

The 7th ICM Asia Pacific Regional Conference
Pre-Conference Workshop
Tuesday, 25th November 2003
09:00 – 17:00
Function room, Hospital Authority Building

COMPETENCIES OF A CLINICAL PRECEPTOR
Dr. Joyce E. Thompson, CNM

OUTLINE OF WORKSHOP

0900 – 0930 GETTING ACQUAINTED & OVERVIEW OF DAY

GOAL OF WORKSHOP: “To explore the theoretical and practical aspects of being a successful midwifery teacher and preceptor.”

EXPECTED OUTCOMES OF WORKSHOP

1. Analyze components of effective clinical teaching
2. Discuss & apply variety of teaching methods that foster learning in a midwifery clinical setting
3. Distinguish between formative and summative evaluation techniques and when to use each
4. Explore common learning difficulties of midwifery students and ways to address these difficulties
5. Discuss how to prepare oneself for the preceptor teaching and evaluation roles.

0930 - 1100 **OUTCOME 1:** COMPONENTS OF EFFECTIVE CLINICAL TEACHING

- A. Understand how adults learn, what facilitates and detracts from learning, and the impact of teacher on learning
- B. Importance of the clinical environment in learning midwifery practice, model of midwifery care, basic midwifery competencies
- C. Primary responsibilities of preceptor: teaching and evaluation
- D. Essential competencies of midwifery teacher/preceptor

1100 - 1120 TEA BREAK

1120 - 1300 **OUTCOME 2:** TEACHING METHODS AND LEARNING STYLES

- A. Teaching methods that foster critical thinking in learners
- B. Type of knowledge to be taught: psychomotor, cognitive, affective
- C. Dominant learning styles: hesitant, unsure, reflect before doing, proceeds with confidence
- D. Matching teaching method to learning style and level of learner: Tell, Coach, Support, Delegate
- E. Promotion of critical thinking
- F. Goal of clinical teaching: learner moves from novice to advanced beginner (Benner) or learner moves from a developing midwife to a developed midwife (Blanchard)
- G. Recipe for success in learning to be a midwife

1300 - 1400 LUNCH BREAK

1400 – 1530 **OUTCOMES 3&4:** FORMATIVE & SUMMATIVE EVALUATION AND COMMON LEARNING DIFFICULTIES WITH INTERVENTIONS

- A. Types of formative evaluation and tools used
- B. Types of summative evaluation and tools used
- C. Common learning difficulties by knowledge domain
- D. Learning plans and performance contracts
- E. When to counsel individuals to seek another career

1530 – 1550 TEA BREAK

1550 – 1630 OUTCOME 5: INDIVIDUAL PREPARATION FOR PRECEPTOR ROLE

- A. Know yourself: strengths, concerns, commitment to learning & teaching others to do what you do and love - midwifery
- B. Model professional (ethical) behaviors
- C. Maintain confidence and competence in midwifery practice
- D. Set and maintain boundaries of teacher/learner relationship
- E. Clearly understand responsibilities of teacher and learner
- F. Promote critical thinking and accountability at all times
- G. Apply principles of adult learning & teaching

1630 – 1700 WRAP-UP, QUESTIONS, AND EVALUATION

Please note: Each of the outcomes will be addressed with a combination of mini-lecture, discussion, and small group work.

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