

RUOP Preceptor Information Sheet

PROGRAM GOALS:

- Provide students with an early exposure to the rewards and challenges of practicing primary care medicine in rural or urban underserved settings.
- Promote in students a positive attitude toward rural and urban underserved community medicine.
- Provide students with an opportunity to learn how community healthcare systems function.

TEACHING TIPS

- At the beginning of the rotation, please meet with the student to discuss their learning plan. Periodically revisit this document to ensure progress toward accomplishing specified learning objectives.
- When your student arrives on site, please talk to them about safety protocols, especially COVID-19 related policies and practices at your clinic.
 - It is up to your discretion whether students should see patients who are known or suspected to have COVID-19.
- Please take some time to orient the student to your facility.
- RUOP is designed to provide practical, hands-on experience to students within their current skill level as opposed to merely shadowing. Please allow students to gather information, carry out a PE appropriate for the problem and present findings to you several times a day. Additional avenues for engagement could also include EMR documentation and assisting with minor procedures (e.g. suturing), as you feel comfortable allowing the student to participate.
- As the primary preceptor, you are responsible for providing direct supervision during the student's clinical rotation. However, it is acceptable for RUOP students to spend time with other preceptors. In these instances, it is helpful if you communicate with alternate preceptors the expected level of engagement for the student.
- Whenever practical, please include students in telehealth visits. This is a [AAMC resource](#) that offers some strategies to incorporating your learner in these visits.
- Students will be looking to you as a teacher for far more than clinical skills. As time and opportunity allow, please share lessons you've learned on professionalism within this field, tips for time management, how to develop positive patient & staff relations, maintaining work-life balance, strategies for success through the remainder of medical school and residency, etc.
- As a preceptor, you are considered a representative of the University of Washington School of Medicine. Please take a moment to familiarize yourself with the associated policies related to [professional conduct](#) and creating a positive, inclusive [learning environment](#).

PROVIDING FEEDBACK:

- This clinical experience is not graded, but informal and specific feedback is encouraged.
- Students have found it valuable to meet with their preceptor at the middle and end of their rotation to discuss their progress.
- We would like students to spend 30-35 hours each week in clinic.
- Students will bring a letter of good standing and proof of liability. Please let the student know if additional paperwork from your institution needs to be completed in advance of the rotation.

RUOP INDEPENDENT INVESTIGATIVE INQUIRY (MEDSCI 501)

- During RUOP, most students will engage in community assessment activities. Part of this course work will require students to interview a patient, provider and a community partner about the health resources and challenges within the community. We ask that you help identify a patient that might be willing to share their insights.
- Preceptors are **not** expected to participate or work with students to fulfill their course work. Please refer students to reach out to their assigned RUOP mentor if they have curricular-related questions.

Please contact the RUOP Educator with any questions or concerns:

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