

UNM Midwifery Preceptor Orientation Program

Developed by L.Migliaccio, CNM, MSN
UNM Midwifery Division
DNP Project for NMSU
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Acknowledgements

Thank you for precepting!

Your ongoing enthusiasm, commitment, patience, humor, and determination, ensures the midwifery model of care continues and learners grow into strong clinicians.

Also with deep gratitude to Beth Tarrant, CNM our UNM Midwifery Division Education Coordinator for her infinite support and advocacy.

MPOP

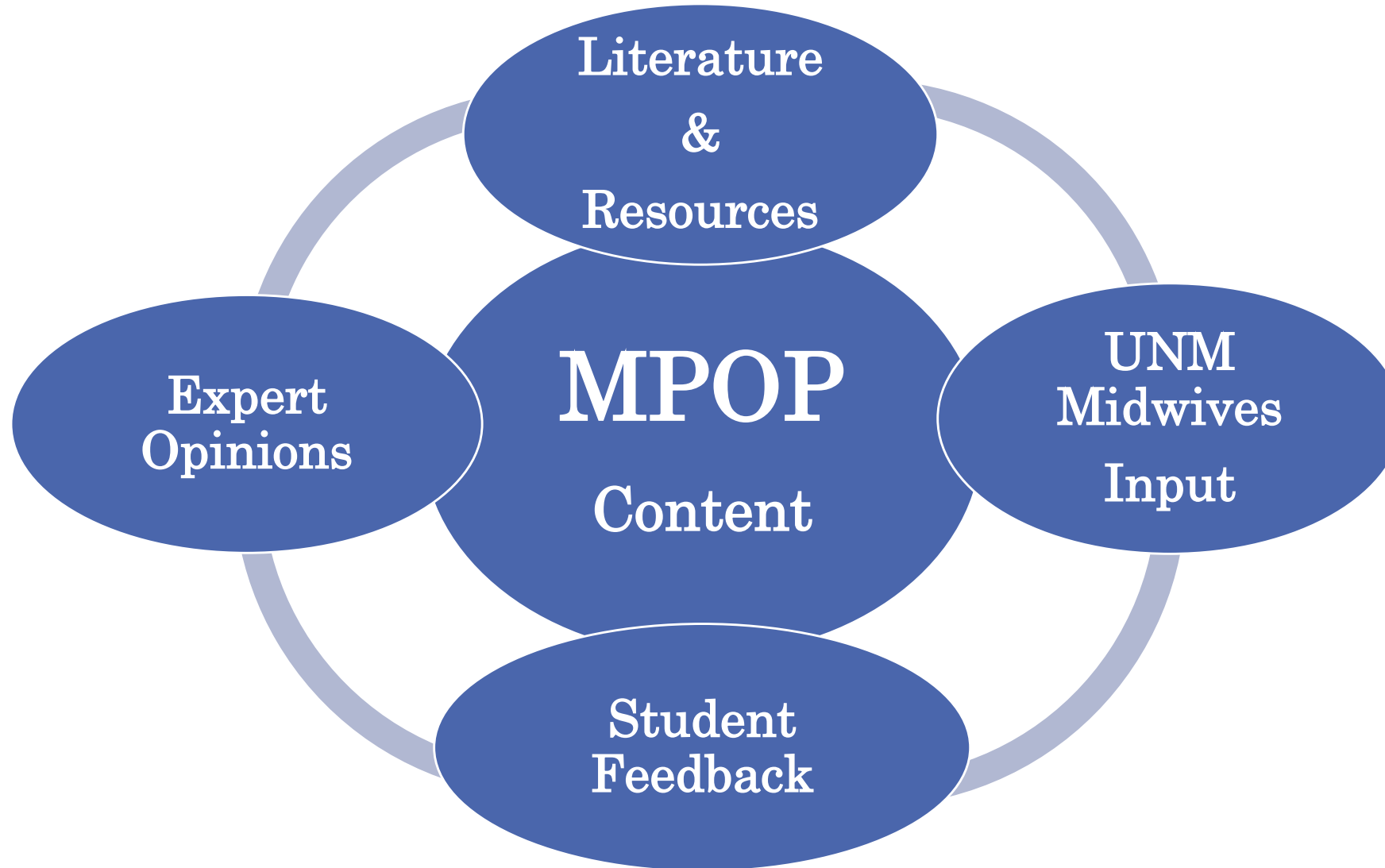
Midwifery Preceptor Orientation Program

A PowerPoint Presentation & Manual of Resources
Provides an overview of precepting approaches, tools &
resources for the UNM midwives
For all new hires to complete with an experienced midwife

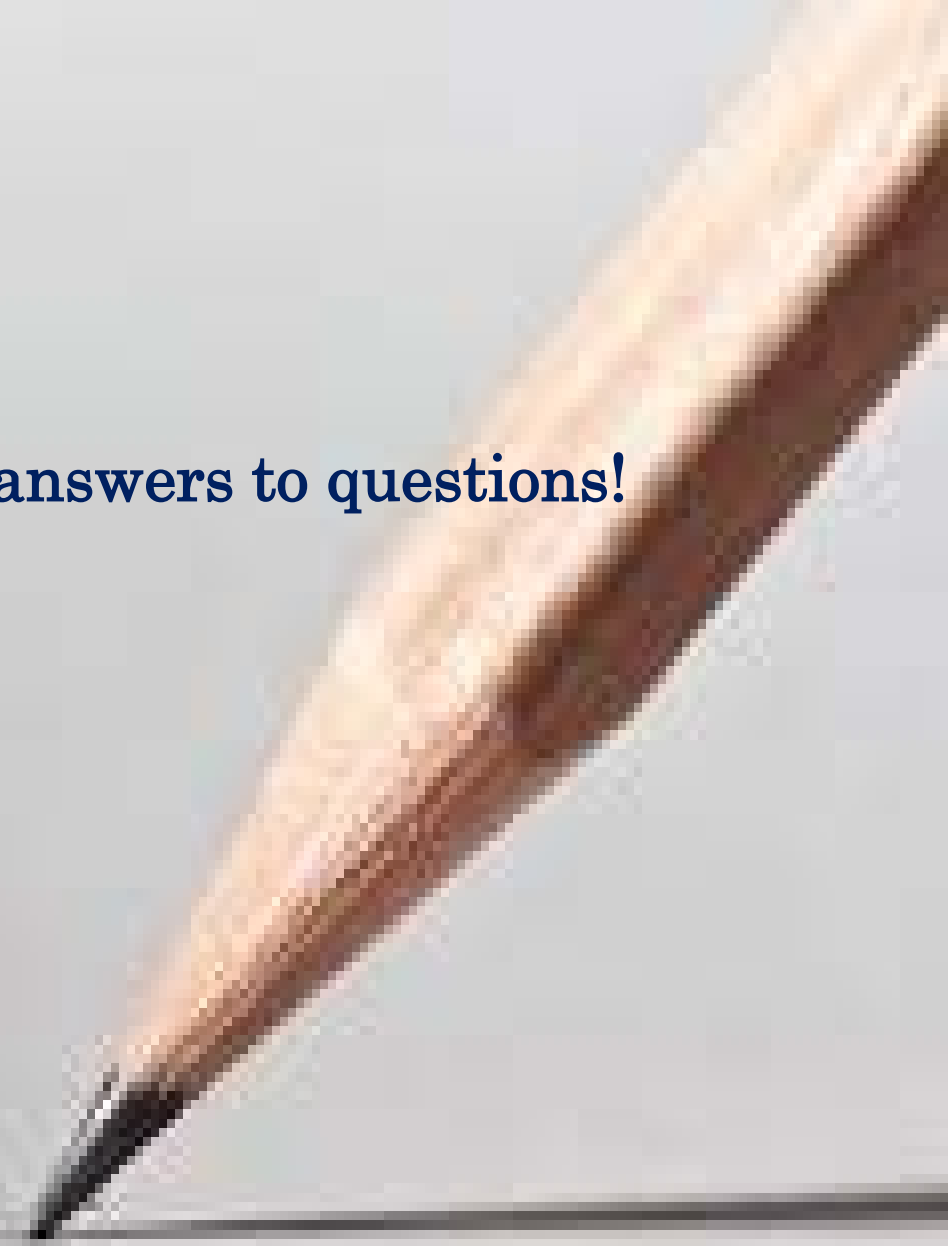
Available on-line at:

<http://unmobgyn.pbworks.com/w/page/84743650/Midwifery>

The MPOP was developed with input from numerous sources



To complete this prepare to think & write down answers to questions!



Content of MPOP PowerPoint

- Overview of precepting approaches & adult learners
- Midwifery approach to precepting
- Feedback strategies
- Preceptor training resources & tools
- Student & preceptor evaluation
- Suggestions for managing learner issues

Look for
links to
sites
& resources

Content of MPOP Manual on Precepting

ACNM Hallmarks & Core Competencies

UNM CON resources

- Preceptor benefits
- Typhon details
- FERPA information

UNM Midwifery precepting resources

UNM CON Preceptor Evaluations

Relevant articles

What are challenges for CNM preceptors?

- Newer midwives can struggle with role
- Diverse students/learners & expectations
- Challenge balancing clinical work & precepting
- Difficulty with expanded responsibilities
- Billing & documentation complexities
- Often no formal orientation, required trainings, or feedback

(Lazarus, 2016; McConaughy & Howard, 2009; McKellar & Graham, 2017)

Context for precepting challenges

- Expert clinical teaching requires focused support/training
- Inadequate preparation can be stressful
- ACME offers no specific resources/recommendations
- National survey shows midwives want more trainings/support

(American College of Nurse Midwives, 2011; Carlson & Bengtsson, 2015; Hautala, Saylor, & O'Leary-Kelley, 2007; Lazarus, 2016; Germano, Phillipi, & Schuling, 2014; Raisler, O'Grady, & Lori, 2003)

UNM Midwives have been teaching Midwifery students, Medical Students, Family Practice residents and Ob/Gyn residents for almost 30 years!





A 2019 survey of UNM midwives found they want.....

- More preceptor connection/support
- More feedback opportunities & skills
- More support with problems
- More understanding of student needs/expectations

What are qualities of an effective preceptor?



Write
Answers



Some Attributes of Excellent Midwifery Preceptors

- Cultivate trusting relationships (respect)
- Exceptional communication skills & patience
- Safe & supportive learning environments
- Understand adult learners
- Professional socialization & stewardship
- Use multi-method teaching approaches
- Support cognitive, affective & motor development

(Carter, Creedy, & Sidebotham, 2016; Lazarus, 2016; L'Ecuyer, Hyde, & Shatto, 2018; Murphy, 2016; Raisler, O'Grady, & Lori, 2003)

How to develop into an excellent preceptor?

- Show genuine interest
- Continuously reflect on teaching success & failures
- Provide frequent non-threatening feedback
- Remain open to change
- Experiment with new approaches
- Sincere interest in professional development for self & others
- Complete ongoing training

How does philosophy of midwifery apply to precepting?



Write
Answers





CORE COMPETENCIES FOR BASIC MIDWIFERY PRACTICE

Hallmarks of Midwifery

- A. Recognition of menarche, pregnancy, birth, and menopause as normal physiologic and developmental processes
- B. Advocacy of non-intervention in normal processes in the absence of complications
- C. Incorporation of **scientific evidence into clinical practice**
- D. Promotion of woman- and family-centered care
- E. **Empowerment** of women as partners in health care
- F. **Facilitation** of healthy family and **interpersonal relationships**
- G. Promotion of continuity of care
- H. Health promotion, disease prevention, and health education
- I. Promotion of a public health care perspective
- J. **Care to vulnerable** populations
- K. **Advocacy for informed choice, shared decision making, and the right to self-determination**
- L. **Integration of cultural humility**
- M. **Incorporation of evidence-based complementary and alternative therapies**
- N. **Skillful communication, guidance, and counseling**
- O. **Therapeutic value of human presence**
- P. **Collaboration with other members of the interprofessional health care team**



ACNM philosophy emphasizes respect for human dignity, self-determination, active participation and compassionate partnership.

Midwife preceptors can optimize student learning by applying midwifery ideals and partnership with students that emphasizes communication, compassion, trust, and respect.

(Larkin, 2015; Penney, 2016)

How do students learn and what do they need?



Write
Answers



Principles & Assumptions of Adult Learning

Adult students are self-directed
They have internal motivation
They want to learn
They are self-directed
They take responsibility for decisions
&
Need individualization of learning
strategies

Tailor
teaching to
the student's
needs



Describe an example of student learning from these “Learning Domains”

Domain	Description	Examples
Cognitive	Thinking—acquisition and integration (application) of knowledge, as well as intellectual ability	<ul style="list-style-type: none">•Applying•Analyzing•Creating•Evaluating•Remembering•Understanding
Psychomotor	Physical or kinesthetic—development of motor and muscular skill (ie, hand skills), and coordination of neuromuscular actions	<ul style="list-style-type: none">•Perception•Physical abilities•Reflexes•Skilled movements•Nonverbal communication
Affective	Emotion or feeling—attitude, professional behaviors, communication, interpersonal interaction, reliability, accountability, preparedness, commitment, ethics, and values	<ul style="list-style-type: none">•Receiving feedback•Responding•Valuing•Internalization of values•Organization of values and beliefs

(Dyer & Latendresse, 2016)

Write
Answers



Diversity & Inclusion



Strive for an inclusive educational environment.

Openness and respect for the diverse backgrounds and communities from which we each come enhances insight and learning.

Ask students to participate in conversations that raise the awareness of and respect for different ways of being and thinking.

Community of learners respectful of everyone.

Link to site: <http://diverse.unm.edu/>

EQUITY

IN MIDWIFERY EDUCATION

Excellent Resource

Unconscious Bias in Academic Medicine: Overcoming the Prejudices We Don't Know We Have

*“You can't eliminate bias but
you can 'learn how to dance
with it' to minimize its effect.”*

- Howard Ross

Link to Equity Web Site: <https://www.equitymidwifery.org/>

Link to Implicit Bias Testing: <https://implicit.harvard.edu/implicit/takeatest.html>



What feedback do learners have for midwifery preceptors?



UNM APRN student feedback regarding preceptors (2017)

Students want more:

- Feedback/constructive criticism from their preceptors
- Time with patients to gain confidence
- Differentials taught by the preceptor

Residency



UNM Ob/Gyn Interns

Surveyed 2017-2018

After working with midwifery preceptors

Most rated time with CNMs

“Excellent to Good”

What facilitated Intern learning with CNMs?

Setting goals
Instructions & debriefing after every encounter
Safe space to ask
Hands-on skill learning
Seeing all sides
Debrief after interactions
Real-time feedback
Autonomy given
One-on-one teaching from clinical expert
Following from admit to birth to PP
Being actively involved in care
Direct patient contact
Nightly goal meetings
Confident & supported debriefing
Rich, open & honest discussions
Feedback amplified learning
Enjoyed diversity of teaching styles

Question	Response
Barriers to learning	Low census & low volume Too busy to learn Unsure of role/boundaries- felt like a guest Stress with OB Team When patient declined Sometimes felt like shadowing
Comments/Suggestions	It was great to take the lead Please continue Have additional readings for slower days Communicate openly with OB Team to maintain collegial/open partnership Formal face-to-face feedback at end of shift Allow a bit more autonomy Evaluate patient interactions

Midwifery Preceptor Suggestions, Tools, Tips, Resources & Trainings



Feedback & Evaluations



What is effective feedback?

Intended to improve performance with nonjudgmental information.

Goal setting, specificity, and increased frequency of feedback can enhance its effectiveness.

High-quality, evidence-based recommendations for feedback are lacking.

Collaborative and Bidirectional Feedback Between Students and Clinical Preceptors: Promoting Effective Communication Skills on Health Care Teams

Kara Myers, CNM, MS, Calvin L. Chou, MD, PhD

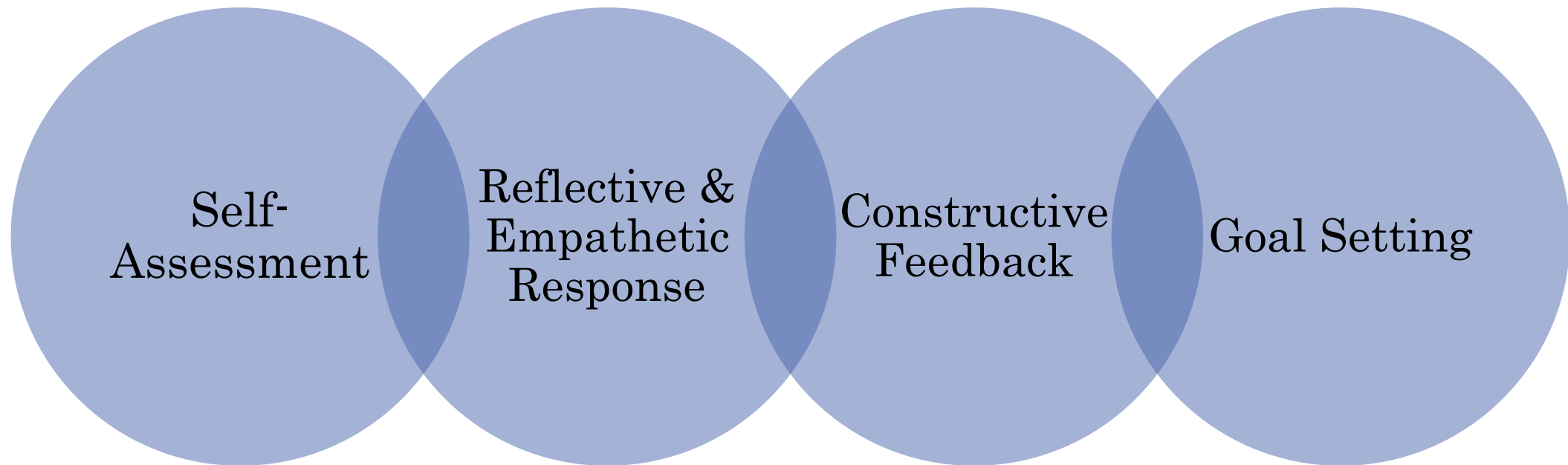
“Reframing the feedback process as collaborative and bidirectional, where both preceptors and students provide and receive feedback, maximizes opportunities for role modeling and skills practice in the context of a supportive relationship, thereby enhancing team preparedness.”

General Feedback Approach

Table 1. Ask-Respond-Tell Feedback Model

Step	Examples
Ask the learner about goals and self-assessment.	“What specific skills are you working on? What would you like me to focus on in my feedback to you?” “Tell me what you did effectively in that interaction and what you might do more effectively next time.”
Respond to the learner’s perspective with reflective listening and empathy.	“I agree that clarifying the warning signs of preterm labor will be important for you to learn in this rotation.” “Yes, I can understand feeling overwhelmed when the problem list is long and the visit time is relatively short.”
Tell your perspective.	“I wonder if, instead of attempting to address all of the problems in one visit, you could find a way to work collaboratively with the patient in setting priorities for the agenda.”

Bidirectional Feedback Approach Guided by Preceptor then Learner



Link to article: <https://onlinelibrary-wiley-com.libproxy.unm.edu/doi/full/10.1111/jmwh.12505>

Bidirectional Feedback Process

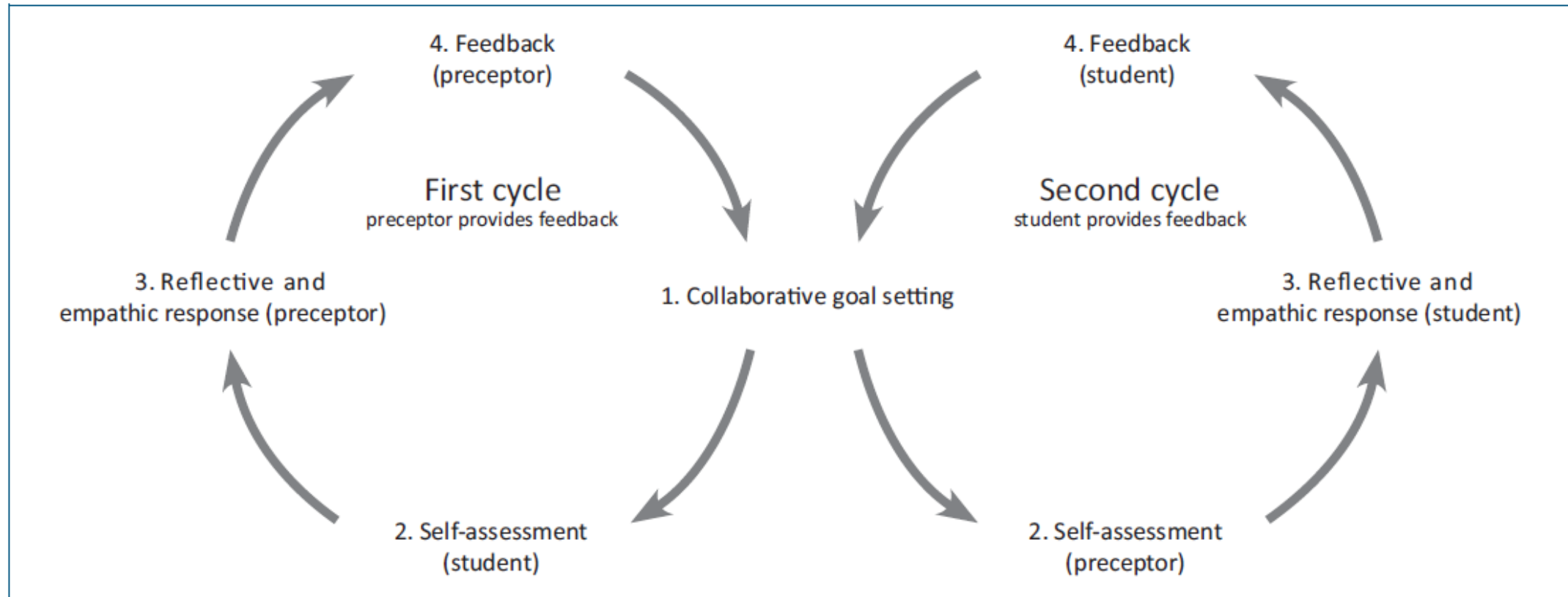


Figure 1. Collaborative and Bidirectional Feedback Process

The collaborative and bidirectional feedback process includes 2 cycles of feedback. In the first cycle, the preceptor is the feedback provider, and the student is the feedback recipient. In the second cycle, the roles are reversed. Collaborative goal setting (1) initiates both cycles, which then proceed through the following steps: (2) self-assessment, composed of reinforcing and constructive elements; (3) reflective listening and empathic response; and (4) feedback, again composed of reinforcing and constructive elements. Both cycles inform ongoing collaborative goal setting (restarting at 1) for subsequent clinical encounters.

Role Play Bidirectional Feedback



Scenario

A student checks a woman and calls her complete. Pushing is initiated.

After 30 minutes preceptor checks and determines woman is still 9 cm.

Take turns providing feedback as learner and preceptor

Some
Precepting
Resources
&
Suggestions



Hands-on precepting suggestions

Information to obtain from a student before they begin;

1. What are the student's learning goals for the experience?
2. What past experience does the student already have in the clinical area?
3. Which skills have the student had experience with?
4. A brief discussion of expectations of each other.
5. Reassurance that you are there to help the student learn and that you will ensure the safety of the patient.

Considerations for Documentation, Billing & Reimbursement

Accreditation Council for Graduate Medical Education

Sets standards for resident education & recognizes the role midwives have in teaching

Centers for Medicare and Medicaid Services

Guidelines state only *teaching physicians* may actively teach residents & bill for care

UNM Ob-Gyn Department has its own interpretation of regulations.

For guidance on how to document consult the Midwifery Education Coordinator



NURSE-MIDWIFERY
CONCENTRATION
MANUAL

A Supplement to the MSN Handbook

2018 - 2019

Updated 4/5/18

UNM Midwifery
Program Manual
(An excellent resource)

Program/Courses overview
&
Expectations
&
Evaluations
&
Managing Problems

Link to manual:

<https://app.box.com/s/vbsxe5179deasp9xh79dkr1j69nmx12b>



UNM CON uses Typhon to evaluate students & preceptors

It is student clinical tracking tool.

The site includes course & student information.

Preceptors are sent email/password access.

Typhon Tips Sheet in MPOP Manual

Link to Typhon: <https://www.typhongroup.net/np/>

Excellent Resource Article

Provides approaches to identify & address cognitive, affective or psychomotor student issues

Journal of Midwifery & Women's Health

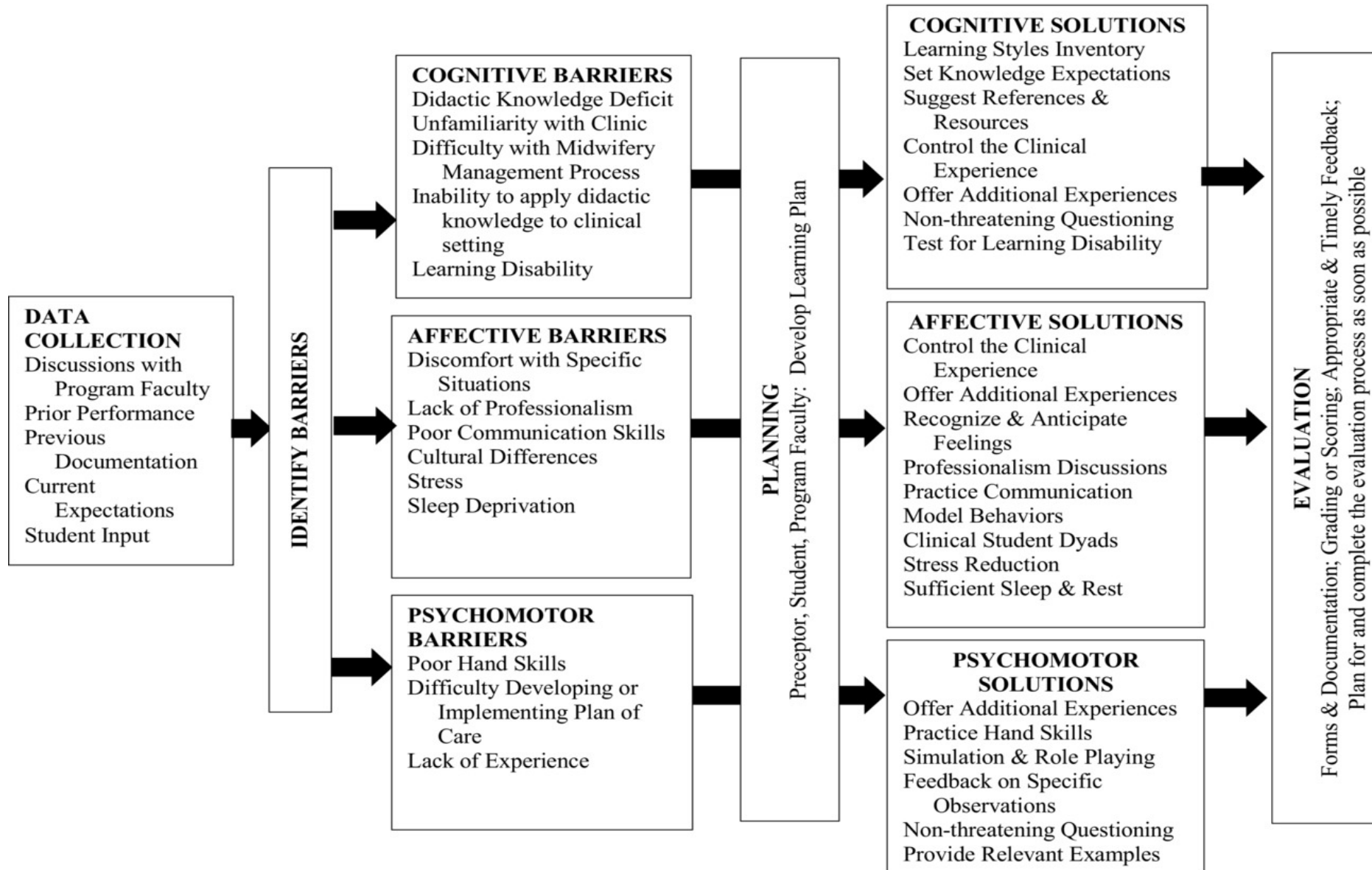
Review

Identifying and Addressing Problems for Student Progression in Midwifery Clinical Education

Jane M. Dyer, CNM, MBA, PhD, Gwen Latendresse, CNM, PhD

Link to article: <https://onlinelibrary-wiley-com.libproxy.unm.edu/doi/full/10.1111/jmwh.12507>

Overview: identifying & dealing with problems



Literature on Preceptor Tools & Development

Preceptor trainings are beneficial & increase confidence in teaching

Focus on midwifery hallmarks enhance student confidence

Evidence based tools can augment student & preceptor experience

S

Summarize briefly the history and findings

N

Narrow the differential to two or three relevant possibilities

A

Analyze the differential comparing and contrasting the possibilities

P

Probe the preceptor by asking questions about uncertainties, difficulties, or alternative approaches

P

Plan management for the patient's medical issues

S

Select a case-related issue for self-directed learning

Evidence
Base
Tool

Precepting Tool: SNAPPS

Teaching approach to clinical education in 6 steps. Studies have demonstrated it is a useful tool.

Learner takes an active role; presents, asks, engages

Preceptor is facilitator; encourages clinical thinking, empowers student

SNAPPS VIDEO Link: <https://www.youtube.com/watch?v=rywuzkm8nmY>

Evidence
Based

Precepting Tool: PIPP

Precepting in the Presence of the Patient

Effective & efficient method
More transparency & patient
involvement
Patients felt they had more
time with providers



Link to article: <https://www.stfm.org/FamilyMedicine/Vol49Issue2/Power97>

Practical Strategies for a Busy Clinic Day

- Suggest timelines to student
- Student can set timer to keep track of time spent
- Pre-assign to patients to allow chart review and make evaluation of student's accuracy quicker
- Consider doing case presentations in the examination room so the woman can be involved in clinical teaching

More practical tips for efficient visits with students

- Electronically chart in patient room while student does history or PE
- Alternate who does the history and who does PE when seeing women together, so student gets practice at both but visits are not as long
- Student charts on previous encounter while preceptor sees the next woman
- Identify a password or nonverbal cue to be used when student needs help or you want to step in

Information on Preceptor Trainings



Ongoing
education
enhances
preceptor
confidence

(Carlson & Bengtsson, 2015)



Ongoing Preceptor Trainings

- Preceptor & Clinical Educator Continuing Education Workshop
- On-line Nursing PowerPoint presentations (CEUs)
- CON Nurse-Midwifery Annual Colloquium & Preceptor Trainings

Link to site/information:

<https://unmevents.unm.edu/site/hsc/event/preceptor-and-clinical-educator-continuing-education-workshop/>

UNM Office Medical Educator Development Preceptor Trainings Offered in 2019



- Drawing out the Best in Your Learners: Clinical and Classroom Applications of Motivational Interviewing in Medical Education
- Teaching in Clinic: A Toolbox for Efficient Outpatient Precepting
- Facilitating Learning in the Clinical Reasoning Course
- Teaching, Learning and Time: Professional Juggling for the Clinical Educator

Link to OMED: <https://som.unm.edu/education/pro-dev/omed/omed-workshops.html>



**This website approved for preceptors by the
“Directors of Midwifery Education” in 2011**

Topics

Qualities of an Effective Preceptor
Clinical Placement Responsibilities
Getting Started
Developing Preceptor Skills
Special Situations
Preceptor Resources

Link to website: <http://www.midwife.org/preceptors>

EQUITY

IN MIDWIFERY EDUCATION

On-line Preceptor Trainings

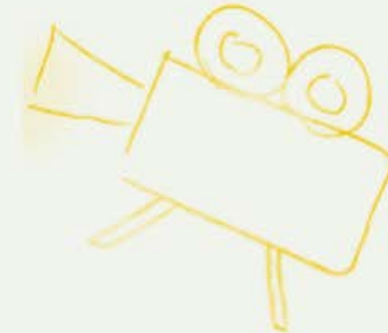


Infusing Equity & Diversity into Clinical Teaching

- *Presenter:* Karline Wilson-Mitchell, DNP, MSN, CNM, RM, RN

*ACNM & MEAC CEUs available now through HIVE!

[Download PDF Flyer](#)



Link to on-line training: <https://www.youtube.com/watch?v=X7uUn3KzLvw&feature=youtu.be>

On-line Preceptor Trainings



Free inter-professional self-directed programs.
30-45 minute interactive learning modules on the following topics:

- Developing objectives
- Giving feedback
- Understanding & Fostering Clinical Reasoning and Reflective Practice
- Dealing with Conflict
- The Evaluation Process
- Optimizing Learning

Link to site: <https://preceptor.ca/>

Online Preceptor Resources



FRONTIER NURSING
UNIVERSITY®

6 free online modules with CEUs available

Module 1- The Community of Inquiry

Module 2- Learning Styles and Teaching Strategies

Module 3- Assessment, Feedback and Evaluation

Module 4- Building Working Relationships

Module 5- Problems Along the Way

Module 6- Frontier Documentation

Link to site: <https://portal.frontier.edu/web/fnu/gift-of-precepting>



**Summarize
what you've
learned
reviewing
the MPOP.**

Write
Answers



Some Suggestions

Know and use your resources

Try bi-directional feedback

Set a goal of continuing education on precepting

Consider an annual preceptor training session

Support each other with precepting

Address concerns with students first

Be kind to yourself as you continue to grow and learn as a preceptor

Questions?



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