Preceptor Development Forum
February 15, 2019
8:00 a.m. – 12:15 p.m.
DFW Lakes Executive Conference Center in Grapevine, Texas

Description

The Preceptor Development Forum presented by the NATA Professional Education Committee is designed as an educational opportunity for preceptors, by preceptors, to cultivate the identity of clinicians as educators due to their impactful role in clinical education. Educational content is aimed at enhancing aspects of clinical practice, leadership, assessment, and communication to improve educational and clinical outcomes. Attending this forum will also offer a collaborative opportunity to develop a community of practice within clinical education.

Audience – Athletic Trainers that serve as preceptors for professional and/or residency education

Level – Advanced

CEUs/Contact Hours – 4

Cost: $99 for members/$149 for non-members

Schedule

8:00 – 8:05 a.m.	Welcome Brian Vesci, DAT, ATC Chair – Professional Education Committee
8:05 – 9:05 a.m.	Reflective Practice R. Mark Laursen, MS, ATC Director of Athletic Training Services Boston University Andrew Duckett, MS, ATC Athletic Trainer Boston University

Objectives:
- Identify opportunities for reflection during patient care as well as after patient care or discharge.
- Develop strategies to engage in reflective practice during patient care or discharge.
- Distinguish transparency in the process of reflective practice around athletic training students
- Identify and implement strategies to affect positive change in athletic training practice

9:05 – 10:05 a.m.   Structuring and Leading Immersive Clinical Education
                      Tory Lindley, MA, ATC
                      Senior Associate Athletic Director for Health, Safety and Performance
                      Northwestern University

                      Jennifer Kitano, MS, ATC
                      Clinical Staff Supervisor/Athletic Trainer
                      University of Colorado Hospital

                      Objectives:
- Describe the current landscape of clinical education and how to implement the necessary changes to advance athletic training practice while optimizing clinical education in light of evolving standards of athletic training education.

- Design a framework of clinical education that prioritizes supervised autonomy, fosters critical thinking, and implements measures of quality improvement regarding patient outcomes.

- Assess the feasibility of a staff or clinical site to deliver immersive clinical education within the context of clinical expertise, patient care, facility standards, and other contextual factors, then develop strategies to overcome any recognized barriers.

10:05 – 10:15 a.m.   Break

10:15 – 11:15 a.m.   Fostering Critical Thinking and Developing Clinical Decision Making
                      J. Craig Garrison, PhD, PT, ATC, SCS
                      Director, Sports Medicine Research
                      Texas Health Sports Medicine

                      Objectives:
- Develop and implement formative and summative assessments of learners engaged in clinical education.

- Identify effective strategies and appropriate opportunities to deliver feedback to athletic training students and residents during clinical education to maximize both learning and patient outcomes.

- Design a framework of clinical education that prioritizes supervised autonomy with patient care and fosters critical thinking.

11:15 – 12:15 p.m.   Advanced Practice/Preceptor Leadership

Kim Terrell, MS, ATC
Associate Director of Athletic Medicine
University of Oregon

Quinton Sawyer, DAT, ATC
Associate Head Athletic Trainer
Charlotte Hornets

Objectives:
- Describe the role of preceptors as leaders within athletic training education.

- Develop and implement strategies to advance one's athletic training practice while engaging students in clinical education

- Identify needs and strategies to develop a community of practice for preceptors aimed at improving patient and educational outcomes

Reflective Practice – Domain 5, Task 501, 502.

Structuring and Leading Immersive Clinical Education – Domain 2, Task 205; Domain 3, Task 301, 304. Domain 5, 502.

Fostering Critical Thinking and Developing Clinical Decision Making – Domain 4 - Task 401, 407

Advanced Practice/Preceptor Leadership – Domain 5, Task 501, 502.