

Texas Tech University Health Sciences Center

(Sports Medicine, Sex and Gender Specific Health, & Interprofessional Practice and Education)

The Reason I Jump: An Interprofessional Preceptor Mini-Series

Episode 11 – Fostering Critical Thinking

Preceptor Objectives:

1. List at least five red-flag behaviors that indicate a student is struggling on clinical rotation. *(Remember)*
2. Propose at least two interventions for students identified early as struggling to meet expectations on clinical rotation. *(Create)*

Student Objectives:

1. Propose at least two strategies for improving critical thinking skills to better analyze clinical data to develop a working diagnostic hypothesis and outline treatment options. *(Create)*
2. Differentiate between pushing bounds and overstepping bounds while on clinical rotation. What impact might these behaviors have on patient safety and learner development? *(Analyze)*

Sex and Gender Health Objectives:

1. Evaluate sex and gender differences in return to play statistics following an injury and potential impact on care planning for male and female athletes. *(Evaluate)*

Interprofessional Education Objectives:

1. Judge the team's ability to integrate the knowledge and experience of other professions, appropriate to the specific care situation, to inform care decisions, while respecting patient values, priorities, and preferences for care. *(Evaluate)*

Preceptor Pearls:

1. Be aware of red-flag behaviors, or indicators the learner is struggling on the rotation. Examples include the learner is hesitant or defensive, has an uneasy rapport with patients and families, is unable to explain reasoning for diagnosis or to prioritize patient problems, and struggles to create accurate plans independently *(Be aware of red-flag behaviors that indicate learner struggle.)*
2. Intervene early and outline learner expectations clearly, when identifying a struggling student. Give additional opportunities for the learner to meet expectations and carefully document learner behavior and response to intervention. *(Intervene early with a struggling student and outline learner expectations clearly.)*

Student Pearls:

1. Carefully and critically use knowledge of illness and illness management to accurately make diagnoses and identify treatment options at a level appropriate to the clinical rotation and scope of your profession. *(Use critical thinking skills to correctly make diagnoses and develop treatment options.)*
2. Know the boundaries of your competency. There is a fine line between pushing the bounds of your competence and overstepping those bounds. You want to do everything you are capable of doing, yet you don't want to go too far and take too much responsibility for which you are not prepared. *(Know the boundaries of your competency.)*