



## **Orienting Students to Clerkships**

On the first day of the clerkship, explain/clarify/determine:

- Learner's schedule.
- Time/place.
- Day's agenda.
- Day end (where/how).
- Call schedule.
- Note-type and assessment & plan.
- Presentation types and time.
- Team dynamics.
- Evaluation and formative assessment (continuing feedback) approaches.
- Suggest readings and follow-up.
- Promote self-learning (research and report back).
- Have the learner pre-round: see patients, critical labs, notes, assessment and plan, vitals, overnight events.
- Assign patients to the learner rather than having the learner shadow the teacher.
- Tell learners to ask for help when needed.

### **References**

Deza, C, Dickstein, A., Dmytrasz, K., Freebern, E., Kendale, S., Lucke, M., Meyer, C., Nathenson, M., Ritze, P., Sarges, P., Scaffidi, R., Silverman, E., Stafford, T., Taghizadeh, N., and Teplinsky, E., "Overcoming Common Clinical Teaching Challenges", Faculty Development Handout. Tufts University School of Medicine, March 2009.