

# PDQ Preceptor Development Quarterly

An E-Newsletter from the OSU College of Medicine

## What's New at OSU?

The Office of Outreach and Engagement has expertise in health literacy that we would like to share with our community teaching practices. What is health literacy? It's the ability of patients to read, compute, understand, and act on health information to make informed decisions about their healthcare in collaboration with their physicians.

You, your front office personnel, medical assistants, and nurses, anyone with direct or indirect contact with patients will benefit from these online health literacy modules.

Continuing education credits are available for nurses. Register to access the modules at no charge at <http://healthliteracy.osu.edu>

## Summer Appreciation Event at Huntington Park Planned for August 2

Clear your calendars for Sunday, August 2 when the College of Medicine stages its summer event to recognize your continued involvement in our community-based teaching programs.

Huntington Park, the new home of the Cleveland Indians AAA Clippers, was designed to be regarded as the "Camden Yard" of minor league baseball.

Gametime is 5:05pm. Details about complimentary tickets and group meal will be included in the Summer PDQ and via email. So stay tuned for that.

## Community Preceptors of the Year Named

Dr. Walt Wielkiewicz, of Zanesville, and Dr. Joseph Cunningham, Jr., of Columbus are the 2008-09 Ambulatory Clerkship and Pre-Clinical Clerkship preceptors of the year. Student evaluations have consistently been stellar for these two exceptional preceptors.

Students commenting on their rotation experiences with "Dr.W" stated that every patient encounter was considered a teaching moment either through the differential, social/behavioral considerations, preventive care, or medication usage. They also praised his ability to teach in depth about a particular disease nearly every day of the rotation. One student added, "Dr. W made clinical medicine fun!"

Pre-clinical students, those in their first and second years, had great things to say about their preceptorships with Dr. Cunningham as well.

"Dr. Cunningham seemed genuinely interested in teaching and working with me on patient histories." He was described as a

caring physician who emphasized getting to know the patient when possible. He emphasized the personal aspects of being a doctor.

The preceptor of the year awards are determined by the program faculty following a careful review of student evaluations. Congratulations Drs. Wielkiewicz and Cunningham, Jr.!



Walt Wielkiewicz Joseph Cunningham, Jr

## Recruitment of Preceptors Underway for 2009-10

With an even larger entering class anticipated in August – up to 220 – and an ongoing need to support community-based teaching in all four years, the clerkship staffs and Outreach & Engagement Office will be actively seeking teaching commitments from returning and new preceptors in the coming weeks.

As a returning preceptor we ask that you consider participation for as many students as your practice and personal schedule will permit. Also, if you would like to recommend a colleague who might be a good teaching candidate, please pass her/his name along to Diana Bahner by calling (614) 292-2998.

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## Preceptor to Preceptor – Holly Cronau, MD

### Evaluation Through Observation and Questions

Many teachers struggle with the role of evaluator, despite the fact that evaluation is a necessary part of all teaching. In the clinical setting, you do not evaluate through tests, but rather through observation and questions.

Observation in the clinical setting is the most important and dominate source of information about how well a student is functioning as a physician. As a clinical teacher, your observations, combined with those of many other clinical teachers, are the most important measures of the student's ability to function as a physician.

Evaluation can guide your teaching and allow you to assess the effectiveness of current and past teaching.

Tips on using observation to evaluate students

- Observe him taking, verbally summarizing, or documenting the history and/or physical exam
- Read his notes
- Observe him talking to the patient
- See how he interacts with your staff
- Note what he does if he does not know something

How you can use questioning to evaluate students

- Use both open- and close-ended questions
- Try to allow at least 3 seconds for him to think before answering
- Ask questions requiring simple recall of facts as well as those

that challenge him to synthesize facts and apply them to patients

What do I do with this information?

- Adjust the patient experiences to meet your student's needs
- Adapt your teaching to the level of the student
- Report your observations to the student and suggest what he should continue to do to improve
- Contact the clerkship director or coordinator with concerns
- Accurately complete end-of-rotation evaluation

And one last tip: Keep a running "chart" throughout the month of behaviors you've observed in your student. This information will be useful when you prepare his final evaluation.

## Four Named to Preceptor All Star Roster

Drs. George Barnett, Steve Delaveris, Michael Weiss, all of Columbus, and Dr. Connie McCoy of Worthington, join the list of Preceptor All Stars.

The All Star designation derives from accumulated student evaluations. The physicians will be visited by a member of the faculty and given a trophy representing this distinction.

**That night in the ICU....was excruciatingly painful, but it was also perhaps my most authentic experience as a doctor. Something was sad. And I cried. Simple logic, but so rarely adhered to in the high-octane world of academic medicine.**

From *Singular Intimacies*  
Danielle Ofri, M.D., Ph.D.

## Student Voices

*The two preceptors let me do a lot of the workups independently, which forced me to come up with Ddx and plans by myself. Then we were able to talk them over and consider the things I had neglected or talk about the natural course of illness.*

*He encouraged me to read on relevant and important topics. He pointed out many interesting physical findings related to dermatology, cardiology, and the musculoskeletal system. He also assigned student presentations on relevant topics which we would then discuss, and this expanded the depth of my understanding on these topics greatly.*

*He did so much more than teach me medicine. He showed me how to carry myself as a professional, a man, and as a doctor in a rapidly changing field.*

*She was wonderful at providing a comfortable environment conducive to learning. She provided me with ample opportunities to interview and examine patients and develop my own assessment and plan and to perform in-office procedures.*

*She listened patiently to the suggestions I had about each patients' diagnoses and treatments and responded to each with agreement or an explanation of why that might not be correct.*