready to lead and how to receive feedback
- ✓ Have numerical goals on how many times a student needs to experience hands-on tasks

The "Out of it"

- ✓ Nothing is explained or taught, and the students are often on their own
- ✓ Best feature is that students will learn hands-on
- ✓ Students will likely make more mistakes
- ✓ Students can learn a lot by jumping in and doing everything without direction

- ✓ Open and consistent path of communication
- ✓ Provide preceptor location for questions
- ✓ Allow more time for pre-brief and de-brief

The Co-worker

- ✓ Preceptor will work WITH their student, make a plan to provide good care while teaching along the way
- ✓ Provides hands-on experience because they encourage the student to do as much as possible
- ✓ Engages in co-teaching

- ✓ Remember there should be a power dynamic, that you are not meant to be coworkers or best friends
- ✓ Ensure clear boundaries with how you interact at the clinic, and enforce no social media

What is Your Preceptee's Style?

Social Butterfly

- ✓ Surrounded by a flurry of activity
- ✓ Numerous phone calls
- ✓ After work activities
- ✓ Manipulates by brown-nosing
- ✓ Needs constant attention/communication from preceptor

- ✓ Set limits
- ✓ Set clear expectations
- ✓ Positive feedback
- ✓ Engage the preceptee in station activities and projects

The Disorganized Diva

- ✓ Always late
- ✓ Has major life changes
- ✓ Difficulty prioritizing problems
- ✓ Difficulty following up

- ✓ Reinforce priorities
- ✓ Use checklists, schedules, lists, and calendars
- ✓ Reinforce timeframe
- ✓ May need extended orientation

The Mouse

- ✓ Shy and quiet
- ✓ Asks few questions
- ✓ Says "yes" to everything
- ✓ Looks busy to hide lack of confidence

- ✓ Articulate expectations clearly
- ✓ Communicate face to face
- ✓ Provide regular feedback
- ✓ Ask open-ended questions
- ✓ Distinguish shyness from lack of competence

The Needy Preceptee

- ✓ Seeks constant validation
- ✓ Manipulates everyone
- ✓ Seeks help and uses self-degrading language

- ✓ Provide honest feedback
- ✓ Don't offer praise in response to neediness
- ✓ Ask thought-provoking questions
- ✓ Give positive reinforcement appropriately
- ✓ Avoid parenting



Multiplying vs Diminishing

How do some leaders create intelligence in their students, while others diminish it?

Shift from Answers to Questions

Explore your students' prior knowledge before providing them information that they might already know. Questioning allows you to learn more about your students and how to ask effective questions.

Play Fewer Chips

Do not overshare your expertise, this may cause your student to inadvertently shut down what they have to share. Identify "chips" or contributions that you'll use that day to assist them in learning. Limiting your sharing will create more space for your students to do their best thinking.

Offer Bigger Challenges

Students do their best learning when they are able to step into learning. Offer challenges to them to test their critical thinking.

Find Their Genius

We all know each student has unique innate talents, so it is important to see everyone differently. Challenge yourself to observe, identify, and nurture the native genius of every student. Utilize those talents when pushing them into bigger challenges.

Give the Pen Back

Learning is MESSY. There are times when people get stuck, but by jumping in too early, we take away the learning from our students. Aim to assist students just enough to get them "unstuck" but then give them the pen back. Ensuring that students have ownership of the learning process empowers them to shape their success.



Multiplying vs Diminishing

How do some leaders create intelligence in their students, while others diminish it?

No Psychological Safety

Students are made to feel that they will be punished, humiliated, or receive poor recommendation letters for speaking up with concerns, mistakes, questions, or ideas.

Disengagement

Creation of an environment that allows observation and disengagement through hoarding resources, showing off expertise, making abrupt decisions without explanation, and micromanaging.

Mistakes = Failure

Cultivation of the idea that if you make a mistake, you are failing. Everyone is going to make a mistake, and if there are no mistakes being made that means the student is not being pushed out of their comfort zone or expertise.

Gossip

Observing gossip/watercooler talk where other coworkers or individuals are being put down or ridiculed breeds fear and demoralization. This instills in the student that similar conversations could be occurring in regards to them, diminishing trust and a sense of belonging.

The “Best” Only

Applying pressure to get best work, needing all the right answers, and believing that intelligence is rare and can't be grown.



Adult Learning Theory

Self-Directing

More prone to plan, carry out, and evaluate their learning experience without the help of others. Important to set goals, determine their educational and training needs, and implement a plan.

02

Desire Relevance

While some enjoy learning as an end in itself, adult learners are more likely to engage in learning that has direct relevance to their lives.

04

Process with Senses

It's important to fully engage the senses when learning to successfully solidify new knowledge. Learning practices need to incorporate audio, visual, reading/writing, kinesthetic, independent, and group techniques.

01

Learn by Doing

Prefer not to read or hear about subjects, but to actively participate in projects and to take actions related to their learning. Enforce their hands on learning as it applies in their future preferred practice.

03

Utilize Experience

Adults are shaped by their experiences, and the best learning comes from making sense of those experiences. Tie in their previous rotations and classwork to what they are doing hands-on in your clinic. Learn about their experiences.

05

Adult Learning Theory

Appreciate Repetition

Repetition is essential for adult learning. If learners can practice new skills in a supportive environment, self-efficacy will develop to hone those skills.

07

Thrive with Goal Setting

Learners who have a specific career or personal goal in mind will have a better experience as they pursue their degree. This includes career settings within a field to apply learned techniques to future career goals.

09

Require Ownership

Adult learners have a more advanced hierarchy of needs and place more value on intrinsic motivation and personal ownership. It's important to give adult learners internal motivation by recognizing their success and promoting increased self-esteem and confidence.

06

Guide Their Own Development

Utilizing dilemmas and situations to challenge an adult learner's assumptions and principles helps them guide their own development. Critical thinking and questioning helps evaluate their underlying beliefs and assumptions and learn from what they realize about themselves.

08

Different than Children

Adult learners utilize their past life experiences and their current understanding of a subject as they learn. Adult learning should be problem-centered, making the impact more focused on current events or real life.

10



Developing Your Own

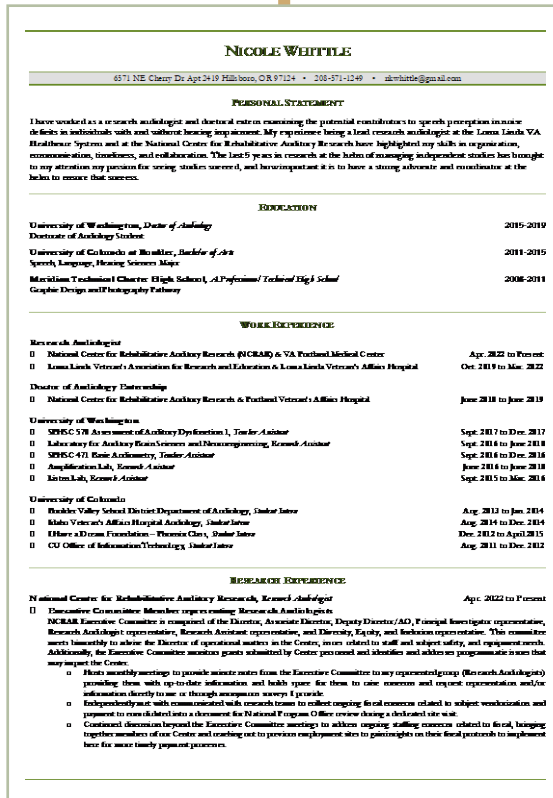
Precepting and Communication Plan

Invest in Learning Your Student

After receiving extern position acceptance, review their resume and cover letter, highlighting:

- ✓ Their future career goals
- ✓ Top 3 aspects that caught your eye making them a good fit for your site
- ✓ Similarities in experiences or mutual connections
- ✓ One item that you are intrigued about and want to hear more from them regarding

By doing this, we are true dedication to knowing our externs beyond what we were looking for in interviews. This makes them more than a number.



Go Beyond the Resume

You are going to be spending a year with your preceptee, invest in learning about them beyond their resume and cover letter. No two students come in with the same experiences and personalities, so **our precepting plan cannot be a one-size fits all.**



QUESTIONNAIRES

There are lots of fun surveys that your BOTH YOU AND YOUR STUDENTS that can be completed to give more information about each other's personality, processing style (internal vs external), communication style, etc. This creates a deeper understanding and builds trust that you are going to tailor this experience to how they learn best.

Gretchen Rubin's 4 Tendencies

- Myers Briggs Personality Test
- Jungian Archetype Quiz
- Communication Styles Quiz



ORIENTATION

Once your student arrives, establish a meeting time to review their University requirements, their preferred state of licensure licensing requirements, their credentialing goals, and current experiential strengths and opportunities for growth.

Share this with all staff who will be working with the student, or better review this collaboratively at an initial staff meeting.

Ongoing Communication

Create Individualized Precepting Plan

This plan should include **S.M.A.R.T. goals**, with timelines that are collaboratively decided on and tailored after observation of the student in your clinic. Provide the student with a discussion about expectations and clearly defined roles. Defining roles provides reassurance that you are there to help your student learn while ensuring patient safety, it also establishes that power dynamic.

Observation to Independence

Some students are going to arrive with a wealth of experience, and some are not. This means that we have to determine when best to begin transitioning them from observing to being independent. Best way to is to co-teach, having them take lead on roles they are familiar with, and incorporate ear-side teaching on items they are unfamiliar with.

Put a timeline together for expectations on independence specific to them.

Consistent Open Feedback

As your preceptee transitions from observation to independence, continue to **give them feedback in multiple ways**, remembering to multiply not diminish, and be repetitive. Providing instant feedback between visits with a 1 minute debrief, end of day or before day briefs about the plan and where your student will take lead, and monthly to review goals will ensure progress.

Career-Prep

At the final stages, the student should be highly independent and able to perform their clinical duties. This is where we begin to let them tailor their “audiologist toolbox” for the future, shaping notes in their own way, and getting ready for their future career.

Ongoing Communication

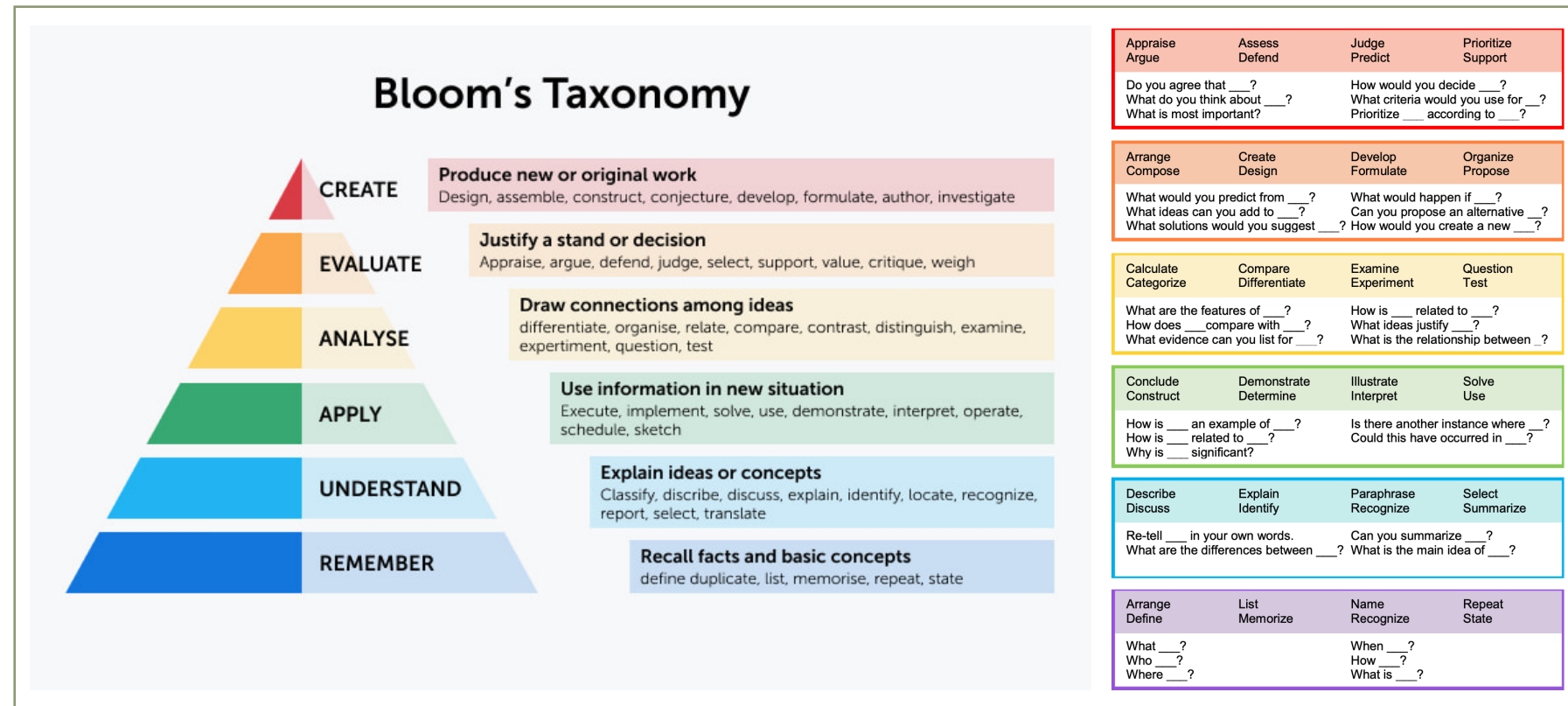
Tailored Questions & Debriefs

The One-Minute Preceptor is a tool guide for preceptor-student debriefs utilizing 5 microskills. This is best used when you find yourself wanting to rush things along and give the answer.

1. Get a commitment (pick ONE learning point),
2. Probe for supporting evidence (Uncover why they made the decision they did),
3. Reinforce what was done well,
4. Give Guidance About Errors/Omissions respectfully,
5. Teach a general principle – share a pearl of wisdom or connection point to how you learned the skill.

Probing for Evidence

- ✓ How and what you ask in your questions will guide your preceptee's response.
- ✓ By the time they are in their externship, they should be in the "Analyze" and "Evaluate" stages.
- ✓ These questions will probe your student's understanding as well as uncover areas of opportunity for growth.





Precepting Toolkit

What tools can I use to help me precept?

Non-VA Resources

The One-Minute Preceptor

<https://paeonline.org/wp-content/uploads/imported-files/One-Minute-Preceptor.pdf>

The Four Agreements by Don Miguel Ruiz

[Be Impeccable with your word, Don't take anything personally, Don't make assumptions, Always do your best.](#)

StirFry Seminars and Consulting Innovative Tools for Diversity

Training

<https://stirfryseminars.com>

Conflict Resolution Network Kit

<https://www.crnhq.org/cr-kit/>

AAA CH-AP Precepting

<https://eaudiology.audiology.org/precepting>

Bloom's Taxonomy

<https://bloomstaxonomy.net>

VA Resources

Crucial Conversations

VISN20 PDX: VA4625591 by Mark Elliot; All VISN: VA 3944231

Preceptor Education Program Quarterly Retreat

VA 4637169 by Kyra Pappas at PDX;

Preceptor Workshop – Virtual Classroom

All VISN: VA 7619943 Virtual Workshop

**** Please provide feedback if more workshops tailored to precepting and assembling precepting toolkits would be of interest**



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Thank You!