



Guide to Teaching Medical Students during the Clinical Clerkship

The University of Toledo
Office of Medical Education

Orienting Students to Clinical Rotations

1. Welcome the student(s).
2. Define expectations.
3. Inform student about clinical rotation and student role.
4. Inquire about previous clinical learning experience.
5. Review student evaluation plan (formative & summative).

Five Simple Steps to Teaching with Examples

1. Get a commitment from the student "What is going on here with this patient?", "What would you like to do next?"
2. Probe for supporting evidence "What factors support your diagnosis?"
3. Reinforce what is done well "I like how you created the differential diagnosis."
4. Give guidance about errors and omission "During the abdominal exam the patient was uncomfortable; let's go over the exam again."
5. Teach a general principle in every encounter with a student "60% of patients with epilepsy respond to medications."

Effective Feedback

Formative Feedback – Frequently provided to help students learn and improve performance.

Summative Evaluation – Clerkship Evaluation given at the end of the rotation and used to calculate final grade. Contact Clerkship Office to review process.

Effective Feedback – Best to provide specific examples. Feedback should be given frequently. Feedback should be given as soon as possible, delay if emotionally charged situation. Reinforce positive behaviors and correct errors.

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Responsibilities of the Attending Physician

1. Orient team members to responsibilities and expectations.
2. Establish a positive learning environment.
3. Lead by example by being effective teachers and role models.
4. Teach residents to teach.
5. Be professional, courteous and respectful at all times.
6. Observe students performing a history and examination.

Role of all Clinical Teachers, Faculty and Residents

1. Establish roles and responsibilities for students and other learners.
2. Use teaching moments effectively (elicit a clinical sign such as hepatomegaly), reviewing write ups and providing feedback, etc.
3. Provide opportunities for learning by giving students specific responsibilities (such as reviewing CX-Ray and obtaining report for rounds, obtaining a history and performing an initial examination etc).
4. Be professional, courteous and respectful at all times.
5. Establish a positive learning and clinical care environment.

Role/Expectations of Students

You should expect your students to be:

1. Prepared for clinical training.
2. Aware of their role and responsibilities.
3. Willing and able to engage in self-directed learning.
4. Professional, courteous and respectful at all times.
5. Able to evaluate patient in context of their course objectives.
6. Proactive in learning and obtaining feedback about their performance.
7. Able to develop collaborative relationships with the health care team.

References

- Neher, J. O., Gordon, K. C., Meyer, B., & Stevens, N. A five-step "microskills" Model of clinical teaching. *Journal of the American Board of Family Practice* 1992; 5: 419-424.
- Teaching Medical Students in Ambulatory Setting. OSU, 2006.
- Weinholz d, Edwards J. *Teaching During Rounds*. Johns Hopkins University Press 1992.
- Greenberg I, Blatt B. *Academic Medicine* 2010;85: 706-9.