

Welcome back to LPP year 2. As I try to do each semester, I will be sending you updates on the doctoring and clinical skills (DCS2) curriculum the students are currently taking as well as some teaching suggestions focused on what they are learning in the DCS2 course. Our goal for the second year is to get our students prepared for the 3rd yr clerkships (CCE).

You may have already started working with your student for the fall semester. Remember that the students are required to complete 6 sessions this semester. See attached for the LPP 2 Preceptor Packet. They will be starting the hospital sessions soon (Mid-October) and some students may have already started studying for Part 1 of the boards. So it would be good to try and have these sessions completed by the end of this semester.

We have 2 new items on the objectives for the course which are on the students E*VALUE checklist. The first objective is to get more exposure to the electronic health record in your office in preparation for their hospital work. So try to work with them on navigating your EHR when you are seeing patients. The second objective is for students to have more exposure to the inter-professional team you work with in your clinical setting. This may be having the students spend an hour working with your triage nurse, health assistant, or other staff members on your team to help show them what it takes to care for your patients.

DCS 2 small groups

- **Problem Solving Model: Case of Chest pain (8\26\15)**
- **Working with an interpreter (9\2\15)**
- **Beyond the oral presentation: the differential diagnosis of a cough (9\9\15)**
- **Challenging Interviews (9\6\15)**
- **Individual Interviews (9\23\15) and (9\30\15)**

Population Health Clerkships (10\19\15-10\30\15)

Students are off campus for these 2 weeks completing a community project as part of the determinants of health curriculum.

Hospital Sessions (formerly physical diagnosis 2)

- The hospital component of the DCS2 course will begin in mid-October.
- The students are currently completing 2 graded individual interviews, one is a full complete physical exam and the other is a full complete history in preparation for the hospital sessions.
- This semester they will also be having lectures on the following:
 1. intro to the male and female genital exam as well as performing full male and female exams on standardized patients
 2. intro to the cardiac exam

3. intro to the pediatric exam

Teaching Suggestions

- I would like to briefly summarize a small sample of student feedback from last year as a way to help with your teaching skills either to re-enforce the positive (items 1-6) or look at areas to change (items 7-10). I am totally understanding of the fast pace of a patient care session and combining teaching and patient care is always a challenge. Please refer to the syllabus under “Teaching in the real world” by Dr Daniel Lasser for more suggestions.
 1. **“I really loved how my preceptor would teach me a lesson each day before seeing patients. I gained a lot of confidence through her instruction”**
 2. **“LPP was tremendous...he made a point of discussing physiological\pathologic systems for most visits making a bridge between basic science and the medical application”**
 3. **“LPP was amazing...he really challenged me every time”**
 4. **“I go into the room alone to do the pertinent hx and PE then present”**
 5. **“Great experience working with a team of providers”**
 6. **“My LPP took time to discuss other aspects of medicine besides just patient care”**
 7. **“I am unsure how to fill the downtime in between patients when my preceptor is completing paperwork”**
 8. **“I would have liked more feedback and more of a chance to practice different types of questions”**
 9. **“I would encourage more direct observation and feedback”**
 10. **“I think there should be more of an emphasis on the EMR, I just figured it out and it makes the sessions more productive”**
- Remember your new or returning students are now in their second year. They are taking OSD (organ systems of disease) and are getting more interested in learning about diseases including diagnosis and treatment. We are encouraging them to be more proactive about their learning and ask more questions from their faculty including their LPP preceptors. We hope they are thinking more about assessment & plan, ddx, and problem lists with the patients they are seeing with you. We hope they are being asked to do more oral presentations. Think about small learning goals for each session. Be prepared....this should be getting even more fun!!!

Exams

9\4\15

10/9\15

10\16\15