

# Guidelines for UBC Faculty

## Orientation of Residents & Fellows as Teachers

***This checklist is intended to be used at the beginning of the clinical rotations for the orientation of residents or fellows who will be teaching medical students (Year 3 or 4 clinical clerks)***

### June

#### A. Organizing the orientation

- obtain the upcoming year's rotation schedule for residents/fellows who will be rotating through your service (schedule obtained from the residency program director / office or fellowship program director)
- arrange/schedule specifically when & where you plan to meet the residents/fellows during the upcoming year (arranged with those people responsible for your discipline's residents & fellows at your site)
- obtain pocket cards for distribution to residents/fellows

#### B. Suggested topics to discuss when residents start their rotation (or fellows at start of term or year)

*\*\*\* The orientation obviously can be tailored to the residents' prior experiences – e.g. some may have pocket cards for the discipline's rotation already, others may not. This may take 15 minutes at the start of the year and only 5 minutes further into the year ...*

- introduction of preceptors
- key people to contact if questions or issues related to clinical clerks arise
- daily/weekly routine of the clinical clerks on your service
- what clerks can and cannot do, on their own or with supervision (relevant to the rotation)
- schedule of formal teaching sessions provided to the clinical clerks during the rotation
- expectations of clinical clerks (e.g. attendance of teaching sessions, OR, etc.)
- what role the residents/fellows play in teaching on the service on work rounds, clinics, OR, etc.
- discussion of pocket cards containing the clerks' "must see" patient encounters, "must do" procedures plus key set of knowledge objectives/"should see", "should do" for the rotation
  - explain what clerks need to do to pass the rotation
  - explain how residents/fellows can help clerks in achieving these objectives, such as weekly check with clerks to see what encounters or procedures haven't been seen/done yet
  - explain where residents/fellows can get a replacement card if they lose theirs
- where to find the website listing the full set of clerkship objectives
- teaching tips (e.g. "get an idea what your clerk knows and needs to know", "provide constructive feedback in the form of suggestions", "remember positive feedback is important, too") (*See attachment on Teaching Tips*)
- how clerks are assessed on your rotation (specific methods for the rotation e.g. NBME exam, mini-CEX; if possible, show them the forms used, etc.)
  - role of residents/fellows in assessment
- assessment forms used to assess residents'/fellows' teaching of clinical clerks
  - who completes the forms
  - how residents/fellows will/can get feedback on their teaching
- reminder that residents/fellows are role models, not just teachers, and students will pick up their habits and behaviours
- questions / feedback