“We are more than half of what we are by imitation. The great point is to choose good models and to study them with care.”

Phillip Dormer Stanhope, 1694-1773
English Secretary of State

Welcome to PDQ!

With the vast majority of our 300-plus community preceptors using computers in their offices to supplement other means of communicating, we thought the timing was right for an electronic newsletter. Preceptor Development Quarterly, as our name implies, will be produced and disseminated four times each year. Our goal is to keep our preceptors updated about relevant OSU College of Medicine topics. Preceptors will find PDQ a convenient way to learn how to be even more effective in their roles as clinical teachers.

We hope you will find PDQ beneficial and appreciate your suggestions.

Preceptor Website Goes Live http://medicine.osu.edu/ahec

Another electronic tool designed to improve communications with community preceptors is the OSU Preceptor website. The site is made possible by Area Health Education Centers funding from the Ohio Legislature.

The Community-Based Teaching section of the website will become a one-stop online source for information related to the involvement of Ohio State’s large cadre of community preceptors.

Thanks for What You Do

The College of Medicine is well aware of the considerable contributions our community preceptors make to our teaching programs. There are a number of small ways we say thanks. These include:

- Faculty appointment
- Participation plaques
- Spring recognition event
- Access to OSU Campus facilities
- CME opportunities
- On- and off-campus event tickets
Preceptor All Star List Will Grow

What are “Preceptor All Stars” and how do I become one? The Community Outreach staff (aka editor and contributors of PDQ) review evaluations submitted online from students about their preceptor experiences. Those who receive top ratings across all categories from two or more students become Preceptor All Stars. The list will accumulate with each edition of the newsletter. Congratulations to the first group of All Stars!

Preceptor to Preceptor – Pat Ecklar, MD, Columbus

There are different views on selecting patients for your students to see. Years ago I thought that only the most novel and complex cases would be beneficial. I assumed that for students to be challenged and interested the patients’ conditions had to be somewhat esoteric. But I’ve learned over time in working with students that patients whom we as experienced practitioners consider routine, students usually find very interesting.

Follow-up patients, for example, can be very intriguing to medical students. Your patient 9 years removed from a CABG may be the first such patient the student has ever had the opportunity to interact with. “They really do survive and function normally,” one student recently commented. Working with us, students also learn that not every COPD patient is in the hospital!

What about acute visits? One reason to involve students with your acute patients is that your front office staff may have worked these patients in to your schedule. The patients are happy that they could be seen so quickly, and by a student physician who can take time with their history of present illness, while you are busy with other scheduled patients. Acute patients may otherwise be seen at the nearby urgent care or at the hospital ED, at greater cost and inconvenience.

The undifferentiated. We all have patients who come in with complaints we can’t immediately diagnose. Our students need to become comfortable with not knowing everything, and these patients can help get them there.

Building on prior experiences. Finally, selecting patients with conditions that reinforce your student’s prior clerkships is a plus. Students coming off surgery will find your post hip fracture patient an opportunity to apply their previous learning and better understand the continuity of patient care.

Put yourself in the students’ shoes, and you’ll find that they can learn a great deal from working with most of your regular patients. Enjoy being part of their education.

Student Voices

“She is very passionate as well as knowledgeable about the subject that she is teaching and very dedicated to my learning and needs as a student.

“He was very thorough in answering questions and despite being very busy he always made time to explain things to me.”

“Dr. [ ] did an excellent job of allowing me freedom to see patients and develop a treatment plan and then discuss options.

“He provided good quality positive and negative feedback, both of which are valuable for students.”