This guide briefly summarizes responsibilities of Family and Community Medicine Clerkship preceptors.

- More specific information and additional resources can be found on the Clerkship Preceptor website.
- To further enhance your teaching ability and skills, we encourage you to access and read references that are mentioned in the footnotes of each page.
- Updated information may be emailed to you in the future which will supersede the information in this preceptor guide.
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I. Clerkship Personnel

Please contact any of the individuals below for questions about the clerkship or if you have anything you wish to discuss about an individual student.

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Director, Family & Community Medicine Clerkship
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II. Goals and learning objectives

- **Clerkship goals and objectives:**
  - Please see a list of clerkship goals and more specific learning objectives on the Clerkship Preceptor website.
  - Goals are organized according to the six ACGME competency categories:
    - patient care
    - medical knowledge
    - professionalism
    - interpersonal communication
    - practice-based learning and improvement
    - systems-based practice.
  - There is also a goal and an objective for leadership

- **Major emphases of the clerkship:** Enable students to:
  - Learn the process of ambulatory care using the Task-Oriented Processes in Care (TOPIC) model,\(^1\)\(^2\) which teaches students the tasks to perform in accomplishing different types of ambulatory visits.
  - Gain knowledge and skill in diagnosing and managing common ambulatory conditions.
  - Gain skill in self-learning using evidence-based resources.

- **Your learning objectives for the student:**
  - Learning objectives should be SMART: “Specific, Measurable, Attainable, Relevant, and Time Framed.”\(^3\)
  - You may share additional learning objectives for the student. (Please see Section IV, Orientation on discussing those with the student.)

- **Your student may also have learning objectives.**

III. Assignment of students

- There are 12 four-week rotations throughout the academic year from July to June.
- Our preceptor coordinator, Carolyn Olson, will contact you in advance so that you may pre-select which rotations you wish to serve as a preceptor.
- During the week prior to the rotation that you have agreed to precept, Ms. Olson will notify you via email or phone of your student’s name.

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### IV. Student schedule

The student schedule for every four-week rotation is as follows:

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<th>Preceptors in the greater Houston area</th>
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<td>All students attend a series of orientation seminars on the first Monday morning of the Clerkship.</td>
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**Preceptor time:**
- begins the first Monday afternoon
- continues through Wednesday afternoon of the fourth week with the exceptions listed below

**Exceptions:**
- Students attend either the Clinical Application of Basic Sciences (CABS) course or the Longitudinal Ambulatory Care Experience (LACE) course *every Thursday afternoon*. With permission, a few students may attend on an alternative half day each week.
- Students have their Clinical Performance Examination on the *Tuesday of the fourth week* and are *excused for the entire day* from their preceptor site.

- **Attendance at all ambulatory care sessions:** We expect students to be present *whenever you are in the office seeing outpatients (including weekday evenings or Saturday mornings if applicable)* (except for those attending CABS/LACE activities on Thursday afternoons).

- **Other weekday activities:** During weekdays, they may accompany you to make hospital rounds and nursing home rounds, but they are not expected to do hospital rounds or nursing home rounds on the weekends.

- **Illness or personal emergency:** Students are excused if they are ill or have a personal emergency. **However, they are instructed to contact both you and our Clerkship Coordinator, Elvira Ruiz, in order for the absence to be considered an excused absence.** Please contact Elvira Ruiz or Carolyn Olson immediately if your student is absent and you do not know his/her whereabouts.
  - If a student has excused absences that total more than 10% of clerkship time (2 days), he/she may be asked to make up part of the time.
  - Unexcused absences are considered a breach of professionalism that may result in a lower grade or a failing grade on the clerkship.

- **Other absences:** If a student requests to be away from your office for other reasons (e.g., meeting at Baylor College of Medicine), please ask him/her to discuss with the Clerkship Director.

- **Holidays:** Students are excused from your office on the following official Baylor College of Medicine holidays:
  - Martin Luther King Day
  - Memorial Day
  - Independence Day
  - Labor Day
  - Thanksgiving and the day after Thanksgiving
V. Orientation of your student

Please take time to orient your student to your office and the clerkship. The following items can be discussed:

• **Discussion of learning objectives:**
  - Clerkship learning objectives
  - Your learning objectives
  - Student’s learning objectives

• **How teaching and learning will occur in your office**, including your role and the student’s role.

• A staff member can perform additional parts of the orientation:
  - **Your office layout and specifics of your office operation**
  - **Work area for the student:**
    • Where student can work and store his/her belongings, etc.
    • Computer/Internet access if available

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VI. Patient care and other learning experiences

- **Allow students to see patients independently:** After observing you conduct a few patient encounters, please give your student the opportunity to see patients independently.

- **Immediate availability of supervision:** Please be present in the office at all times when the student is seeing patients.

- **Choose appropriate patients:** Please select patients that will allow the student to conduct focused encounters in the ambulatory setting and meet learning objectives. (Avoid complex patients in the beginning of the clerkship.)
  - Students are required to see specific, but common clinical conditions in your office. (Please see Clinical Log Card on the Clerkship preceptor website).
  - The student will ask you to document that he/she has seen each of these on a beige card.

- **Gain the patient’s permission beforehand for the student to be involved in the encounter:** (Your staff member can do this.)

- **Student involvement in examining the patient:**
  - Students may perform routine parts of the physical examination independently.
  - However, please do **not** allow a student to conduct a breast, genitalia/pelvic, rectal or prostate examination without you (and a chaperone, if appropriate) being present.

- **Student involvement in procedures:** The student may assist you in performing office-based procedures, but please do **not** allow a student to independently conduct an office procedure without your being in attendance to supervise.

- **Universal precautions:** Please provide appropriate equipment (masks, gowns, gloves, etc.) so that students can follow universal precaution guidelines when seeing patients in your office.
  - In the event of a hazardous exposure, students are instructed to contact us and also the Baylor Occupational Health Clinic and follow their recommendations (including a visit to the Occupational Health Clinic, if needed).
• **Student notes in the medical record:** You may decide whether students write a note in the official medical record (paper or electronic) or write an *unofficial* note that is *not* included in the medical record. There are advantages and disadvantages to each of these methods.

  - In either case, the goals are that:
    - Students learn to write a focused note reflecting the ambulatory encounter.
    - Students independently think through the assessment and plan as far as possible.
  - If students write in the official medical record, it is imperative that you carefully read the student’s note and make sure everything is correct and in accordance with what you write in your own note.
  - If students write in the official medical record, remember Medicare billing guidelines:
    - Only the student’s past, family and social history (PFSH) and Review of Systems (ROS) can count for billing purposes.
    - **As the teaching physician, you must still write your own History of Present Illness, Physical Examination, Assessment and Plan** for billing purposes.

• **Learning about office-based practice:** Students may spend some time learning about office-based practice and how your office staff contributes to the care of patients.

• **Conducting independent projects:** Students may also spend time conducting independent projects (chart audits, quality improvement projects, develop patient education tools) that may benefit patient care in your office. Other examples are available.

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VII. Teaching and learning

• **Expectations about teaching time:**
  - Teaching time can be brief and between patients.
  - Brief teaching also at the beginning or end of the day or during the lunch hour is appreciated if you have time.

• **Expectations on what to teach:**
  - Focus your teaching on 1-2 important points about a patient or disease.

• **One efficient teaching model:** The Five-Step “Microskills” Model of Clinical Teaching (also known as the “One-Minute Preceptor” model).8,9
  - Get a commitment
  - Probe for understanding
  - Teach general rules
  - Reinforce what was done right
  - Correct mistakes

• **Encourage student self-learning** by asking him/her to:
  - look up information on the Internet
  - research a topic as “homework” and give you a summary the next day
  - do the case studies (diabetes, hypertension, asthma, hypercholesterolemia) that we offer them

• **Directly observe the student** performing at least one focused history and physical examination.
  - The “Plus/Delta” method is useful tool for observation and giving feedback afterwards.10
  - Document your observation on the blue observation card.

• **Other successful teaching strategies reported in the literature** are available.11,12

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VIII. Feedback

- **Frequency of feedback:** Strive to give informal feedback *as often as possible* after different patient encounters each day.

- **Mid-clerkship feedback:** Plan to have a brief session *by the end of the second week* in which you give the student *formal, written feedback* (using the yellow card), and also allow the student to discuss how things are going from his/her perspective.

- **End of clerkship feedback:** Plan also to give summative feedback at the end of the clerkship.

- **Characteristics of effective feedback**\(^{13,14}\)
  - behavior-specific
  - timely
  - balanced
  - constructive

- **Giving corrective feedback:** “Sandwich” the corrective feedback with positive statements:\(^{15}\)
  - state one of the student’s strengths
  - then, discuss the area that needs improvement
  - conclude by stating another of the student’s strengths

- Other suggestions on giving *constructive feedback* are available.\(^{16}\)

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IX. Evaluation

- **Online end of clerkship evaluation:** We will email you and ask you to complete an online evaluation on each student via the E*Value website.
  - **Rating items:** Please match the descriptor that best fits the student’s performance for that item.
  - **Comments:** Please write thoughtful and specific comments that support how you have rated the student for the items in that category.
  - Please note that **professionalism** is an important item to evaluate in addition to the student’s knowledge and skills.

- **One strategy to write a meaningful evaluation:** The GRADE strategy encourages you to collect and record information throughout the clerkship.\(^\text{17}\)

- **Write your evaluation in a fair and objective manner** that will stand up to future scrutiny in either an academic or legal setting. If you have any questions or concerns about what to write, please contact the Clerkship Director.

- We appreciate your **completing this evaluation form in a timely manner** so that we may issue students their grades within four weeks of completing the clerkship.

- Students also evaluate you as a preceptor and we will give you an annual report summarizing their evaluations of you.

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**Any other questions or concerns?** Please contact Dr. Huang, Ms. Olson or Ms. Ruiz (contact information is Section I, Clerkship Personnel)

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