What to do with VPIL students in clinic?

An introduction to your clinic (start here with new VPIL students!)

- Describe your clinic flow and a “typical day.”
- Characterize your patient population (e.g. range of demographics, typical diseases, challenges).
- Experience the patient perspective (a clinic visit from start to finish).
- Navigate the chart (a staff member could give a “chart tour”; students can use downtime to become proficient in locating specific information in the chart).
- Shadow staff (including staff outside the typical “VPIL team” — lab staff, receptionists, billing representatives).
- Create educational sessions where students can learn information such as how WIC works, how to use an inhaler, how to do phlebotomy, etc.).
- Run-through the intake process:
  - practice using intake form if you have one
  - discuss patient interviewing concepts (e.g. open-ended questions elicit more information than closed-ended, active listening)
  - practice taking vitals
- Discuss what HIPAA means in practice (e.g. providers can’t discuss diagnosis with patient’s family without consent, but can obtain information needed for patient care or payment without express consent, such as treatments received or billing information).

Discussion Topics

Interprofessional Anecdotes

- Discuss the roles of other disciplines in patient care, with specifics about what other disciplines do at your clinic (try to discuss right before students shadow the staff member).
- Share instances when you rely on the assistance or expertise of another professional.
- Discuss how interprofessional collaboration can change a patient’s treatment plan, outcome, or the way you practice.
Disease States
• Pathophysiology
• Epidemiology
• Presentation and typical course
• Patient education
• Common obstacles to treatment (may be general, or specific to your population) and any methods to overcome these obstacles
• Monitoring (short-term vs. long-term)
• “A day in the life” of a patient with disease “x”

If students counsel patients, they should be supervised by a preceptor familiar with the medication/disease to ensure patient safety!

Patient Care
• Components of patient presentation (let students practice presenting patients to the preceptor)
• Intake
• Consultation
• Phlebotomy
• Immunizations
• Follow-up (phone calls, scheduling, referrals)

Sensitivity Training and Professional Ethics
• How do we fight the urge to judge or leap to conclusions?
• How do we avoid becoming jaded (e.g. assuming that everyone complaining of pain is malingering)?
• How can we facilitate discussion about the ethical responsibilities of health care providers as well as ethical dilemmas within each profession, with specific patients or in the media?

Landmark Trials
• What are the basics?
• How do they impact practice?

Guidelines
• What are the basics and where are they found?
• If there are multiple sets, which set do you follow and why?
• How are these implemented in your practice?