

Ambulatory Care Precepting

1

Orient & Plan

- **Establish ground rules** - how to address/introduce student, procedure for absence, office hours²
- **Review office policies & procedures** - attire, scheduling, layout, EMR²
- **Discuss practice features** - office flow, patient population, special interests²
- **Suggest best time to ask questions**²
- **Tailor students' experiences to their level**⁴



2

Focus

- **Select student learning opportunities**^{2,3}
 - Identify what part of encounter to focus on
 - Observe selected skills
 - Advise how to focus history and exams
 - Set time limits; explain focus of visit
- **Provide brief patient background** before encounter^{3,4}
- **Observe and listen**³



3

Debrief

- **Encourage reflection and self-directed learning**³
- **Provide feedback** - reinforce what was done well, correct errors³
- Include feedback on time management, reflection, and self-directed learning³
- **Ask students** for one takeaway for each patient encounter⁴



4

Plan Next Steps

- **Allow more independence** as skills improve²
- **Add opportunities** for advanced history taking, patient education, motivational interviewing¹



References

1. Gonzalo, J. D., Dekhtyar, M., Hawkins, R. E., & Wolpaw, D. R. (2017, September). How can medical students add value? Identifying roles, barriers, and strategies to advance the value of undergraduate medical education to patient care and the health system. *Academic Medicine* 92(9), 1294-1301. doi: 10.1097/ACM.0000000000001662
2. Ledford, C., Cronau, H., Bahn, T., Hurtubise, L. Mack, D., Curren, C., Post, D., & Rizer, M. (2012). *Teaching medical students in the ambulatory setting: A pocket guide for teaching physicians* (2nd ed). Columbus, OH: The Ohio State University College of Medicine.
3. Stephens M., B. (2007, September). AHLTA: teaching medical students without falling behind (or, another take on the five microskills of precepting). *Family Medicine*, 39(8): 540-1.
4. Usatine, R. P., Nguyen, K., Randall, J., & Irby, C. M. (1997, September). Four exemplary preceptors' strategies for efficient teaching in managed care settings. *Academic Medicine*, 72(9), 766-769.