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Cal-SEARCH

Preceptor/Mentor Orientation

presented by

The Cal-SEARCH Team

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Agenda

Welcome and Introductions

- **What is Cal-SEARCH**
- **Cal-SEARCH Partners**
- **National Health Service Corps (NHSC)**
- **Expectations of Preceptors**
- **Expectations of Mentors**
- **Requirements for Students/Residents**
- **Learning Objectives**
- **Community Project**
- **Teaching Resources**



What is Cal-SEARCH?

- **Student/Resident Experiences and Rotations in Community Health**
 - National program funded by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), through the National Health Service Corps (NHSC)
 - 27 states and Puerto Rico currently participating in SEARCH
 - Mission: Increase the recruitment and retention of culturally competent, community oriented health professionals in California's community clinics and health centers (CCHCs)
 - Statewide Partnership (OSHPD, CPCA, AHEC)

<http://www.oshpd.ca.gov/>

<http://www.cPCA.org/>

<http://www.cal-ahec.org/>



National Health Service Corps (NHSC)

The National Health Service Corps (NHSC), through scholarships and loan repayment programs, helps HPSAs in the U.S. get the medical, dental and mental health providers they need to meet their tremendous need for health care. <http://nhsc.bhpr.hrsa.gov/>

– **NHSC Scholars Program (pays for tuition and living stipend)**

- In exchange for 2 to 4 years of service in an NHSC approved site in a HPSA of greatest need (<http://www.nhsc.hrsa.gov/scholarship/>)

– **NHSC Loan Repayment Programs**

- In exchange for 2 years full time or 2-4 years half time service in an NHSC-approved site in a HPSA
 - Federal Program: <http://www.nhsc.hrsa.gov/loanrepayment/>
 - State Program: <http://www.oshpd.ca.gov/HWDD/SLRP.html>



Expectations of Preceptors/Mentors

Preceptors

- Review the Cal-SEARCH orientation online
- Ensure students/residents are exposed to delivering primary care to the underserved.
- Use the Cal-SEARCH Learning Objectives to guide the training.
- Provide post-experience survey information.

Mentors

- Provide support, encouragement, and professional knowledge and experience
- Discuss career and practice setting options with students/residents
- Oversee students'/residents' community projects
- Assist with training process and scheduling



Program Requirements for Students/Residents

- **Attend an online orientation.**
- **Complete a pre-experience survey.**
- **Complete a 4 – 6 week rotation (minimum of 80 hours) guided by the learning objectives and educational modules.**
- **Address a local population health concern through the development of & participation in a community project.**
- **Submit a community project report.**
- **Complete a post-experience survey.**



Student/Resident Learning Objectives

The student learning objectives will be covered by students/residents in teaching modules throughout the course of their rotations. We ask primarily for your expertise in the 'Clinical Skills' area, and for your support on the Community Project.

Gain knowledge & experience about community health

Overview of primary care programs

- Describe the purpose of the following agencies/programs:
 - NHSC, CPCA, OSHPD, AHEC
- Describe federal and state funding opportunities for NHSC Scholars and Loan Repayment programs



Student/Resident Learning Objectives

Community Clinics and Health Centers (CCHCs)

- Describe the background and history of community health center movement
- Define medically underserved areas (MUAs), populations (MUPs), Health Professional Shortage Areas (HPSAs)
- Identify characteristics/requirements of a federally qualified health center (FQHC)
- Describe quality improvement processes in CCHCs

Primary care

- Define primary care and the primary care specialties
- State the role and characteristics of primary care in health care delivery
- Discuss the role of primary care in the context of health care reform
- Describe the patient centered medical home



Student/Resident Learning Objectives

Clinical Skills (based on discipline and level of training)

- Elicit patient concerns and complaints through a relevant history
- Demonstrate good listening skills
- Practice appropriate patient confidentiality
- Take a focused medical history
- Discuss history and physical exam findings with preceptor and plan for appropriate care
- Carry out care plan (depending on level of skills)
- Demonstrate relevant counseling and patient education activities
- Demonstrate ability to make appropriate patient referrals for medical, behavioral and oral health needs



Student/Resident Learning Objectives

- Describe how to access and use community mental health and social service resources
- Describe the roles of the multidisciplinary health team
- Describe how the multidisciplinary team collaborates with patient care, especially with integration of medical, behavioral, and oral health care
- Describe the patient population served by the clinic in terms of demographics, morbidity, most common types of patients seen, most common types of patient encounters
- Describe health maintenance and prevention activities promoted at the clinic

Learning Objectives

Cultural Competency

- Summarize the individual's health problems in a manner that is cognizant of the patient's cultural beliefs and values
- Describe the role of language skills for effectively serving a multi-cultural population, and enumerate tools for non English speaking groups
- Identify resources available for patients who are non-English speaking and/or have socioeconomic barriers to care
- Describe how clinicians can apply cultural competency skills in patient care

Information Technology

- Describe technology advances that create more effective delivery of health care services
- Discuss the merits of electronic medical records



Student/Resident Learning Objectives

Understanding community health issues and needs

- Summarize the epidemiological background and policy issues associated with a population health issue
- Describe the major social determinants of health as related to the health need identified
- Define the term health disparities and discuss clinical measures to assess and reduce them
- Describe the elements of community assessment used to identify the health need

Learning Objectives: Community Project

- **Students/residents will address a local population health concern.**
 - Identify a community health need
 - Review and apply relevant literature
 - Demonstrate collaboration with clinic or community health center and their community partners in identifying this need
- **Work with Preceptor/Mentor to develop and implement.**
 - Collaborate with clinic or community health center and their community partners in defining objectives to address this need
 - Describe methods used to address objectives
 - Develop a plan for sustainability of project
- **Students/residents will submit a post-project report signed by Mentor.**
 - Disseminate results of project to preceptor/mentor, stakeholders

Community Project

Examples of Cal-SEARCH Community Projects:

- Diabetes Intervention for Low-Literacy Patients
- Resurgence of Pertussis
- Healthy Behaviors Questionnaire (Obesity)
- How to Prevent Diabetes in Your Children
- Teen Clinic Survey
- Smoking Cessation Aids for the Homeless
- Screening for Emotional and/or Behavior Disorders in 4 – 10 Year Olds



Preceptor/Mentor Library Resources

The Cal-SEARCH Preceptor/Mentor Library is a virtual repository of teaching materials. It has sections for Cal-SEARCH preceptors and mentors. The Library includes "papers," links to other web sites, and other documents.

Available at:

<http://www.oshpd.ca.gov/HWDD/calSEARCH/docs/PreceptorMentorLibrary.pdf>



Preceptor Tips: Teaching First Day

- Obtain information about learner's background, educational level
- Discuss with learner characteristics of patients, e.g., volume, conditions
- Ask learner about his/her expectations for the rotation
- Ask about his/her professional school's expectations/requirements
- Review schedule and resolve any conflicts
- Discuss how learner will see patients and what duties will be performed
- Discuss how supervision, instruction and feedback will be given (e.g., during presentation, exam, with/without patient presence)
- Suggest educational resources , e.g., texts on site, websites
- Ask if questions

Giving Learner Feedback

The Sandwich Process

- Recognize positive behaviors/skills
- Point out deficiencies, errors, improvements needed
- End with positive statement or encouragement

Principles of Giving Feedback

- Encourage learner’s reflection:
 - “What was your overall impression of the encounter? What went well? What were you feeling or thinking? What do you need to work on?”
- Regular brief feedback is more effective than occasional lengthy critiques
- Set aside time to give feedback for both preceptor and learner
- Feedback is not evaluation
- Learner starts with self-assessment of his/her interview or PE
- Be specific, not general, e.g.,
 - “That was a good history” (general)
 - “You did well to assess tobacco use with this patient” (specific)

Principles of Giving Feedback

- Descriptive rather than evaluative, e.g.,
 - “You seemed to gloss over her history of drug use” (evaluative)
 - “Make sure to ask about specific types and amounts of drugs used” (descriptive)
- Well-timed, frequent, and close to the event
- Balanced: both positive and critical comments
- Limited: brief, focused
- Within the learner’s control to modify

Methods of Supervision/Instruction

- **Direct observation of learner:** learner performs elements of patient interview and exam with preceptor observing
- **Collaborative exam:** learner and preceptor see patient simultaneously and learner takes the lead in interview and PE with preceptor supplementing
- **Active observation:** learner is primed to watch preceptor, after which preceptor debriefs learner about observations
- **Learner sees patient independently, presents to preceptor, preceptor checks findings and gives feedback**
- **Service-based education:** Learners explore roles of clinic staff or learners are trained to perform some clinic procedures

Thank You!

All of us at Cal-SEARCH look forward to helping to make your Cal-SEARCH experience a positive and rewarding one.

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