

## **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 8 – Professionalism**

##### **Preceptor Objectives:**

1. Define “facilitator of learning” and postulate at least three ways this concept can be applied to precepting learners in collaborative care settings. *(Understand)*
2. Discuss two methods of tapering direct supervision, as well as two methods for assessing a learner’s readiness for decreased direct supervision. *(Understand)*

##### **Student Objectives:**

1. List at least three ways organization and time management can improve clinical focus and level of engagement while on clinical rotation. *(Remember)*
2. Rank characteristics of professionalism and relate how each can assist in establishing patient boundaries within a caring and healing environment. *(Analyze)*

##### **Sex and Gender Health Objectives:**

1. Compare and contrast sex and gender differences in the incidence, presentation, severity, and outcome of concussion in men and women. *(Analyze)*

##### **Interprofessional Education Objectives:**

1. Discuss each of the professional’s ability, or inability, to demonstrate high standards of ethical conduct and quality of care in each one’s contributions, or lack thereof, to team- based care. *(Understand)*

##### **Preceptor Pearls:**

1. Take a “facilitator of learning” approach to precepting. A facilitator of learning actively seeks to expand the learner’s knowledge and skills, utilizes the learning environment to its fullest potential, and strives to optimize learner outcomes. *(Take a facilitator of learning approach to precepting.)*
2. Be thoughtful and have a plan for transitioning from direct supervision to more indirect supervision. Even with a competent student, you may unintentionally pose a threat to patient safety or hamper the learners continued growth by failing to appropriately taper direct supervision. *(Thoughtfully taper direct supervision across the rotation.)*

##### **Student Pearls:**

1. Be focused and conscientiousness at all times while on rotation. Even with a demanding school and testing schedule, you are expected to be thorough and dependable, and to commit the time and effort required to meet your rotation responsibilities. *(Be focused and conscientiousness at all times.)*
2. Be thoughtful, conscientious, and professional when interacting with patients, their families, and other members of the health care team. While still being kind and empathetic, set firm patient boundaries and know where those boundaries are at all times. *(Be professional and set clear patient boundaries.)*