Keeping the Ball Rolling: Sharing Preceptor Development Resources across LIC Campuses

Sandy Whitlock, MD
UNC School of Medicine Asheville
Background

• UNC School of Medicine Asheville opened in 2009 with four 3rd year medical students
• Now expanded to 20 students with future expansion planned
• LIC program
  – 12 weeks of inpatient medicine (surgery, inpatient medicine, pediatrics, neurology and OB)
  – Core longitudinal rotations (internal medicine, OB, pediatrics, family medicine, neurology, and psychiatry)
Faculty

• 70 preceptors in core clinical rotations
  – Over 200 community preceptors

• Two students now have their longitudinal experiences in more rural setting

• Vast majority of teaching is done directly by preceptors
Current Preceptor Development Initiatives

• Fall faculty development conference
  – Several hours in an evening
  – One local, regional, and national speaker

• One full faculty meeting (spring)
  – 1.5 hour evening meeting
  – Includes 30 minutes of a faculty development topic

• Course Directors may also lead their own faculty meetings with their core clinical preceptors

• Podcast project
Challenges

• Time constraints
• Accessibility
• Widely dispersed clinical locations
• Varying levels of motivation
• Diversity of practice cultures
• Lack of LIC-specific faculty development resources
"Ralph is doing a preliminary study of re-inventing the wheel."
CLIC Website

CLIC- The Consortium of Longitudinal Integrated Clerkships

CLIC overview

The Consortium of Longitudinal Integrated Clerkships (CLIC) is a group of faculty from medical schools around the world who have, or are considering, developing, implementing and studying integrated clerkship models to address core clinical training for undergraduate medical education.

Longitudinal integrated clerkships (LICs) have the following common core elements:

- Medical students participate in the comprehensive care of patients over time
- Medical students have continuing learning relationships with these patient’s clinicians
- Medical students meet, through these experiences, the majority of the year’s core clinical competencies across multiple disciplines simultaneously.

CLIC Conference 2016

October 16-19, 2016
Toronto, Canada
What if there was a forum?

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<thead>
<tr>
<th>Thread Subject</th>
<th>Replies</th>
<th>Last Post</th>
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<tbody>
<tr>
<td>EPIC users</td>
<td>10</td>
<td>5 days ago by Terry Parr</td>
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<tr>
<td>Palliative procedure training</td>
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<td>4 days ago by Luke Hashiguchi</td>
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<td>Cap pt and cont dialysis for unrelated comorbidity</td>
<td>7</td>
<td>6 days ago by Julia Fahey</td>
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<td>Post-Mortem Opioid Destruction</td>
<td>4</td>
<td>12 days ago by Robert Berkompas</td>
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<td>IV fluids with massive intracranial bleeds</td>
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<td>12 days ago by Jeffrey Berger</td>
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<td>how to code for visit with patient at routine LOC in IPU</td>
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<td>12 days ago by Laura Patel</td>
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<td>psychologist integration</td>
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Questions for discussion

1. How can we best collaborate between institutions in sharing LIC-specific faculty development innovations and ideas?

2. What is the best method for organizing and funding a LIC-specific faculty development website and forum?

3. What aspects of faculty development would be most important to include on this website?
Welcome to Giving and Receiving Feedback

Whether a placement is one week or two months long, the preceptor and student get to know each other well. This close working relationship creates an excellent opportunity for the preceptor to teach, observe and share information with the student to help improve their performance, as well as allowing students to provide suggestions to the preceptor on their teaching approach. The preceptor’s role is to observe the student learn and try out new skills and provide feedback to help improve their performance. This module will increase preceptor and student comfort level with giving and receiving feedback. Through the use of videos, activities and tools, learners will come away with simple strategies to incorporate feedback into daily practice environments in which education occurs.
Enhancing Your Teaching Skills

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