

QUEEN'S UNIVERSITY
SCHOOL OF REHABILITATION
The First Meeting Questionnaire

At the first meeting between student and preceptor, you are invited to discuss the following questions, which are based on *The Clinical Instructor and the Student Questionnaires*. It is important to discuss these topics together and come to a common agreement on learning objectives, learning and teaching styles, feedback methods and time management issues related to the placement. By discussing these at the beginning of the placement, the stage is set for a positive and successful preceptor/student relationship throughout the clinical placement.

1. EXCHANGE STUDENT AND PRECEPTOR CONTACT INFORMATION (decide on primary method of communication)

| | | |
|-----------|------------|-------|
| Student | phone | _____ |
| | Cell/email | _____ |
| Preceptor | phone | _____ |
| | Cell/email | _____ |

2. LEARNING OBJECTIVES

The student and clinical instructor need to discuss and agree upon the learning objectives near the beginning of the clinical placement. Every 1-2 weeks they need to be formally reviewed together, and modifications made, if required, to meet the students learning needs. Recall that when writing learning objectives, they need to be specific, measurable, need to include activities/resources to achieve the objective, and be compatible with course objectives, the clinical instructor's and student's skill level and site capability.

When completed, please attach the agreed upon learning objectives for this placement to this *"First Meeting Questionnaire"* document.

3. DISCUSSION and ASSIGNMENT OF CLIENT CASE (attach separate sheet, if desired).

The assignment of clients needs to be done carefully to assist in meeting the learning objectives developed above and throughout the placement.

4. SUPERVISION AND LEARNING PREFERENCE SUMMARY

Feedback

1. How often will the student and the clinical instructor meet during the clinical placement?

- hourly
- daily
- weekly
- scheduled as needed
- impromptu

2. Besides face-to-face meetings, what other means can be used to communicate between student and clinical instructor?

- email
- phone

3. What will be the frequency of feedback from the clinical instructor to the student?

- several times near the start and infrequently after that
- fairly frequently until substantial progress in mastery, then infrequently
- frequently, even after the student seems to have mastered the skill

4. Feedback from the student to the clinical instructor will be provided?
- only when a problem arises
 - several times near the start and infrequently after that
 - frequently, during the placement
5. Discuss the importance of communication on a routine or conflict basis with:
- clients/families

 - clinical instructor/student

 - other health care professionals /staff

Learning Styles

1. The student and the clinical instructor have agreed on the following teaching styles. Check any that apply.
- Structured with specified expectations
 - Scheduled meetings & learning activities
 - Laid back, work things out as we go along
 - Expect student to take the lead in ensuring her/his learning objectives are achieved
2. The student and the **clinical instructor** have agreed on the following teaching methods? Check any that apply.
- Provide reading materials
 - Observing the student
 - Discussions with the student
 - Showing with hands on
 - other _____
3. The clinical instructor and student have agreed upon the following supervision methods when the student is learning new tasks. Check any that apply.
- Direct supervision and discussion during technique
 - Direct supervision during technique with discussion before and/or after
 - Distant supervision during technique with discussion before and/or after
 - Discussion before and after with no direct supervision
4. Based on your responses to the questions above, consider the implications of your different teaching and learning styles during this clinical placement.

Time Management

1. The preceptor and student agree that this placement will require the following time commitment, outside of the regular working hours, for reading, preparation for evaluation, treatment, treatment planning and critical thinking related to the student's caseload.
- none
 - 3 or more hours/week
 - 1-2 hours/evening
 - other _____
2. What are the key dates and time lines the clinical instructor and student need to be aware of during this placement?
- Assignments/Project (s) _____
 - Student Presentation(s) _____
 - Formal Evaluation (s) _____

5. GENERAL QUESTIONS

1. How will the clinical instructor and student know that the clinical placement is being successful? Check all that apply.
- Student is meeting learning objectives
 - Formal evaluation of student indicates student meeting necessary performance criteria successfully
 - Regular feedback provided to each other by the clinical instructor and student is positive
 - clinical instructor and/or student feedback results in the required change in skill, knowledge or behavior.
 - Formal student evaluation of placement and clinical instructor is positive.
 - Others
2. What role will the other members of the clinical team/department play in the placement?
3. When might the student and/or clinical instructor need to contact the Academic Clinical Contact?

6. ADDITIONAL COMMENTS

| | |
|---------------------|-------------------------------|
| _____ | _____ |
| Student Signature | Clinical Instructor Signature |
| Date _____ | |
| Revision Date _____ | initial _____ initial _____ |

* photo copy; student and clinical instructor each keep a copy and refer to it every 1-2 weeks during the placement.

Adapted from Grey-Bruce Regional Health Centre and D'Youville College Student Placement Profile.
Randall, C., Tate, B. & Lougheed, M. (2007). Emancipatory teaching-learning philosophy and practice education in acute care: Navigating Tensions. *Journal of Nursing Education* 46 (2), 60-64.
Phillips-Jones (2003). *The Mentor's Guide* (revised edition). Grass Valley, CA: The Mentoring Group.