

# UBC FAMILY PRACTICE Preceptor Role Description

COMPETENCY	DEVELOPING <i>The developing preceptor...</i>	FULLY PERFORMING <i>The competent preceptor does all of the previous, plus...</i>	MASTERY <i>The masterful preceptor does all of the previous, plus...</i>
<p><b>1 CREATING AN ENVIRONMENT THAT SUPPORTS LEARNING</b></p> <p><b>Enabling Competencies:</b></p> <ul style="list-style-type: none"> <li>Active relationship development</li> <li>Using an adult learning approach (ie. shared input and responsibility)</li> <li>Using ethical teaching practices</li> </ul>	<ul style="list-style-type: none"> <li>Gives access to adequate physical space for the learner to work</li> <li>Makes self available for teaching</li> <li>Seeks to understand the learner, including their goals and expectations, and finds common ground to develop educational goals</li> <li>Recognizes power imbalances in the relationship and attempts to mitigate their effects</li> </ul>	<ul style="list-style-type: none"> <li>Creates safe and positive learning environment (respectful, open to new ideas, ethical)</li> <li>Incorporates the learner's ideas into their learning experience</li> <li>Regularly assesses learner status and adjusts approach, as needed</li> </ul>	<ul style="list-style-type: none"> <li>Forms a strong educational alliance with the learner that includes working together to reach mutually agreed-upon goals that are aligned with program expectations</li> <li>Is aware of own biases and mindful to not impose those on learners</li> </ul>
<p><b>2 ACTIVELY FACILITATING LEARNING AND SKILL DEVELOPMENT</b></p> <p><b>Enabling Competencies:</b></p> <ul style="list-style-type: none"> <li>Targeting teaching to individual learner needs and abilities</li> <li>Using an adult learning approach (ie. shared input and responsibility)</li> <li>Prompting active engagement of learner</li> <li>Demonstrating efficient and effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Participates in the co-management of patients, including identifying opportunities to promote learner independence</li> <li>Stimulates and demonstrates clinical reasoning</li> <li>Communicates learning points efficiently and effectively</li> <li>Provides the learner with regular performance feedback</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts level of supervision and teaching approach to learner's stage of training</li> <li>Works with the learner at reasonable periodic intervals to set learning goals and develop a learning plan</li> <li>Encourages self-directed learning and prompts learner self-reflection and self-feedback</li> </ul>	<ul style="list-style-type: none"> <li>Customizes teaching to individual learner needs/abilities</li> <li>Recognizes and leverages teachable moments</li> <li>Coaches learners to take on appropriately-challenging situations</li> <li>Gradually transfers responsibility for learning to learner</li> </ul>
<p><b>3 ACCURATELY ASSESSING LEARNER PERFORMANCE AND PROVIDING PERFORMANCE FEEDBACK</b></p> <p><b>Enabling Competencies:</b></p> <ul style="list-style-type: none"> <li>Assessing learner needs and using these to customize learning experiences</li> <li>Using validated assessment approaches to conduct trustworthy (ie. valid and reliable) assessment</li> <li>Providing regular feedback that supports performance improvement</li> <li>Responding appropriately to a learner in difficulty</li> </ul>	<ul style="list-style-type: none"> <li>Regularly observes learner performing the various duties of a physician</li> <li>Uses program-specified tools for documenting feedback and assessment</li> <li>Assesses learner strengths and deficits and communicates these to learner</li> <li>Seeks help from peers and program leadership with issues relating to learner performance</li> </ul>	<ul style="list-style-type: none"> <li>Uses program-specified performance benchmarks to determine learner status (ie. on-track/off-track)</li> <li>Identifies learners in difficulty, documents concerns, and forwards performance issues appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Uses assessment of performance to adjust and optimize the learning experience</li> <li>Identifies learners in difficulty early, formulates working educational diagnosis, and adjusts teaching to address learner needs</li> </ul>
<p><b>4 MODELLING EFFECTIVE PRACTICE</b></p> <p><b>Enabling Competencies:</b></p> <ul style="list-style-type: none"> <li>Modelling professional practice as a physician</li> <li>Following program policies regarding supervision and teaching</li> <li>Reflecting on teaching and adjusting approach, as warranted</li> </ul>	<ul style="list-style-type: none"> <li>Practices evidence-based and patient-centered medical care</li> </ul>	<ul style="list-style-type: none"> <li>Expresses Family Medicine values and principles in day-to-day clinical practice</li> <li>Reflects on teaching and actively seeks to improve teaching competencies</li> </ul>	<ul style="list-style-type: none"> <li>Seeks performance feedback on clinical practices and teaching practices and incorporates improvements</li> </ul>