

# Welcome to Precepting

Part 1



---

EAST TENNESSEE STATE  
UNIVERSITY

---

# Precepting Medical Students Series

## **Part 1: Introduction to Medical Student Precepting**

**Part 2: How Medical Students Learn in Clinical Settings**

**Part 3: Providing Feedback**

**Part 4: Providing Evaluations**

**Part 5: Learners Experiencing Difficulty**



# Disclosures

- No conflicts of interest
- No compensation from outside sources
- Free from commercial bias
- This series is based on, at times extracted directly from, the Society of Teachers of Family Medicine's "Teaching Physician."

# Introduction to Medical Student Precepting: Objectives

- The Preceptor will be prepared to reap benefits of precepting
- The Preceptor will be able to differentiate the clinical preparedness of Quillen College of Medicine students at various levels.
- The Preceptor will be able to quickly create an effective learning environment.
- The Preceptor will be able to formulate a mutually beneficial schedule
- The Preceptor will be able to use basic feedback techniques for medical students.

# Why Precept? 11 Reasons



1. [Updated Clinical Knowledge](#)
2. [Recruitment Opportunities](#)
3. [Better Patient Education](#)
4. [Reduced Workload](#)
5. [Research Support](#)
6. [An Energized Practice Environment](#)
7. [Enhanced Credentials](#)
8. [Opportunities for Staff](#)
9. [Appreciation From Your Community](#)
10. [A Change of Pace](#)
11. [A Chance to Give Back](#)

Reference: The Teaching Physician, Society for Teachers of Family Medicine,  
<https://www.teachingphysician.org/content/preparation/why-precept>

# How prepared will my student be?



- All levels:
  - Professionalism – confidentiality, punctuality, dress, equipment and materials
- Pre-clinical (Year 1 through 1.5)
  - Semester 1 – Can take history, vitals, and use EMR at entry level. Can research basic clinical topics for you.
  - Semester 2 – Can perform basic exam, begin to formulate plan. Can educate patients with provided materials.
  - Semester 3 – Can perform exam, formulate basic plan

# What training has my Clerkship\* student had?

- Has completed all basic sciences and learned physical exam
- Is learning to see patients independently, formulate plan, write note and present to you
- Is learning specialty content. Ask your student which clerkships they have already completed:
  - Family Medicine
  - Pediatrics
  - Internal Medicine
  - Underserved
  - Medicine
  - OB
  - Psychiatry
  - Surgery

\* Traditionally M3 year, now extended to include second half of M2 year.



# What training has my M4 rotation student had?

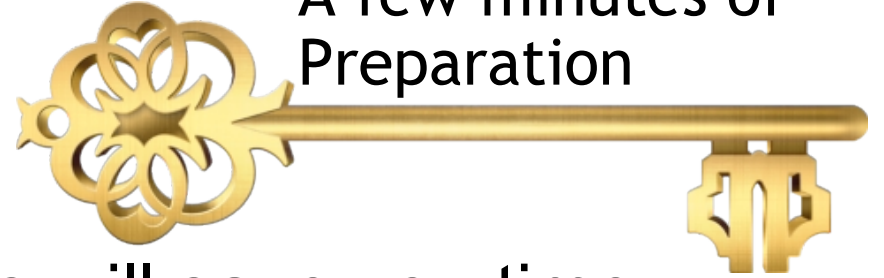
- Has completed all clerkships
- Ready to practice with supervision





# Getting ready to precept

A few minutes of  
Preparation



- Give EMR access if at all possible – this will save you time. Don't use your own password. Students have their own PC's and need minimal instruction.
- Consider posting learner's photo and brief bio in waiting room or staff areas.
- Ask team member(s) to prepare for a very brief Orientation. Involving them makes them feel valued and helps student and team integrate.

# Day 1- Orientation. Short and sweet!

*Easy  
planning  
form  
provided!*



- 2-10 minutes with you. Introduce yourself. Ask about prior experience, career goals, precepting goals. Explain expectations.
- 15-30 minutes (total) with others. Each team could give a 2- to 5-minute overview and bring student to next station:
  - Front Office describes patient population
  - Lab/X-ray tech explains services
  - Nurse explains their role
  - Admin gives overview (billing, referrals, etc), and brief tour including bathroom and break room.
  - IT provides EMR log-in(?), advises of “pitfalls”, shows schedule. Otherwise, students can explore EMR on their own.



# Day 1- Put them to work!

Even early M1's know SOAP format and are learning to gather Subjective using "OPQRST"



While you see others, ask student to "review Mr. Smith's chart. When he arrives, please take 10 minutes or less to ask his Subjective and write a brief note that I can use later. I'll ask you to present your findings succinctly in front of the patient because it saves time, and patients like it."

You can quickly add more tasks!

# Day 1 - Afternoon

Give brief morning feedback and goals.

Consider:

1. Choosing patient(s) based on Dx, organ system, etc.
2. Having students scribe. Phys Exam is especially helpful.
3. Having students ghost-write your notes, and print/copy them for comparison with yours later. Voila! They learn, you save time, and feedback is built-in! They understand HIPAA.



# Day 2 and Beyond

1. Review expectations briefly, including evaluation requirements. Discuss assignments, if any.
2. Ask students to self-reflect. “How did that go? What did you do well, and what do you want to improve?”
3. Give feedback early and often.
4. Add new responsibilities frequently.
5. More details in Part 2 – How Medical Students Learn in Clinical Settings.





# Thank you for precepting!

- You are helping prepare your future clinicians.



(End)

# Updated Clinical Knowledge

Joseph Joubert said "To teach is to learn twice."<sup>1</sup> You'll find that you're learning along with your students as you update your knowledge about trends in medicine and updated clinical practice guidelines.

[\(Back to slide\)](#)

<sup>1</sup>Joubert J. *The Notebooks Of Joseph Joubert*. Auster P trans-ed. New York: New York Review; 2005.



# Recruitment Opportunities

Developing good working relationships with students may pay off when it's time to add physicians to your practice team.

[\(Back to slide\)](#)

# Better Patient Education

Medical students are enthusiastic experts who can educate your patients about health conditions and treatment. This will free up you and your colleagues to spend more time on complex cases.

.

[\(Back to slide\)](#)

# Reduced Workload

Share the work. Students can take patient histories, perform basic tests, and give immunizations. They can also help with non-clinical tasks, such as filling out lab requests, coordinating referrals, updating problem lists, and making calls to patients.

[\(Back to slide\)](#)

# Research Support

Most medical students are very tech-savvy and can quickly and efficiently research and download information on topics of interest to you. They can also perform EHR queries to use in patient outreach and performance improvement.

[\(Back to slide\)](#)

# An Energized Practice Environment

Precepting is a rewarding experience that adds a new level of excitement to everyday patient care. Your students will be excited to perform tasks that may be mundane to you and your colleagues. You'll find that their enthusiasm for patient care is contagious.

[\(Back to slide\)](#)

# Enhanced Credentials

Teaching requires its own set of skills. For example, you'll become adept at helping learners develop goals and expectations, and you'll learn what to say to enhance critical thinking and problem-solving skills. You'll also develop new strategies for providing constructive feedback, which will benefit your entire practice team. Most medical schools provide faculty development programming to help you develop your teaching skills. These programs are free and CME credit is often given. Additionally, many medical schools offer clinical faculty status to their preceptors.

[\(Back to slide\)](#)

# Opportunities for Staff

Precepting gives everyone in your office an opportunity to teach. Students need practice management experience as well as clinical skills, so you'll want to make sure they spend time working with your scheduling, billing, and management staff, as well as with your nurses and PAs. Your staff can be a vital part of the "teaching team."

[\(Back to slide\)](#)

# Appreciation from Your Community

Your patients will appreciate your efforts to ensure that the next generation of doctors is prepared to care for the families in your community. Many medical clerkships require students to complete a community health project. Encourage those you precept to work within your community to educate, increase awareness, and promote healthy behaviors.

[\(Back to slide\)](#)



# Change of Pace

Many physicians begin precepting because they feel as though their days have become routine, and they want to add some variety. Precepting can help re-focus your energy and renew your excitement for patient care.<sup>1</sup>

[\(Back to slide\)](#)

<sup>1</sup>Suzewits J. Precepting: Help Yourself While Helping Students. *Fam Pract Manag.* 2002 Feb;9(2):68. Available at: <http://www.aafp.org/fpm/2002/0200/p68.html>. Accessed March 10, 2016.

# A Chance to Give Back

Precepting gives you the opportunity to give make a contribution to the next generation of doctors, just as a doctor once did for you.<sup>1</sup>

[\(Back to slide\)](#)

<sup>1</sup>Suzewits J. Precepting: Help Yourself While Helping Students. *Fam Pract Manag.* 2002 Feb;9(2):68. Available at: <http://www.aafp.org/fpm/2002/0200/p68.html>. Accessed March 10, 2016.