


# Integrating the learner into a busy practice.




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# 5 Steps to integration

- Orient the student to your practice
  - Encourage patient acceptance of the student and your role as a teacher
  - Adapting your schedule
  - Keeping the flow going
  - Finding time to teach
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If you are working harder than  
the student, there is a  
problem.






# Orienting the learner

- Develop a checklist
  - Include your staff
  - Delegate responsibility to staff
  - Review student information, or have student provide it (clerkships completed, interests, goals)
  - Assign the student tasks to complete
  - Schedule orientation when it is most achievable.
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# Patient acceptance

- Waiting or exam room notice
  - Review your schedule ahead of time
    - Eliminate inappropriate patients
    - Pts with interesting physical findings
    - Pts who need a detailed or repeated exam (diabetic monofilament, MMSE)
    - Pts who need additional or detailed history taken
  - Alert patient before encounter begins (front office/ nurse) that a student may be involved in their care
    - Written/posted notice
    - Verbal
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# Patient acceptance

- Use positive language
    - NOT “You don’t want to see a student today do you?”
    - “How would you like to be a teacher today”
    - “Dr. Smith’s medical student will be seeing you first to gather some history”
  - Recognize and respect that not all pts want to be involved with teaching
  - Consider having patients evaluate students
    - Friendliness, knowledge, interest in pt, listening
  - Thank patients for their role in teaching
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# Scheduling

- Number of pts
    - Block out one or two appts for teaching/catch up time
  - Length of day
    - Consider regular meeting schedules
    - Start early, order in lunch
  - Different kinds of appointments
    - More walk in/Urgent care slots
    - Fewer full physicals
    - Out of office visits (home, NH visits)
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# Scheduling: alternative activities

- “That’s an interesting question. Why don’t you look it up”
  - Have the student spend time with your office staff (billing, front office, lab, nursing)
  - Time with community agencies
  - Time with a partner
  - Time with a colleague (radiology, pathology, anesthesiology)
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# Scheduling: alternative activities

- Have the student accompany you to meetings or events
  - Have the student make follow up phone calls to patients or colleagues
  - Have the student do the legwork to get something done (get old records, schedule a referral)
  - Develop patient ed materials
  - Accompany a patient to get something done (xray)
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# Keeping the flow going

- Student doesn't need to see every patient
  - Student doesn't need to see every patient independently (some observation is ok)
  - Student doesn't need to do everything on every patient they see
  - Give the student time parameters ( "you have 5 minutes to take a detailed family history")
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# Keeping the flow going


- Use focused teaching techniques such as **THE ONE MINUTE PRECEPTOR**
    - Get a commitment from the learner
    - Probe for supportive evidence
    - Reinforce what was correct
    - Guidance about errors and omissions
    - Teach a general principle
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# What to do when you get way behind


## ● Slow learner:

- set time limits
  - patient number limits
  - give student time to prepare ahead (read the chart, look things up)
  - go in and get them when you are ready
  - Take away their pen and paper (or limit the size of the paper)
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# What to do when you are way behind

## ● Badly scheduled day:

- Choose patients for student to see carefully
  - Give the student fewer, but more in depth tasks
  - Give the student alternate tasks to do, especially if they will help you get back on track
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# Finding time to teach

- Use THE ONE MINUTE PRECEPTOR
  - Focus on one or two key points per patient
  - Have student keep a small notebook of things to look up and discuss when there is a moment.
  - Keep a folder or notebook of resources on the common topics that come up in your practice
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# Finding time to teach

- Remember that everything you do and say models how to be a physician. You don't have to be in “download mode” to teach.
  - Use “learning issues” to guide students to do more self-directed learning, and report back
  - Allow students to teach you
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# Summary

- Relax
  - Enjoy
  - Reflect
  - Respect
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