Introduction to The Teaching Tip Series

- Welcome to the first module in the series of teaching tips!

- The purpose of the series is to review and enhance various skills that faculty and residents in the College of Medicine use in their roles as teachers.

- This session is designed to be self-taught and should take roughly 15 minutes to complete. Simply click through the next few slides and follow directions as you go.

- If you have any questions or wish to make suggestions about the session please contact Eileen CichoskiKelly at The University of Vermont’s Office of Medical Education: Eileen.CichoskiKelly@uvm.edu; 802-656-6177

- Enjoy!
Day One: Session Goals

After completing the session, the learner will:

- become familiar with a set of best practices for orienting a medical student to the office;
- review and revise his/her own procedures for orienting a medical student to the office.
Mock Meeting “A”: The First Encounter

- View this video clip (roughly 1 minute) and think about the following:
  - How typical is this encounter?
  - How does this compare with your own experiences? For you as the teacher, and/or for you as the student?
  - What steps might you do differently?
Reviewing Mock Meeting “A”

- This first encounter, while possibly typical, omits steps that are critical to the student’s orientation to the rotation.
- While it is not always possible to be as comprehensive as you might want, there are certainly many quick and easy steps you can take that can make a difference.
- The next two slides provides those steps as a checklist of “Best Practices.” The slide following those presents a condensed version which you may print to use as you view Mock Meeting “B” while you evaluate that first encounter with a student.
Best Practices for Meeting a Student for the First Time

- Introduce yourself. State how you would like to be addressed; ask students how they would like to be addressed.
- Inform your students about the character of the patients in your setting (numbers, types of patients, types of diseases).
- Ask students their expectations of the rotation (what are their needs, what do they want to learn?), and state your expectation of the students. You may want to elaborate on your working styles and the way you approach clinical problems. Give the students a chance to voice their learning styles as well.
- Review the office schedule and ask if there are any conflicts. Address expectations regarding evenings, holidays, weekends and hospital rounds. Plan for days when you are not available.
Best Practices for Meeting a Student for the First Time

(Continued)

- Briefly address how the students will see patients and how students will be involved in the patient care—review confidentiality expectations.
- Establish guidelines for communication (with you, your staff, others at the office).
- Establish a consistent method for giving feedback (e.g., scheduled times for checking in, problem solving).
- Suggest any useful educational resources (include your mission statement).
- Provide a space for your students (or address where students can put belongings).
- Have a student prepare a written description of the practice if one does not exist.
- Close by asking if there are any further questions.
Best Practices for Meeting a Student for the First Time  (Condensed Print Version)

- Introduce yourself. State how you would like to be addressed; ask students how they would like to be addressed.
- Inform your students about the character of the patients in your setting (numbers, types of patients, types of diseases).
- Ask students their expectations of the rotation (what are their needs, what do they want to learn?), and state your expectation of the students. You may want to elaborate on your working styles and the way you approach clinical problems. Give the students a chance to voice their learning styles as well.
- Review the office schedule and ask if there are any conflicts. Address expectations regarding evenings, holidays, weekends and hospital rounds. Plan for days when you are not available.
- Briefly address how the students will see patients and how students will be involved in the patient care- review confidentiality expectations.
- Establish guidelines for communication (with you, your staff, others at the office).
- Establish a consistent method for giving feedback (e.g., scheduled times for checking in, problem solving).
- Suggest any useful educational resources (include your mission statement).
- Provide a space for your students (or address where the students can put belongings).
- Have a student prepare a written description of the practice if one does not exist.
- Close by asking if there are any further questions.
Mock Meeting “B”: The First Encounter

Now view this video clip (roughly 3 minutes) and think about the following:

- How typical is this encounter?
- How many of the steps on the “Best Practices” checklist are addressed?
- What steps might you do differently?
Reviewing Mock Meeting “B”

- While you may have noticed that all of the “Best Practices” were not covered, many important steps for orienting the student were.
- It may not always be necessary to cover all of the “Best Practices” however, the list is comprehensive in order to provide you with a full skill set to choose from.
- How does this compare to what you have been doing? What stops you from doing more?
- You may have recalled that this encounter took only 3 minutes and yet, covered many of the steps crucial for creating a good learning environment.
Challenge Yourself

- Take a minute now to review the “Best Practices” checklist.
- Check those steps that you currently do when orienting a student.
- Challenge yourself to add steps that you have not taken before- highlight those steps- and post the checklist (we hope you have printed out) somewhere for easy reference.
Sharing your ideas

Did you have any suggestions for additional steps to help orient the student on day one? If so, share the ideas with others by posting them on our discussion board- you may return to this site at any time to continue in the conversation, and to review any feedback from others. Simply click the link below to add your comments.

Additional Ideas for Orienting a Student
Post your ideas to share with others for orienting a student on the first day of the rotation.
Summary

- By now you should be familiar with “Best Practices” for orienting a student on the first day of a rotation.
- You should also have some new skills to add to your role as a teacher the next time you meet a student.
- The first day’s 5-10 minute orientation can be very useful in putting an anxious student at ease over issues about how the rotation will run. Setting the learning agenda, stating that feedback will be given, stating where helpful resources are located will assist in creating a nurturing learning environment for both student and teacher.
Next Teaching Tip…

- Stay “tuned” to this site for the next “Teaching Tip” (to be released in March 2005) which will present another quick guide on the topic of:

“Improving your Evaluation Skills Through Observation”
References


- Office of Medical Education at UT Southwestern, Effective Teacher Series, 2004-05 schedule: [http://www.utsouthwestern.edu/utsw/home/education/ome](http://www.utsouthwestern.edu/utsw/home/education/ome)

- Special thanks to Lewis First, M.D., and Joann Romano for participation in the video clips.