

# PDQ Preceptor Development Quarterly

An E-Newsletter from the OSU College of Medicine

## Perqs for Preceptors Outlined

In addition to the intrinsic rewards that preceptors routinely report, there are a number of more tangible benefits that come with teaching participation.

For many preceptors the opportunity for appointment as a clinical faculty member is the most meaningful reward. If you have not already received a faculty appointment, contact Diana Bahner ([bahner.2@osu.edu](mailto:bahner.2@osu.edu)) in the Office of Outreach and Engagement to get things started.

Once appointed, you have access to campus resources including the Health Sciences Library for use in person or online. Selected full text journals and clinical textbooks can be downloaded at your convenience. And with time as a clinical assistant professor, you can request applications for season tickets to OSU sporting events.

All preceptors receive documentation of teaching hours that can be used for CME reporting. In addition, no cost online CME programs from OSU are available when you want them.

Other regular perqs include:

- Participation plaques
- Awards for longevity
- All Star recognition
- Email drawings
- Summer Recognition family events

## So Glad You Asked...

Questions submitted by preceptors about teaching in the office setting will be answered by the Ambulatory Clerkship program directors, Drs. Cronau and Curren.

**Q:** My student last month was very bright, a good communicator, and generally pleasant with the patients and staff. But, she clearly showed little interest in primary care. In fact, on the first day as I was orienting her to my practice, she told me that she was very hopeful of matching early into ophthalmology. She didn't come right out and say that general medicine was boring, but I could tell that she was not highly motivated to see my diabetics, hypertensives, and other typical patients. Can you suggest ways to better engage a student whose career interest is far from what I practice?

**A:** Great question and one that other preceptors have probably grappled with as well.

Let's start with the realities. Your students will be evaluated by you at the end of the rotation and it's important that the evaluation accurately reflect the knowledge, skills, and attitudes she displayed during the month. I would underscore **attitudes** in this particular teaching scenario. Other than showing little interest in primary care, you didn't provide evidence of an attitudinal or professionalism issue, but if there

were repeated circumstances when she retreated to the break room to read, for example, when you expected her to be seeing patients, this would be an indication of behavior that most attendings would consider unacceptable. In addition to providing direct feedback in the moment, repeated behavior like this should be documented on the student's evaluation.

Now that we've addressed the worst case scenario, I'll move on to more positive adaptations to your student. Whether your students have career interests in primary care or not, they do need to experience the pace, variety, and unique complexity that come with primary care practice. The month with you provides an opportunity to see and do a lot as well as serve as a practical test of students' general medical knowledge.

It's also important for those who will go on to subspecialize to have a healthy respect for primary care physicians not only for what they know and do but because without referral sources they would be very unsuccessful subspecialists!

Lastly, your student with designs on ophthalmology will be eager to see your geriatric patients for vision and glaucoma screening and evaluate possible cataracts. Engage her with these patients but also challenge her to make the connections from ophthalmology complaints to the disease processes most often managed by the primary care physician.

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## Preceptor to Preceptor – Holly Cronau, MD

### Orienting Students to Your Practice

One of the things that most preceptors learn early on, often by trial and error, is the value of the first day orientation. A great orientation makes a huge difference in how quickly and how well a student adapts to your practice. Here's some suggestions.

### Clarify Expectations – Begin by asking the student what he wants to learn from this experience.

### Next, communicate expectations from the clerkship.

- Active participation in patient care during practice hours Monday through Friday
- Clerkship didactics for third-year students occupy Monday mornings and occasionally Monday afternoons.
- Preceptors often maintain

evening and weekend hours which students should attend

- Students are to be “first to see the patient” after you are comfortable with their skills
- Students should only see patients appropriate to their skill level

### Ask about the student's prior learning experiences.

### Plan for Review – Review the evaluation form and PLAN for review of the student performance at midpoint and end of the rotation.

### Staff and Practice Routines

- Introduce the staff and their responsibilities
- Involve the office staff in orienting the student
- Review the procedures for scheduling and managing daily patient care
- Discuss patient population characteristics and your special interests and skills
- Describe what's unique about your

practice

- Discuss office layout, reference materials, and computer access
- Discuss systems for charting, dictation, and patient education materials, etc.
- Post announcements for patients introducing them to your student. A template for this purpose can be obtained from the clerkship

### Student Role

- Discuss days/hours the student will be in the office
- Discuss student responsibility for activities outside the office such as hospital rounds and nursing home visits
- Discuss office dress code and appearance
- Review relevant office policies
- Point out the best time for asking questions
- Plan regular times for review, feedback, and student reading
- Establish ground rules for how the student will be introduced, meet patients, and for illness/absences

## Watch for Fall-Winter Email Drawings

The Office of Outreach and Engagement is always looking for cool giveaways for our preceptors without whom our community-based programs couldn't exist. Our popular email drawings resume this fall.

Some of the prizes include tickets to major cultural events around the state and OSU men's and women's basketball games.

Keep your eyes on your email inboxes!

To make a difference, start where you are, use what you have, and do what you can.

-Arthur Ashe

## Student Voices

*She took an active role to make sure that I was learning what I needed to learn. Took time to go over basic concepts and practice tests on high yield medicine topics. Gave timely and useful feedback and encouraged critical thinking.*

*My preceptor's strengths were his incredible kindness and understanding. He was also an excellent teacher and moved my level of involvement in the clinical care of his patients at an appropriate pace. Overall, I was very enlightened and impressed with his interactions with his patients, the staff and myself. I can easily see how he is well respected and liked among the community.*

*He went out of his way to make me feel welcome and to make a positive learning environment. I felt that my learning was not only limited to the sciences, rather they also included lessons in the “art” of medicine and the challenges of balancing the medical profession with one's personal and family life.*

*I particularly appreciated the opportunity to lead the interviews even when she was in the room.*

*He excelled at encouraging independent interpretation of the patients symptoms and signs. He spent time helping me to formulate complete differential diagnosis on my own rather than just providing a list of potential causes.*