Clerkship Director 101: The Basics

6:45-7:00  Registration / Continental Breakfast

7:00- 7:05  Introductions and Overview
(Drs. Abbott/Page-Ramsey/Craig)

7:05-7:25  The UME Framework and You
(Dr. Craig)

Précis: From Flexner’s report to the LCME, this session will provide an overview of the development and organization of the U.S. undergraduate medical education system and the role of the Clerkship Director.

Learning Objectives:

• Understand the societies and organizations that impact and guide undergraduate medical education
• Become familiar with the Liaison Committee on Medical Education (LCME) requirements impacting the clinical clerkship
• Understand the role of the clerkship director in implementing the LCME requirements

7:25-9:00  Nuts and Bolts – Anatomy of a Clerkship
(UMEC Faculty)

Précis: This session will provide a roundtable, interactive approach to a step-by-step walk through foundational elements required for directing a clerkship. Everything from orientation to documentation is covered with a detailed description and demonstration of how to interpret and comply with LCME requirements.

Learning Objectives:

• Understand the LCME requirements impacting the clerkship
• Understand the required components of a clerkship
• Gain awareness of common challenges and solutions encountered in the clerkship

Topics Covered:

• Developing Orientation (Element 6.1)
• Defining and Communicating Your Objectives (Element 6.1, 8.2)
• Providing Formative and Summative Evaluation (Elements 9.5, 9.7, 9.8)
• Structuring Your Course Content (Elements 6.2, 6.4, 6.7, 8.3)
• Identifying and Monitoring Required Clinical Experiences (Element 6.2, 8.6)

9:00-9:15  Break

9:15-10:45  Special Focus Topics

Précis: These sessions will explore in more detail fundamentals of course administration and curriculum. Faculty are current Undergraduate Medical Education Committee members.

Clinical Learning Environment: Methods for Assessment & Improvement
(Dr. Buery-Joyner)

Précis: This interactive session will review LCME requirements for the clinical learning environment, national mistreatment data, and approaches to identify systemic sources of mistreatment in the clinical education setting. School-wide and clerkship level interventions to promote a positive learning culture will be discussed and may be adapted by participants for use at their institutions.

Learning Objectives:

• Discuss LCME requirements on educational environment and mistreatment
• Identify obstacles to a positive clinical learning environment
• Review types and sources of medical student mistreatment
• Become familiar with the APGO resources and how to access them

**Developing Clerkship Students’ Clinical Skills Through Direct Observation**  
(Dr. Hopkins)

Précis: This session will review the importance of direct observation of clinical skills of medical students. Participants will gain ideas to promote participation among their institutional faculty.

Learning Objectives:

• Understand the LCME requirement for direct observation of clinical skills.
• Recognize the opportunity to engage faculty and the department in direct observation.
• Understand the significance of ‘culture’ when trying to change the student’s experience.

**Using APGO Resources in your Clerkship**  
(Dr. Hampton)

Précis: The busy clerkship director needs to be aware of resources available to help make their job easier and more effective. This session will review readily available APGO resources and discuss how to use them in the Core Clerkship to maximize the clerkship experience.

Learning Objectives:

• Identify available APGO resources
• Understand how to access APGO resources
• Demonstrate how to use APGO resources to enhance the clerkship

**Giving Timely and Effective Feedback**  
(Dr. McKenzie)

Precis: The LCME requires that students are provided timely feedback to allow them an ability to fill gaps in knowledge and/or performance. This session will review how to incorporate specific and timely feedback to help learners thrive during the clerkship.

Learning Objectives:

• Create a culture of feedback among teaching faculty
• Learn ways to incorporate feedback sessions into the clerkship structure
• Gain effective techniques in delivery of well-received feedback to students

10:45-11:00  
Q&A

**Clerkship Director 201: Beyond the Curriculum**

11:00-11:45  
Roundtable Breakout Sessions: Sharing your experiences

Précis: Each clerkship environment is unique and presents interesting opportunities or challenges for the Clerkship Director. These small group sessions will allow participants to explore a topic in detail with a small group.

Learning Objectives:

• Understand the opportunities and challenges for a clerkship director through round table discussions on residents as teachers, choosing alternate experiences for the clerkship, managing comparability across sites, developing an OSCE, and developing your faculty for their teaching role.

• Development of a “Residents as Teachers” Curriculum  
  (Dr. Forstein)
• Alternate Experiences  
  (Dr. Graziano)
• Managing Comparability Across Sites  
  (Dr. Abbott)
• Developing an Observed Structured Clinical Examination (OSCE) for your clerkship (Dr. Wolf)
• Developing Your Faculty (Dr. McKenzie)

11:45-12:45

Lunchtime Lecture: Fundamentals of Assessment and Grading (Dr. Page-Ramsey)

Précis: Clinical evaluations, NBME shelf exams, OSCE’s and more: they all can play a role in assessing your learners’ performance. This session will provide an introduction to the evaluation process and how to interpret and use these assessment strategies in the clerkship.

Learning Objectives:

• Understand reliability and validity
• Compare and contrast norm-referenced and criterion referenced assessments
• Understand and interpret the NBME exam
• Be familiar with different testing formats, their uses and their limitations
• Establishing appropriate grading formats

12:45-1:30

Innovation Station (UMEC Faculty)

Précis: These interactive demonstration tables will introduce participants to low-fidelity simulations, aids, and handy tools that can be implemented in the clerkship.

Learning Objectives:

• Understand importance of experiential learning for the clerkship student
• Gain awareness of low-cost simulation that can be incorporated in the clerkship
• Be familiar with tools and aids for assessment, learning, and documentation that can be utilized in the clerkship to assist in meeting LCME requirements

1:30-2:00

Educational Leadership and Advocacy (Dr. Abbott)

Précis: Participants will learn about the role of a clerkship director in student education within your department while advocating for women’s health at the institutional level.

Learning Objectives:

• Gain awareness of the responsibility of the clerkship director to influence on behalf of medical student education within the department
• Understand the opportunities in your role as clerkship director to advocate for Women’s Health Education in your organization
• Establish elements in your clerkship that effectively engage your students as Women’s Health advocates