

National Athletic Trainers' Association
Athletic Training Educators' Conference - Breakout Session
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Being Clear and Present: The Preceptor's Guide to Efficient and Effective Clinical Teaching

Ryan D. Wilkinson, EdD, LAT, ATC, CSCS wilkinso@uwm.edu

Rhonda L. Verdegan, PhD, LAT, ATC, CSCS verdegar@uwm.edu

- **Introduction/Roadmap**
 - Helping preceptors become more **efficient** and **effective**
 - The importance of being **clear** - articulating goals and expectations
 - Mutually agreed upon by students and preceptors prior to clinical experience
 - The importance of being **present** - not just physically (required supervision), but also being **engaged, invested, committed**, etc., committing to the *role* of preceptor
 - Formally recognizing the role of preceptor - helping them feel **valued**
 - Prioritize **efficient** and immediate communication and feedback - positive and negative
- **Group/Table Discussion**
 - Goals/Expectations - Mutually agreed upon ahead of time, tied to performance grading
 - Reprimand/Constructive Feedback - Who/what/when/where/how
 - Praising/Positive Feedback - Why don't we do this more?
 - Recognizing the Role of the Preceptor - Job description
 - Preceptor Development - More than just the annual preceptor workshop, develop them
- **Compiled Quick Reference Guide** - sent to attendees after the conference
- **Conclusion/Wrap up/Summary**
- **Q/A**

References:

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Neher JO, Gordon KC, Meyer B, et al. A Five-Step "Microskills" Model of Clinical Teaching. *J Am Board Fam Pract.* 1992;5:419-424.

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