A Teaching Technique for Busy Clinics

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BACKGROUND
- Outpatient teaching is challenging given productivity goals
- Recruiting new preceptors can be difficult
- Busy, efficient preceptors reluctant to teach
- Students are deprived of good mentors

AIM
- Recruit and retain new ambulatory preceptors
- Engage students by providing a quality ambulatory experience
- Maintain current clinical productivity levels

INNOVATION
- Clinical preceptors commit to teaching one clinic session with students per week
- Emphasis placed on quality interaction
- Emphasis on case-based rather than time-based system
- Shadowing discouraged

KOLB’S LEARNING CYCLE

Planning
- Concrete Experience
- Reflective Observation

Teaching
- Active Experimentation
- Abstract Conceptualisation

Reflecting
- Concrete Experience
- Reflective Observation

Case Presentation

1-Minute Preceptor

Case Reflection

Teaching Reflection

ROLES & EXPECTATIONS

Clerkship Directors:
- Orient preceptors to process
- Provide casebook of common teaching topics
- Orient and clarify student expectations

Clinical Preceptors:
- Prescreen clinic, no advance prep needed
- Rearranging or limiting clinics discouraged
- Choose 2-3 patients with a common problem, chief complaint not important
- Orient learner to patient, set visit expectations
- Follow structured rubric as shown, but may teach in any format desired
- If busy, 2-3 structured contacts is sufficient

HYPERTENSION CASE

- Have the student see a patient with hypertension while you see another patient
- Encourage the student to focus on this topic alone
- The student can explore the following:
  - When was the diagnosis made?
  - Were attempts to change lifestyle made?
  - What medicine was started?
  - What was added after the initial medicine?
  - How do the medicines affect how the patient feels?
  - Do they take the medicines regularly, why or why not?

DEBRIEF WITH STUDENT
- Ask the student to do a literature search on hypertension while you see another patient
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EXPERIENCE
- Very positive reports from faculty/students
- Sample comments:
  - “Interactions are more focused and structured”
  - “I feel like I know what I was supposed to learn”
  - “The preceptors seem more prepared”
  - “I waste less time in the structured clinic”

RESULTS
- 12 new preceptors on campus
- VA and University preceptors
- No longer sending students to distant clinics
- No effect on productivity
- 2016 to 2017 RVUs unchanged
- Slight effect on length of dictation/note time

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REFERENCES
- Teaching in Your Office - ACP Teaching Medicine Series
- Beach R. Strategies to maximise teaching in your next ambulatory clinic. The Clinical Teacher. 14 March 2017

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