

JULY 2023

# CUNY Med Clerkship Monthly



## Announcements & Reminders

**LCME News:** on June 29th Dean Carmen Renee Green announced that the Liaison Committee on Medical Education granted CUNY School of Medicine full accreditation for the next five years (the maximum timeframe for a new medical school). Dean Green noted that this could not have happened without the leadership of Dr. Lisa Auerbach and Ms. Annabel Santana-Colon, as well as our LCME student champions. Congratulations everyone!!

**Block 1 Clerkship OSCEs:** please mark your calendars & remember that the OSCE now counts for **10% of the final clerkship grade**. OSCE grading will take into account both the standardized patient checklists and the students' written notes.

- **Surgery:** Monday 7/17 from 8a-12p
- **ObGyn:** Monday 7/17 from 1-5p
- **Pediatrics:** Monday 7/31 from 8a-12p
- **Internal Medicine:** Monday 7/31 from 1-6p
- **Family Medicine:** Tuesday 8/1 from 8a-12p
- **Psychiatry:** Wednesday 8/2 from 8a-12p

**Careers in Medicine Sessions:** all M3 students are required to attend these important career advising sessions lead by Student Affairs. For afternoon sessions, students should either be excused early to go home, or provided with designated space in the hospital/clinic where they can log on to Zoom:

- Thursday **8/10:** 10am-12pm (followed by white coat ceremony)
- Thursday **10/5:** 3-5pm
- Thursday **12/7:** 3-5pm
- Thursday **2/8:** 3-5pm
- Thursday **4/4:** 3-5pm
- Thursday **5/30:** 3-5pm

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## Upcoming Events

### Friday August 4th

Block 1 shelf exam for Surgery & ObGyn

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### Thursday August 10th

M3 students excused from clinical duties for:

**AM** Careers in Medicine session

**PM** Clean White Coat Ceremony

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### Friday August 18th

Block 1 shelf exam for 8-week clerkships & Psychiatry

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### Friday September 15th

Suggested deadline to upload residency LORs to ERAS



# One-Minute Preceptor

aka Five-Step "Microskills" Model of Clinical Teaching

## 1 Get a Commitment

### Examples:

- What is the most likely diagnosis for this patient?
- What is a more serious diagnosis we should be sure to rule out?
- What lab tests do you want to order?
- Which antibiotic would you prescribe?
- **GOAL** is to push your student to the edge of their comfort level, where they can learn the most

Click for a video!



## 2 Probe for Supporting Evidence

**Ask WHY:** sometimes a correct answer is a lucky guess, or it could be very well-founded. Probing for supporting evidence allows you to **assess your student's clinical reasoning** and then to **target your teaching** accordingly.

Your teaching is most impactful when **a lesson can be generalized** to apply to other cases & situations.

## 3 Teach General Rules

### Not Generalizable

"We don't need a chest XR to know that this patient has pneumonia"

vs.

### A General Rule

"In Pediatrics, pneumonia is a clinical diagnosis. A CXR would only be indicated if..."

## 4 Reinforce what was Done Right

Positive reinforcement boosts a student's confidence level - and the more **specific** the better

### Non-Specific

"Good job with your HPI"  
or  
"You're doing well this week"

vs.

### Specific

"The chronology of events in your HPI was very clear, and you included all of the pertinent ROS"

## 5 Correct Mistakes

### Frame as suggestions for improvement:

- Can I give you a couple tips for your abdominal exam?
- Let me show you how I approach the PE with an anxious toddler
- Next time X happens, try...
- Could I offer a few suggestions for how to present an ED patient more efficiently?