

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