

EFFECTIVE STUDENT-PRECEPTOR RELATIONSHIPS

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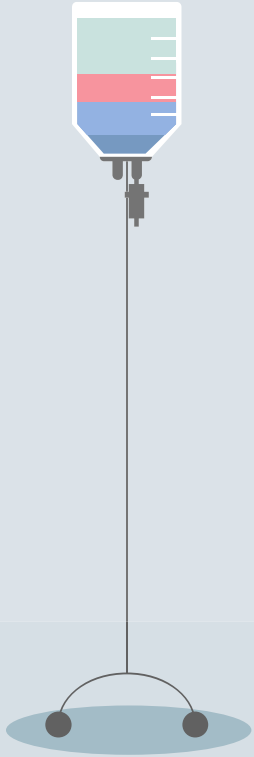


Land Acknowledgement

We would like to acknowledge that the UBC Vancouver Point Grey campus is located on the traditional, ancestral and unceded territories of the Musqueam, Squamish and Tsleil-Waututh nations.



Presentation Outline



1. Learning Objectives
2. ICDEP Competencies
3. Building effective student - preceptor relationships
4. Managing conflict, differing opinions & harsh feedback
5. Setting professional boundaries
6. Activity
7. Words of Wisdom
8. Resources
9. Questions

Learning Outcomes



1. Identify ways to build effective student-preceptor relationships before, during and after a practicum placement
2. Discuss ways to manage and respond to conflict, differing opinions and harsh feedback
3. Identify the roles and responsibilities of the preceptor and the student
4. Understand the importance of setting professional boundaries with your preceptor and discuss ways to do so

ICDEP Competencies

1. Professional Practice

- 1.02m** Demonstrate knowledge of the elements of professional boundaries
- 1.02n** Recognize non-compliance with professional boundaries

2. Communication & Collaboration

- 2.01d.** Use appropriate communication techniques
- 2.03a.** Demonstrate knowledge of elements of effective oral communication
- 2.04c.** Demonstrate knowledge of ways to engage in respectful communication
- 2.04d.** Communicate in a respectful manner
- 2.04k.** Demonstrate knowledge of principles of negotiation and conflict management
- 2.04n.** Seek, respond to and provide feedback
- 2.06e.** Identify ways to draw upon the expertise of others



WHAT TO DO TO BUILD EFFECTIVE STUDENT-PRECEPTOR RELATIONSHIP

BEFORE



Reach out early and ask (eg., topics, guidelines, protocols, readings)

DURING



Clarify preferred communication methods/learning style and ask for feedback

AFTER



Reflect on what went well and what you can improve on

Conflict Management Strategies

#1

Identify the
problem

#2

Appropriate
Language

#3

Facts > Personal
Opinions

Conflict Management Strategies

#4

Allow Everyone to
Speak

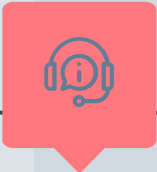
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Use Empathy

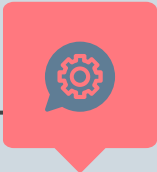
#6

Appropriate Body
Language

Differing Ideas/Opinions



Listen



Understand



Reflect

Differing Ideas/Opinions



**“Preceptors want [us] to be
competent healthcare
workers as their central
goal”**

-Lucy Hoang

C.O.M.B.A.T E.

Communicate. Open Mind. Breath. Ask. Thank. Exit.



COMMUNICATE

before you begin working together, communicate with preceptors on how you would like to **receive feedback** and how you **process criticism**.

OPEN MIND

enter the conversation with an **open mind** and **relax** your body language.

BREATHE

ground yourself by taking deep breaths **before you respond**. Try counting backward from 100 until you feel less emotional about the situation and are able to process it **logically**.

ASK

engage with your preceptor by asking for **clarification**. If you cannot process it in the moment, ask for a **follow-up meeting** to discuss the critic.

THANK

start the conversation by thanking your preceptor for the feedback.

EXIT

if possible, remove yourself from the situation, should you feel as though you **require time** to process the feedback before responding.

SETTING PROFESSIONAL BOUNDARIES

PRECEPTOR

facilitating the transition from school to the workplace as a role model and supervisor

Required to supervise and evaluate student's performance

Set professional boundaries with a student along the same lines as they would with other RD or health care colleagues

STUDENT

Mutual respect

Keeping personal matters outside of working relationships to what would be appropriate with colleagues

Maintain professionalism, keeping objective, boundaries at the forefront

Maintaining professional boundaries creates a safe place and enhances the building of trust, which is essential in the relationship

ACTIVITY TIME

WHAT TO DO AND WHAT NOT TO DO

IN CLASS

1. You and your preceptor have different communication styles
2. You and your preceptor get into a heated conflict situation
3. You feel like your preceptor is being too harsh on you
4. You feel like your preceptor is performing an “outdated” style of practice that you don’t agree with /taught to avoid in school

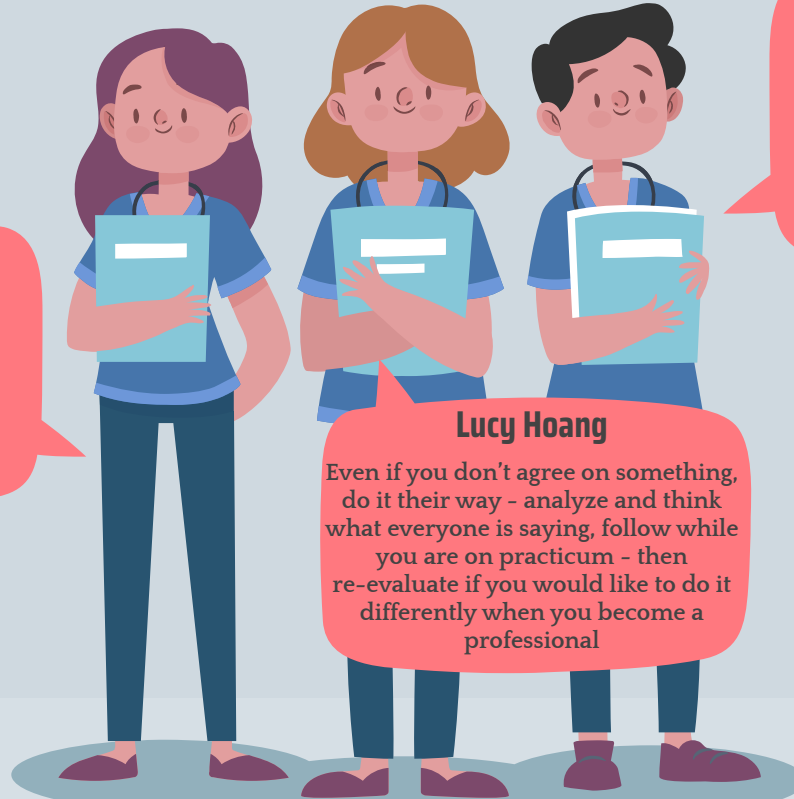
ONLINE

1. You and your preceptor have different communication styles
2. You and your preceptor get into a heated conflict situation
3. You feel like your preceptor is being too harsh on you
4. You feel like your preceptor is performing an “outdated” style of practice that you don’t agree with /taught to avoid in school

WORDS OF WISDOM

Jen Snyder

Showing that you are proactive, engaged, taking initiative for your learning, taken feedback well >>> knowing content



Lucy Hoang

Even if you don't agree on something, do it their way - analyze and think what everyone is saying, follow while you are on practicum - then re-evaluate if you would like to do it differently when you become a professional

Michaela Stewart

Keep a journal of things you learnt → future jobs
Preceptors can be used as references - keep this in mind

ADDRESSING ANY REMAINING QUESTIONS



How to handle a preceptor who doesn't make enough time for you?

How to communicate with a preceptor if you are feeling overwhelmed?



Stories of what NOT to do

Preceptor notes on what they like to see a student come prepared with

Resources

Articles

7 Strategies for Handling & Resolving Conflicts with Clients

Oetting, J. (n.d.). HubSpot Blog | Marketing, Sales, Agency, and Customer Success Content.
<https://blog.hubspot.com/agency/conflicts-clients>

The Importance of the Preceptor- Preceptee Relationship in Creating Well Prepared Professionals: A Make or Break Experience.

Omer, T. & Mohammed Moola, S. (2018). Global Journal of Health Science. 11(1).

https://www.researchgate.net/publication/329653097_The_Importance_of_the_Preceptor-Preceptee_Relationship_in_Creating_Well_Prepared_Professionals_A_Make_or_Break_Experience

Videos

Communicating your Needs: A Guide on How to Set Healthy Boundaries from UBC Learning Commons

<https://learningcommons.ubc.ca/student-toolkits/communicating-your-needs/>

Setting the Stage for Success: Through opening conversations from UBC Dietetics Practice Education Video Resources

<https://dietetics.landfood.ubc.ca/preceptors/preceptor-resources/practice-education-video-resources/>

A Conflict Management Technique: Learning Conversations from Previous FNH 480 Education Session assignments, posted by Broening, J.

<https://www.youtube.com/watch?v=WjOzASefmQI>

Webinars

It Takes a Village: Enhancing the Preceptor Relationship from Dietitians of Canada Learning on Demand.

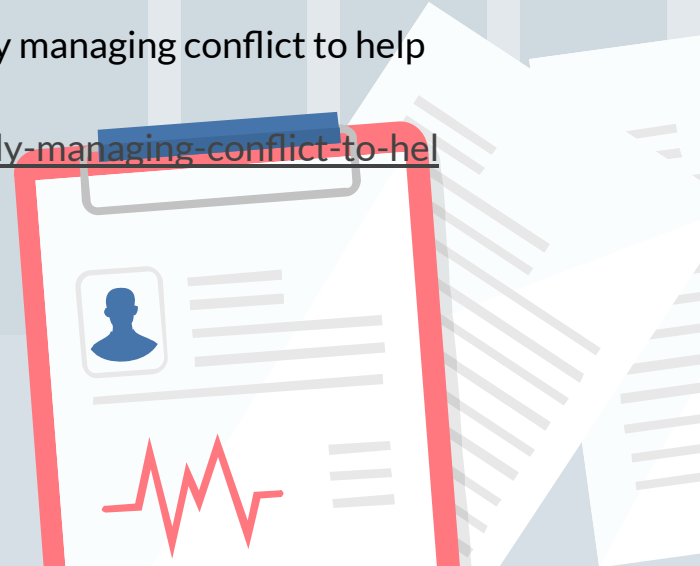
<https://members.dietitians.ca/DCMember/LearnProduct?id=01f4000003kfgIAAA>



References

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<https://hbr.org/2019/06/how-to-be-resilient-in-the-face-of-harsh-criticism>

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<https://www.michigancenterfornursing.org/post/preceptors-effectively-managing-conflict-to-help-preceptees-grow>



**THANK YOU!
ANY QUESTIONS?**

