

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 2 –Coaching for Higher Performance

Preceptor Objectives:

1. Cite two examples of coaching for higher performance and rate the success of these coaching methods. *(Understand)*
2. Propose three advantages of interprofessional precepting and potential influences on patient-centered care. *(Create)*

Student Objectives:

1. Compare and contrast the two students' levels of independence and need for direct supervision. *(Analyze)*
2. Assess the advantages and challenges of peer learning in interprofessional teams. *(Evaluate)*

Sex and Gender Health Objectives:

1. Explain the importance of applying current literature to assess potential pharmacodynamic and pharmacological response differences between men and women. *(Understand)*

Interprofessional Education Objectives:

1. Evaluate how clearly the clinical team shared accountability with the patient for outcomes relevant to prevention and health status. *(Evaluate)*

Preceptor Pearls:

1. Provide opportunities for learners to research patient questions and encourage them to use available resources to answer questions accurately and efficiently. Allowing the learner to research a patient concern, encourages evidence based health care practices, as well as fosters independence. *(Provide opportunities for learners to research and answer patient questions.)*
2. When possible, involve learners from different professions in patient care. This allows for peer modeling and fosters an appreciation for team-based care. *(Involve students from multiple professions in team-based care.)*

Student Pearls:

1. Know your clinical resources and be able to access your resources quickly during your rotation to research patient questions and access evidence based practices in a timely and proficient manner. *(Know your clinical resources and use them effectively.)*
2. During patient interactions, recognize and utilize the value of peer models. Peer modeling can help you gain both a greater mastery of a clinical skill as well as help you identify clinical strengths and areas of needed growth. *(Recognize the value of peer models to build clinical skills.)*