

## **Best Practices for Maintaining Clinic Flow While Teaching**

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Compiled by Primary Care Practicum Faculty, February 2016, Seattle, WA

### **Ways to make shadowing active:**

- Teach as you go in the exam room, for example, thinking aloud about clinical decision making
- Include the student on some aspect of the clinical exam and demonstrate a physical exam finding such as heart murmurs
- When interviewing, ask the student if s/he has any further questions

### **Ways to observe the student's performance:**

- Allow the student to interview while faculty acts as scribe. You can offer a "lifeline" to the student if s/he is having trouble finding the right next question.
- Have the student do a summary of history findings (a targeted oral case presentation) either in the room or before going in together.

### **Ways to give students independent time with patients:**

- Huddle with the student to do patient selection
- Choose patients who have plenty of time!
- See 1 or 2 other patients while the student sees one patient
- Give the student a specified amount of time with a patient, for example "take the history in 10 minutes and I will knock on the door and join you."
- Give the student a specific assignment, such as taking the HPI only, or doing the neurological exam for a patient with a finding.
- Select straightforward same day/urgent care visits with a clear presenting complaint.

### **Best practices for the huddle:**

- Ask the students what skills they want to practice or what goals they want to accomplish. (tip: this is also helpful for focusing feedback!)
- Prep student with a one-liner about the patient's problem and some ideas about questions to ask.

### **Other learning opportunities:**

- Allow the student to follow patients to specialty or diagnostic appointments (such as an echocardiogram)
- Encourage patients to follow up on a day that the student will be with you
- Pull up a video of physical exam or procedural maneuvers (youtube, NEJM, AAFP all have good resources for this) or have the student read an article about something that the student will be seeing that day.
- Have the student join the diabetes educator, nutritionist, RN, or other team members for part of the day
- Let your partners know that there is a student and ask them to bring in the student if there is an interesting teaching case.
- Review one pearl for each patient that the student saw at the end of the session