

## **Faculty Instructions for Student-Faculty Rounds**

### **Integrated Clerkship for Primary Care and Psychiatry**

#### **Version 6.18.15**

Student-Faculty Rounds is a popular peer-teaching conference held during scheduled classroom time on selected Thursday morning and afternoon throughout every clerkship rotation. The broad goals for Student-Faculty Rounds are for the student to:

1. Structure and deliver a half-hour teaching session.
2. Learn from colleagues about the diagnosis and treatment of a broad range of problems in primary care and psychiatry.

During each round, two students each lead separate, half-hour focused discussions, usually centered on patients encountered at one of their clinical sites. The format may be a problems-based learning exercise, question and answer session. A popular format is a minilecture followed by problem solving activities (e.g., recognizing skin lesions, interpreting spirometry, estimating peri-operative risk, diagnosing headache type). Lectures are an option, but rarely optimal in this conference. Students are encouraged to read about small group teaching before preparing their sessions. They are challenged to declare a specific set of teaching goals, achieve participation by their colleagues, and conclude with a summary of the group's accomplishments.

The role of the faculty facilitator is to assure that the sessions start and stop on time, to evaluate the student's performance, and intervene when appropriate to enrich the experience for both the student who is presenting and the students who are participating in the conference.

\*Please complete the Student-Faculty Rounds evaluation form and return it to Maria M. Volpe (an envelope has been provided if you need to take them with you today.)

\*After each Student-Faculty Rounds session, please send a brief email message to each of your students who presented today with your comments regarding their performance (feedback).

Thank you.

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