Here are some strategies for getting the most out of preceptor visits:

- Bring a copy of your PPD and the letter of liability insurance to your first visit.
- Contact your preceptor two weeks before your first visit, and keep continuous contact throughout the year.
- Always arrive early, prepared, and dressed professionally (business attire, clean white lab coat, name tag and stethoscope).
- After the first two weeks, it is an expectation that you see patients independently to practice the skills you have learned in small group.
- Be an advocate for your learning goals. Let your preceptor know the skills you learn in small group each week.
- It is more important for you to see 1-2 patients independently than to shadow your preceptor seeing 5-10 patients.
- Ask your preceptor if you can see the next patient while he or she is in with another so you have more time to gather data.
- Ask the nurse if you can accompany him/her to learn how to give immunizations, dress wounds or assist in any procedures.
- You are not expected to attend your preceptor’s office in inclement weather, but always talk with your preceptor before cancelling & rescheduling any session.
- Log all skills in the OASIS Requirements Checklist.

Requirements Checklists
Students are required to log all skills performed during preceptor visits in the OASIS Requirements Checklist system. Also see the brochure for Logging On Doctoring Clinical Skills in OASIS. [https://dms-oasis.dartmouth.edu/](https://dms-oasis.dartmouth.edu/)

Evaluations
Students submit a mandatory mid-year and year-end evaluation of the On Doctoring course, facilitator, and preceptor. Facilitators and preceptors must also submit mid-year and year-end evaluations of their students on OASIS.

Questions? Contact us!

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What to expect your first year

Learning clinical skills is **not** an easy task. It takes a lifetime to perfect one's clinical skills and acumen. In the first year, your goal in On Doctoring is to learn the basic steps and sequence of the complete physical exam. This often feels rote and students worry that they may not actually pick up an abnormality when examining a “real” patient. In reality, with repeated practice in small group and in your preceptor’s office, you will begin to develop a feel and flow for each skill. The key is **practice**. You are not expected to be completely adept or have things perfect at this juncture—but rather the goal is simply to have familiarity with the content and other clinical skills including case presentations and write-ups. At the end of the first year, it is expected that you will be at a **novice** level in each of these skills.

Canvas & Small Group Preparations

**Session Preparations**

**Bates’ Guide to Physical Examination & History Taking**

Bates’ is the required textbook for the course and contains vital and detailed information for every session. Students must read this in addition to the syllabus prior to attending small group.

**Syllabus**

Every session contains a syllabus, summarizing Bates’, for students to read in addition to Bates’. Find the session’s syllabus on Canvas.

**Preparatory quizzes**

Quizzes are mandatory and are based on the syllabi and Bates’ readings. Students are allowed two attempts at receiving a passing grade of ≥70% on quizzes.

**Physical Exam**

**Toolbox**

The toolboxes contain videos, templates, and other helpful information for adult and pediatric physical exams, clinical write-ups, and oral case presentations. These valuable tools are staples for the novice learner.

**Interviewing**

**Role-plays**

Role-playing in small group helps solidify interviewing skills through active learning. Be ready to participate in interviewing sessions to make the most of this valuable experience.

**Standardized patients (SPs)**

SPs are used to help students gain real-life experience in the classroom. All SPs are trained in their roles as patients to create a consistent experience for all small groups.

**Assignments**

**Clinical write-ups**

Write ups should be completed after preceptor visits and written about a patient you examined. The toolbox for clinical write-ups contains helpful information, templates, and sample write-ups from various specialties to assist students in this process.

**Oral presentations**

At least one case presentation is due at the end of each semester in year one, and two each semester in year two. The toolbox for oral presentations contains templates, feedback rubrics and more to give examples of good presentations.