

The Workshop should be helpful/ applicable to:

- You
- Your faculty
- Your residents

**Logistics:**

Optimum number of learners: 5-10

Approximate run times: 30-45mins

AV Requirements: speakers

Slide #2	Workshop Objectives
Slide #3	Rationale for Residents as Teachers
Slide #4-11	The Clerkship
Slide #12-13	The Student
Slides #14-24	The Resident
Slide #25	Acknowledgements

**Module 1:  
Introduction to the Clinical Clerkship  
(New Resident Orientation)**

**Quick Tips**

1. Read through the slides and facilitator's guide.
2. Adapt the slides for your context (ie. add in site or specialty specific information).
3. Print out the facilitators guide.

SLIDE #	NOTES
<b>Slide #1</b>	Insert the title of your clerkship; you may want to include the presenter(s) name(s) and the date of the presentation on the intro slide.
<b>Slide #2</b>	Briefly review the objectives for this session
<b>Slide #3</b>	Provide the rationale for residents as teachers. This discussion provides a good opportunity to reinforce the competencies required by ACGME and intended to prepare residents to be fully professional, independent clinicians.
<b>Slide #4</b>	Add your own department's information as appropriate
<b>Slide #5</b>	Add appropriate information, conveying the expectations of medical students in your clerkship program.
<b>Slide #6</b>	Convey the most important requirements that students are expected to meet in the clerkship. This will give new residents an idea of areas in which they need to observe and provide guidance for students.
<b>Slide #7</b>	Add departmental information as appropriate
<b>Slide #8</b>	Review these objectives, which are general for all clerkship programs. Double check these against your department's objectives to make certain you are not repeating objectives.
<b>Slide #9</b>	Add the learning objectives as they have been articulated for your clerkship. They can be found on the Courseworks/Sakai site or you can

	email the Clerkship Director or Coordinator directly.
<b>Slide #10</b>	Review the venues in which teaching takes place
<b>Slide #11</b>	Review where the student is expected to be a various times during the clerkship.
<b>Slide #12</b>	Review the roles of medical students as they relate to the clerkship, and explain to residents that it is their responsibility to assist students in performing well in these roles.]
<b>Slide #13</b>	<p>This slide focuses in on the student’s role as team member. This role is likely the most complex for the student because s/he is expected to be responsive to an number of different types of members of the healthcare team. Again, it is the role of the resident as teacher to assist in providing the student with guidance in meeting these responsibilities.</p> <p><u>Responsible for XXX “own” patients</u></p> <ol style="list-style-type: none"> <li>1. Pre-rounds on own patients</li> <li>2. Writes admission, daily, and off-service notes <ol style="list-style-type: none"> <li>a. Responsible to get resident co-sign or write an “agree with” note within 24 hours</li> </ol> </li> <li>3. Presents at rounds <ol style="list-style-type: none"> <li>a. Patient data and mini-lecture</li> </ol> </li> <li>4. Accompanies patient to consultations and procedures</li> </ol>
<b>Slide #14</b>	Review the resident specific role in the more general role of resident-as-teacher
<b>Slide #15</b>	Resident as Teacher - This and the next slide provide an overview of each of the specific roles of the resident-as teacher.
<b>Slide #16</b>	Resident as Teacher - Briefly review this slide. The next set of slides provides an overview of the resident as supervisor
<b>Slide #17</b>	Resident as Supervisor
<b>Slide #18</b>	Resident as Supervisor – Physical exams and procedures
<b>Slide #19</b>	Resident as Supervisor – Physical exams and procedures
<b>Slide #20</b>	Resident as Supervisor – Notes and orders
<b>Slide #21</b>	<p>Resident as Supervisor – Notes and orders</p> <p><u>As Supervisor--Notes :</u>  You must read the student note and write your own note  <i>Your note should be able to stand alone</i></p> <p>Every student note must be co-signed or have an “agree with (med student name)” note signed by the supervising resident within 24 hours</p> <p>If you have a difference of opinion with a clinically significant part of the student note, explain this in your note in a neutral manner; e.g.:  <i>“I agree with med student note, except that on my examination, murmur is not audible.”</i></p>
<b>Slide #22</b>	<p>Resident as Evaluator:  Comments on specific, observed behaviors are essential  Your comments contribute to the Dean’s letter</p> <p>Share examples of useful/not useful comments:</p> <p><u>Useful comments</u></p>

Fund of knowledge is good. Clinical skills will improve with time.

Not useful comments

Keep reading.

Great resident. Fun to have on the service.

**Slide #23**

Resident as Role Model. Briefly review.