

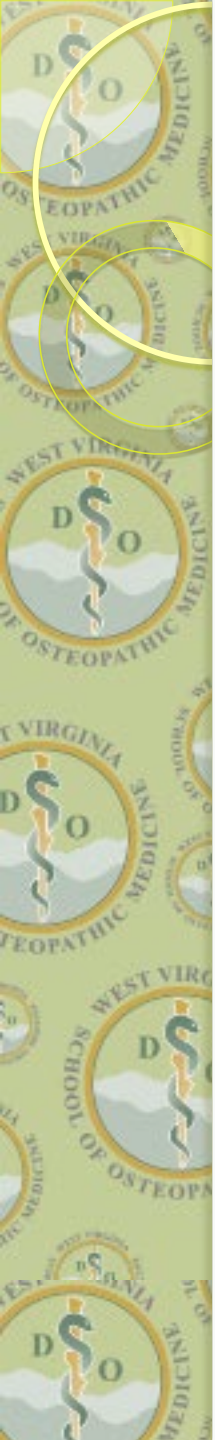


Orienting and Integrating Students into Your Clinical Practice



Objectives

- Identify responsibilities of the student and preceptor in your practice
- Describe five steps for orienting and integrating students into your practice
- Name essential responsibilities of student evaluation

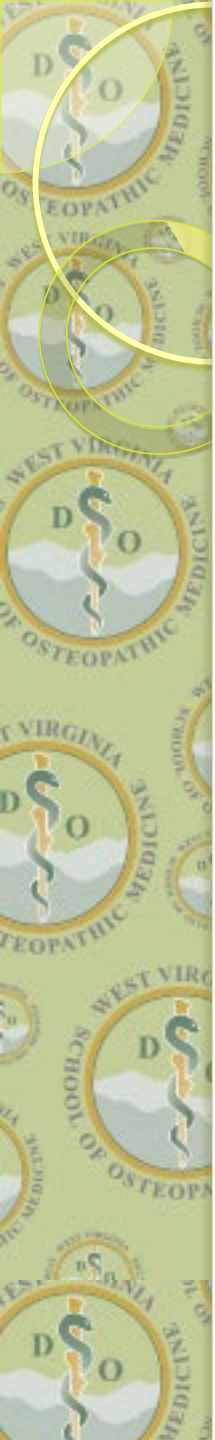


What are some of your expectations for students entering your practice?

- Pause video to consider

Student Responsibilities

- Maintain prescribed levels of professional conduct, including:
 - Attendance and punctuality
 - Professional communication with staff, patients and preceptors
 - Demonstrate emotional maturity, flexibility, and positivity
- Perform clinical duties as directed by preceptor including H & P, procedures, patient education, treatment plans, etc.



What do you believe are the responsibilities of the preceptor?

Pause video to consider



Preceptor Responsibilities

- Orient students to discipline and practice
- Supervise, demonstrate and teach to develop necessary skills and ensure patient care
- Provide ongoing and timely feedback
- Evaluate clinical skills and medical knowledge
- Model and demonstrate professionalism

Preceptor Roles

- Preceptor as Supervisor
- Preceptor as Clinician
- Preceptor as Teacher
- Preceptor as Evaluator

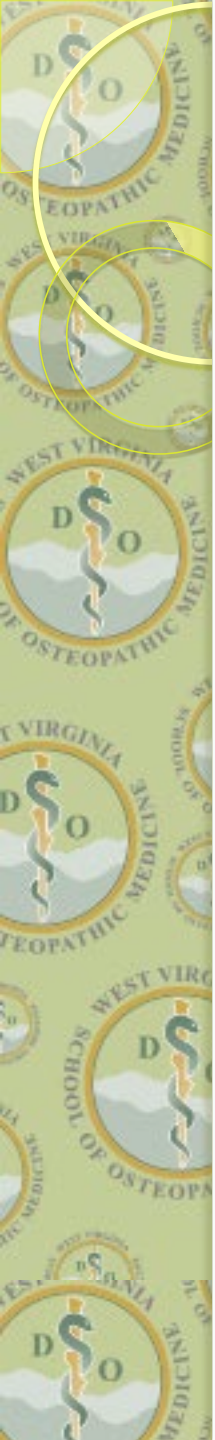


5 Steps to Integrating Learners

1. Orient the learner
2. Seek patient acceptance
3. Schedule for the learner
4. Keep things moving
5. Find time to teach

[MAHEC Office of Regional Primary Care](http://www.sنهاec.org/IntegratingBusyPractice.pdfce.pdf)

<http://www.sنهاec.org/IntegratingBusyPractice.pdfce.pdf>

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- How do you orient medical students on the first day of rotation?
 - What topics do you consider essential?
 - Pause video to consider



Five Steps to Integrating Learners Preceptor as Supervisor

1. Orient the Learner

- Set a schedule for Day 1
- Designate departments or individuals to present required material
- Provide a handbook to students for referral
- If possible, create a checklist to insure all essential topics are covered

Step 1 – Orient the Learner

Preceptor as Supervisor

- **Orientation to Clinic/Facility**– may be prescribed by the institution
 - Required training/videos: patient safety, infection control, emergency procedures, HIPPA, HR policies, etc.
 - Communication procedures including EHR, required reporting, etc.
 - PPE
 - Signatures on required documents
 - Facility tour



Step 1 – Orient the Learner Preceptor as Supervisor

Orientation to Practice

- Introduction
- Overview of discipline
- Clinical goals and objectives
- Departmental structure
- Schedule
- Professional behavior



Step 1 – Orient the Learner Preceptor as Supervisor

Orientation to Practice – continued

- Documentation
 - EHR – do they record?
 - What information are they responsible to gather and report?
 - Are they taking H&P and reporting to you?
 - How should students expect to
 - Chart
 - Present patient case



Step 1 – Orient the Learner Preceptor as Supervisor

Orientation to Practice – continued

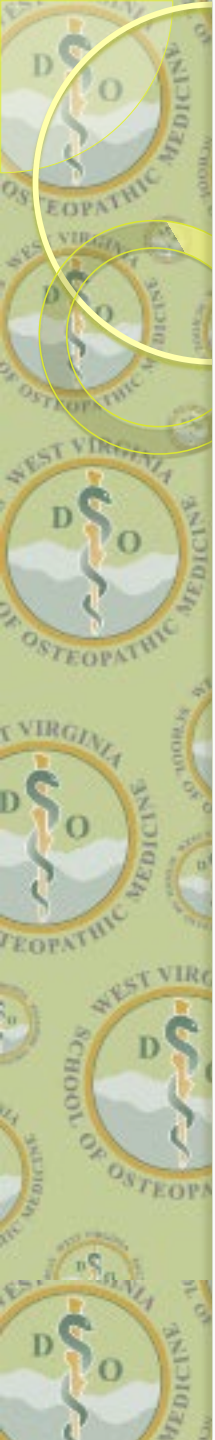
- Student expectations regarding:
 - Attendance policies
 - Daily schedule
 - Work spaces
 - Duties and restrictions
 - Dress code
 - Meeting norms
 - Clinical duties
 - Feedback chain of command
 - Evaluations



Step 1 – Orient the Learner Preceptor as Supervisor

Establish a coaching relationship

- Create a safe environment where students feel comfortable to ask and answer questions
- Meet to discuss their background, knowledge, attitudes and beliefs
- Help students set goals for their clerkship (daily, weekly, rotation)



How do you inform your patients of the presence of students?

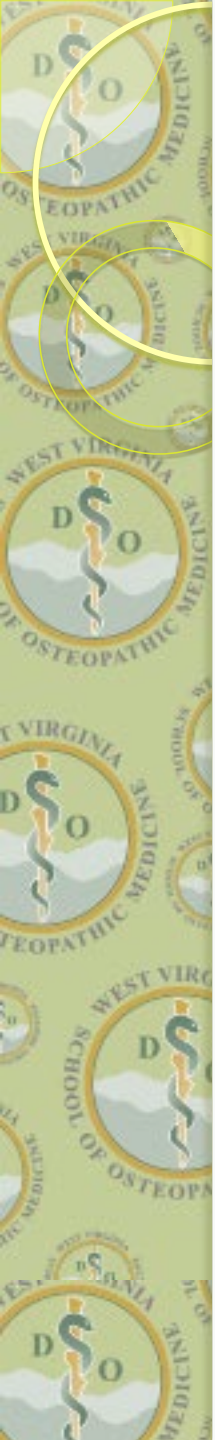
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Five Steps to Integrating Learners Preceptor as Clinician

Step 2. Seek Patient Acceptance

- Post notice in waiting room
- Obtain patient permission/willingness
- Choose appropriate patients for learners
 - Based on patient preference
 - Attributes of case
- Have patients evaluate learners
- Thank patients



How do you incorporate students into your practice?

Pause video to consider



Five Steps to Integrating Learners Preceptor as Clinician/Teacher

Step 3. Schedule for the Learner

- Try to block out one or more appointment slots for teaching.
- Schedule blocks for students to work with another practitioner.
- Schedule blocks for students to work in another department.
- Schedule time for student activities that don't require direct supervision.

Five Steps to Integrating Learners Preceptor as Clinician/Teacher

Step 4. Keep Things Moving

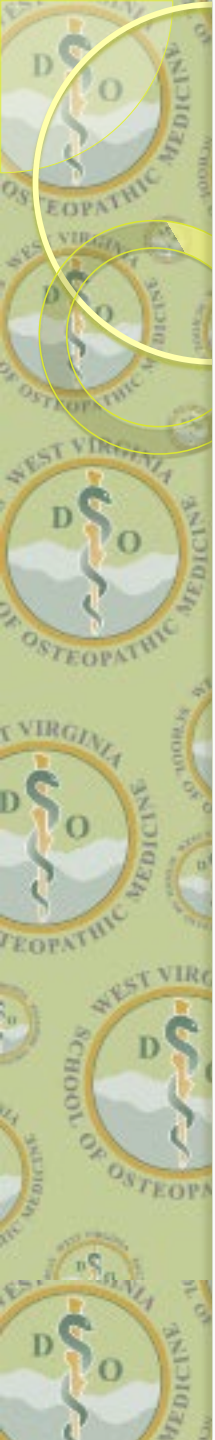
- Student does not have to see every patient
 - Can pull student in for interesting findings/procedures
- Develop a pattern for efficiency
 - Clinician and student see two patients simultaneously
 - Clinician reviews patient with student
 - Student writes note while clinician sees patient
 - Allow students to document/research while clinician catches up



Five Steps to Integrating Learners Preceptor as Clinician/Teacher

Step 4. Keep Things Moving

- Teach and use patient presentation models
 - One Minute Preceptor
 - SNAPPS
 - Review of Five Micro-Skills
- Set time limits for student tasks and documentation



How do you incorporate teaching into your daily routine?

Pause video to consider

Five Steps to Integrating Learners

Preceptor as Teacher

Step 5. Find Time to Teach

- While seeing patients
 - Highlight one or two key aspects of case
 - Jot notes for a teaching point later or have students note questions to ask
- Reviewing
 - Allot a few minutes at the end of the day
 - Use lunch times to discuss case points
 - Use travel time between areas (being aware of location and confidentiality)



Five Steps to Integrating Learners Preceptor as Teacher

Step 5. Find Time to Teach

- Other teaching opportunities
 - Have students research a topic to present
 - Collect readings pertinent to your practice
 - Reflect on your practice and encourage the students to do the same
 - Involve students in CQI process



Improving as an Educator

Preceptor as Evaluator

- Student evaluations
 - Give informal feedback regularly
 - Use EPA assessments as feedback
 - Give informal written feedback mid-rotation
 - Have “wrap-up meeting” at end of rotation
 - Give formal evaluation at end of rotation
 - Institutional guidelines and protocols
 - Submit within timelines
- Preceptor Evaluations
 - Allow time for self-reflection regularly
 - Ask students for feedback of experience

Resources

- http://www.southplainscollege.edu/exploreprograms/healthoccupations/alliedhealth/pta/Integrating_a_Student_and_a_Busy_Practi
- <http://www.snhahec.org/IntegratingBusypPractice.pdfce.pdf>

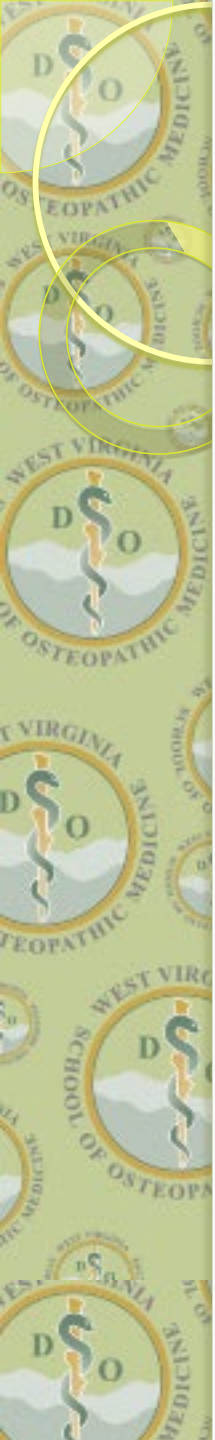


CME Credit Opportunities

DO Physicians: The West Virginia School of Osteopathic Medicine is accredited by the American Osteopathic Association to sponsor continuing medical education for physicians. WVSOM designates this program for a maximum of .5 AOA Category 1-B credits and will report CME and specialty credits commensurate with the extent of the physician's participation in this activity pending approval from the AOA CCME.

MD Physicians: WVSOM designates this learning module for a maximum of .5 AMA PRA Category 1 Credits. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Please click on the survey link in the home page table to receive .5 CME credit.

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- For more information, please contact the Office of Assessment and Educational Development
 - oaed@osteو.wvsom.edu