Does a case-based scenario training program increase preceptor awareness of common intern situations and how to handle them?

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Aramark Distance Learning Dietetic Internship

Introduction

Preceptors are a key piece to a dietetic internship. They are utilized to facilitate intern learning and pave their path to success. Aramark Distance Learning Dietetic Internship provides an online training program for preceptors to view before the intern arrives on site. There is an opportunity for increased training with the potential for greater preceptor awareness of intern needs. It is unknown what type of training preceptors would best accept. A pilot case-based scenario training program will be initiated for the selected preceptors to examine their increase of awareness of intern situations and how to handle them.

It is theorized that a case-based scenario training program would be beneficial in the Aramark Dietetic Internship to equip the preceptors adequately before receiving interns. Establishing preceptors in the program can be challenging, so once RD’s accept the position, it is important that they feel appreciated, important, and prepared to do the job. It is expected that this pilot training program will receive positive feedback from the group of preceptors that view it. Increasing preceptor awareness of common intern issues will increase preceptor knowledge on how to best facilitate intern learning. The main focus of this project is figuring out if a case-based scenario training program will increase preceptors’ awareness of common intern situations and how to handle them.

Research Question

Will a case-based scenario training program increase preceptor awareness of common intern situations and how to handle them?

Methodology

• Research Design: Evaluation
  Method for information collection: Survey
  Training style:  Audiovisual presentation of case scenarios
  Quiz
  Programs used: Camtasia 2 and ProProfs
  Data evaluation:  Qualitative
    • Open-ended essay questions
    • Quantitative
    • Demographics (age, location, degree, etc.)
    • Multiple choice questions

Inclusion Requirements

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| Aramark Dietetic Internship Preceptor (IL, TX, CO, LA, MN) | All other professionals or interns involved in internship
| Clinical, Management, and/or Community Preceptors | Preceptors at intern’s work site

Limitations:
- Lack of immediate feedback
- Lack of participants
- Technological problems
- Use of technology

Results

In the one-week time span allowed, two preceptors participated in the study. Preceptors were female, one was 20-30 years of age and the other was 31-40 years of age. Both preceptors had bachelors degrees and both have been Aramark preceptors for 2-4 years. One preceptor served in the Management rotation in Texas and the other served as a Clinical preceptor in Minnesota.

Both preceptors stated they were very confident as preceptors. When asked, “What did you like about this case-based scenario training?” one responded positively saying that it raises awareness of situations that may come up. The other responded saying the videos were short, to the point, and kept the attention of the viewer.

Some open-ended questions revealed useful information for future training opportunities. For example, question 26 asked, “As an Aramark preceptor, are there any additional areas of training that you would like to have?” Requests for more training on giving constructive feedback and more discussion on curriculum were shared.

Discussion

This study followed suit from a previous study. Technological tools like Camtasia 2 and Microsoft PowerPoint were used to create the presentation. As discussed in the research article, this was an advantage because it was presented to the preceptors to view at their convenience as opposed to a live event. The research article stated that the preceptors were charged $3 per learning module, but the preceptors were able receive 2 CPE credits. This study offered no CPE credit but was free of charge.

Another study examined results from the case scenario training implemented with preceptors and found that this training impacted professional growth. The preceptors felt “better prepared to manage challenging learning situations” after receiving those trainings. These results contrast with the results from this study. The preceptors stated they felt no more prepared or confident to be a preceptor after receiving the pilot case-based scenario training.

The process of implementing the case-based scenario trainings presented various obstacles and challenges. The results will be used for the future when creating a training program.

Conclusion

Although the results may not have been ideal, this study was still successful due to the information received throughout the process of implementing a preceptor training program. Different online tools were discovered that might prove to be useful for the future of the internship program. When evaluating these online tools, a program that provides immediate feedback will be necessary for a case-based training. This was a valuable learning opportunity for the intern in working with others and sacrifices necessary in meeting timeline deadlines. Further research is still needed to evaluate if a case-based preceptor training will increase a preceptor’s awareness of common intern situations and how to handle them.

Resources

6. Meyer KA, Murrell VS. A National Study of Training Content and Activities for Faculty Development for Online Treatment. Journal of Asynchronous Learning Networks. 2014; 18(1)

Contact Information


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