



PDQ

Preceptor Development Quarterly

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In This Issue

Online Preceptor Feedback

New Web Resource for
Preceptors

Regular Features

Preceptor to Preceptor

Preceptor All Stars

Student Voices

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*The student begins with
the patient, continues
with the patient, and ends
his studies with the
patient, using books and
lectures as tools, as
means to an end.
Osler*

Online Evaluation Provides Preceptor Feedback

A feature of the online student evaluation system you may not be aware of is the option for you to view evaluations students have done about their rotations with you. It's a convenient way for you to view aggregated data reported from past students.

Here's how to get student feedback:

After you have submitted a student evaluation, choose "Educator Performance" under "Performance" on the left side of your screen. Next, adjust the dates to view back to the most distant month when you had a student. (The Ambulatory Clerkship began using online evaluations in April 2005). When you have chosen the time parameters for your report, click the "Next" button. The report will reveal your average performance score for each question in the evaluation, the scale used, and the number of evaluations that were used to calculate the average. To look at the comments related to this set of evaluations, you can click on the link near the top of the report that says "To Educator Comments."

New Teaching Web Resource for Preceptors

Physician Faculty Development in Primary Care

<http://medicine.osu.edu/physiciandevelopment/index.html>

You have a third-year student in your office for the first time in over a year. You're not completely comfortable with how to ensure that the student benefits from the experience. What will you do? You can contact one of the clerkship directors but they may not be available to talk when you have time to call. A new online resource is there for you anytime day or night.

Copy the url above to your web browser and visit *Physician Faculty Development in Primary Care*. When you get to the website, place the cursor on "Section Menu" at the top of the page and you'll find short and very practical suggestions on topics ranging from orienting the students to your practice, developing learning objectives, and evaluation based on observations.

Preceptor - Preceptor

We had an opportunity recently to sit down with a group of four experienced preceptors to discuss the impact of having third-year students in an office. Our panel of preceptors included: Drs. Dave Parrett (Zanesville), Brian Bachelder (Mt. Gilead), John Surso (Medina), and Beth Prosser (Louisville).

Mark Aebi, Lancaster
 Affiliated Dermatology, Dublin
 David Applegate, Marysville
 James Barnes, Columbus
 Monique Boezi, Columbus
 Michael Brockett, Marietta
 Robert Cain, Brunswick
 Steven Connelly, Massillon
 Maria Conroy, Reynoldsburg
 Lynn Chrismer, Lorain
 Steven Delaveris, Columbus
 Brian Donelan, Akron
 G. Scott Drew, Marion
 Jim Dunaan, Dublin
 Pat Ecklar, Columbus
 Robert Ecker, Columbus
 Amanda Elston, Zanesville
 John Eyre, Westlake
 Vida Farhangi, Miamisburg
 Timothy Fetterman, Strongsville
 Ron Frazier, Bucyrus
 Ralph Gebhart, Washington CH
 Bill Gegas, Columbus
 Gregory Gerschutz, Findlay
 Bryan Ghiloni, Columbus
 Richard Gordon, Jr., Springfield
 Paul Grandinetti, Columbus
 Paul Gutheil, Columbus
 Roy Harris, Bucyrus
 Joseph Herson, III, Columbus
 Ted Herwig, Westerville
 Mark Hodges, Washington CH
 Thomas Hubbell, Delaware
 Nishit Jhaveri, Columbus
 John Jonesco, Worthington
 Anand Khandelwal, Medina
 Shobha Khandelwal, Medina
 Jerry Kunz, Jr., Chillicothe
 Kenneth Leopold, Marietta
 Joseph Linscott, Marysville
 Randy Longenecker, Bellefontaine
 Gina Love-Walker, Blacklick
 Scott Meryman, Worthington
 Mid-Ohio Dermatology, Columbus
 Mina Mokhtari, Columbus
 Robert Morrison, Xenia
 Anita Ndife, Gahanna
 Richard Oberlander, Columbus
 David Parrett, Zanesville
 Anil Paul, Mansfield
 Mark Piacentini, Prospect
 Douglas Pope, Lancaster
 Elizabeth Prosser, Louisville
 Neil Richard, Westerville
 Mark Roth, Bedford
 Paul Ruff, Lancaster
 Jeff Satchwell, Wilmington
 David Scoggin, Lancaster
 Todd Sobol, Dayton
 James Soldano, Columbus
 Wendy Sparling, Sunbury
 Frederick Specht, Akron
 Alan Steginsky, Columbus
 Suellywn Stewart, Columbus
 David Subich, Mansfield
 John Surso, Medina
 Bogdan Toplak, Columbus
 Jay Wallin, Columbus
 Walt Wielkiewicz, Zanesville
 Glen Williams, Worthington
 Ian Wilson, Westerville

*based on student evaluations
 submitted through 1.07

Parrett: There is no change. The students see patients in other exam rooms while I see patients in at least 3 other rooms. In the hallway as we change rooms we discuss his/her patients and how we will manage their complaints. I ask the students to hold their general questions until the end of the day. I also quiz them at this time and give them mini-lectures on relevant topics.

Bachelder: Having students doesn't change my schedule as well. At the end of the day I ask them if they have questions. Usually, they want more information about some cases that came up. If anything, their questions add to my educational base.

Surso: A student early in his/her third year might add up to 45 minutes to my day. A more advanced student less. I do mini lectures in the exam rooms with the patients, which saves time by incorporating teaching throughout the day rather than after the last patient. This not only facilitates teaching in an efficient way but also empowers the patients to be more involved in their care.

Q: Why Do you do it?

Bachelder: The community doc I rotated with was very instrumental to my professional development. Like my preceptor, I feel that students need to see medicine in the real world as well as at the medical center.

Surso: I do more reading and preparation when I have students in my office. It challenges me to continue to hone my skills and add to my knowledge base. I also appreciate how the "office family" welcomes the students and is involved with their learning. It adds something very positive to the office environment.

Parrett: I like to show students the flexibility of a general Internal Medicine practice in the community. How a physician can tailor his/her practice based on their clinical interests. Having students also provides opportunities to stay abreast of what students are learning at OSU.

Prosser: Community preceptorships kept my interest in medical school. By opening my practice to students I hope they get the same positive feeling about medicine that I experienced on community rotations.

Student Voices

She made sure to take the time to explain her diagnoses as well as answer any questions that I had. I enjoyed this month more than Dr. [] will ever know. She is an excellent role model and mentor that I will never forget.

Dr. [] is the type of doctor that I hope to be someday. The way he interacts with patients is amazing. I wish that my family and friends could see him. My greatest compliment is that because of my experience with him, I am highly considering family medicine as a career.

Dr. [] was extremely interested in providing education on medically related topics as well as information on other aspects of being of physician. He was very responsive to any questions that I had and seemed genuinely interested in bettering my knowledge and providing appropriate feedback. Dr. [] is an outstanding clinician and being able to see him practice medicine gave me great insight as to what being a "great doctor" means.

My preceptor's laid back yet professional attitude was refreshing and thoroughly disarming. I felt at ease and in a better position to learn because at no point did he seek to "pimp" me or take a condescending tone towards my lack of experience and clinical knowledge.