ONE MINUTE LEARNER

Huddle: Have this brief discussion with your student before the session starts

- Have the student prepare by thinking about goals and their own self-assessment
- You and the student can preview the schedule and charts

1. GOALS: Remember to be specific!
   - Student’s current level of training/experience
   - Student’s goals (encourage student to write them down!)
   - Your goals for the student
     - Use your observation of their performance

2. GETTING GOING: When, how and who should the student see?
   - Should the student see any patient that is available? See (or not see) specific patients?
   - Should the student room patients themselves? Talk with your MA or nurse?

3. HOW MUCH and HOW LONG
   - How much of the visit should the student do on his/her own?
   - How long should the student spend with each patient?
   - What should they do when they are done seeing the patient?

4. PRESENTING: Where and how?
   - Where should the student present to you?
   - What format and how detailed a presentation should be used?

5. CHARTING: When and how?
   - What format and how detailed should the notes be?
   - When should the student write notes?

6. QUESTIONS:
   - When is a good time to discuss questions the student has?
   - What is a good resource to use to look up information?

7. FEEDBACK: When and how?
   - When and how will you give the student feedback?
     - Real-time feedback during patient care
     - Recap feedback at the end of the session/day
     - Summative feedback at the end of the rotation
   - Debrief the session
     - Were goals met? Discuss next steps in learning. Elicit feedback from the learner.

ONE MINUTE PRECEPTOR MICROSKILLS

1. Get a commitment
   “What do you think is going on?” “Why do you think the patient has been non-compliant?” “What further information is needed?”

2. Probe for supporting evidence
   “What findings led you to that conclusion?” “What else did you consider?”

3. Teach general rules.
   “Patients with __ usually present with __.”

4. Reinforce positives – use behaviorally based examples!

5. Correct mistakes

6. Identify next learning steps
   “A good place to read about __ is __.”

KEY COMPONENTS OF THE FM CLERKSHIP

- Orientation
  - Orient to your practice
  - Where is the student coming from? (Prior clerkships, learning goals, interests, student’s self-assessment)

- Observation (at least 1 in the 1st week, 1 in the last week)
  - 4 FOCUS forms (Hx, PE, notes, Pt education)
  - Provide real time continuous feedback.

- Progressive level of clinical responsibility

- Encourage student to use point-of-care EBM resources
  - Use the BUSM Finding Information Framework website to access great information resources. (medlib.bu.edu/busm/FIF)

- Help student identify an appropriate home visit patient

- Mid-clerkship review
  - Discuss strengths, problems; revise learning goals; review logs; sign form

- Final evaluation meeting
  - Use clinical evaluation form; be specific – give behavioral examples of +/−’s.
  - Collect evaluations from all the docs the student works with, and collate into final clinical eval. Use CSEF calculator!

WRITING GREAT NARRATIVE EVALUATIONS

- Be specific
- Focus on behaviors
- Make sure narrative aligns with checkmarks

Comment on each of these core areas:

1. History taking
2. Physical exam
3. Generating a differential diagnosis
4. Developing an assessment and plan
5. Discussing the plan with and educating the patient
6. Presenting a patient case
7. Writing a clinical note
8. Developing rapport with patients
9. Working with members of the clinical team
10. Acting as a professional

Get in touch with us if you have ANY questions

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