



Setting the Stage for Success Through Opening Conversations

What is an opening conversation?

An opening conversation is an intentional, proactive discussion at the beginning of a placement, which addresses both Year 5 student and preceptor goals, expectations, and preferences for a placement.

What are the differences between goals, expectations and preferences?

<i>Goals</i>	<i>Expectations</i>	<i>Preferences</i>
<ul style="list-style-type: none"> ✓ Set by the Year 5 student at the beginning and end of each placement and module ✓ Can be found on the practice education module forms 	<p>Performance related, for example:</p> <ul style="list-style-type: none"> ✓ Number of patients/clients seen daily ✓ Appropriate complexity of patients/clients/projects/tasks ✓ Intern’s level of independence ✓ ICDEP competencies <p>that should be achieved during a placement</p> <p>Attitude or behaviour related, for example:</p> <ul style="list-style-type: none"> ✓ Year 5 student/preceptor schedule daily start and end times, breaks and lunch ✓ Appropriate dress code (if this differs from general facility expectations) ✓ Use of cell phones or electronic devices ✓ Completion of assigned homework ✓ Accountability for learning (asking for answers vs. doing independent research) ✓ How to communicate (email, telephone, in-person) 	<ul style="list-style-type: none"> ✓ Preferences can sound similar to expectations <p>Some specific examples of preferences include:</p> <ul style="list-style-type: none"> ✓ How Year 5 students and preceptors give and receive feedback ✓ What kinds of placement activities best support Year 5 student learning ✓ Modes of learning: auditory, visual, experiential ✓ Approach to challenges that may arise (performance or interpersonal)



What are the benefits of an opening conversation between a Year 5 student and preceptor?

An opening conversation at the beginning of a placement can help to create a supportive learning environment, set clear expectations for both the Year 5 student and preceptor, as well as establish a relationship and open communication between preceptor and Year 5 student. An opening conversation can also:

1. Save time.

Discussing goals, expectations and preference upfront removes the need to repeatedly address them throughout the placement.

2. Prevent challenging situations related to performance issues.

Many performance issues can arise from a preceptor/Year 5 student mismatch of goals, expectations and preferences. When an opening conversation does not happen, these issues can become increasingly difficult and uncomfortable to address as a placement goes on.

3. Support Year 5 student to succeed rather than waiting for them to fail.

We all have personal expectations and preferences that we can forget to communicate to others, assuming that they will naturally figure them out. Explicitly discussing these expectations and preferences can create a much smoother and successful placement experience for everyone involved.





What does an effective opening conversation look like?

Here are some tips to help you structure an opening conversation:

Goals	Expectations	Preferences
<p><u>Things to Consider:</u> Are the goals the Year 5 student has set appropriate for the placement setting? Can they be achieved in the current placement setting and time? What placement is the Year 5 student coming from? What setting was their goal developed in? How can this goal be modified to fit into the current placement? What would the Year 5 student need to know about this placement in order to be able to refine their goal to be relevant to this placement?</p> <p><u>Probing Questions/Statements:</u> “What placement did you just come from?” “What are your goals for this placement?” “What do you need to know about this placement to help make those goals relevant?” “How do you think you might carry out this goal in this placement?” “Is there anything else you hope to get out of this placement?” (to prompt student to think beyond the goals they have already stated)</p>	<p><u>Things to Consider:</u> What are my performance expectations for this Year 5 student? What are my attitude and behaviour expectations for this Year 5 student? Do I have other expectations of my student(s)? Do I have expectations of my Year 5 student that I haven’t communicated? What are my student’s expectations of me? What are UBC’s expectations for a Year 5 student at this stage of practice education? Who will be responsible for directing the learning? What do I expect in terms of caseload and homework? What does my student expect?</p> <p><u>Probing Questions/Statements:</u> “What are your expectations of me, as your preceptor, during this placement?” “What sort of patient load (caseload) have you been comfortable with up to this point?” “Where do we want to get to in terms of patient load (caseload) by the end of this placement?”</p>	<p><u>Things to Consider:</u> How and when do I like to give feedback? How might my Year 5 student like to receive feedback? What kinds of activities should I offer my Year 5 student? (do they need to observe before they participate?) How do you learn best? How might your Year 5 student learn best? How might this differ? How will I address challenges that might arise during the placement in a way that will help my Year 5 student succeed?</p> <p><u>Probing Questions/Statements:</u> “How and when would you like to receive feedback?” “How do you like to learn? How can we structure this placement to support this?” “What would need to happen for you to feel like this placement was successful?” “I want you to succeed in this placement, so if you’re having trouble with something, how can we work through this together?”</p>