ROLE OF THE INTERNS AND RESIDENTS

Serve as a Role Model of Professionalism:
- Ensure that all team members abide by principles of professionalism.
- Avoid complaining to students about matters beyond their control.
- Discuss with students how to present themselves professionally; this includes dress, demeanor, language, punctuality, etc.
- Show empathy and compassion for patients and families, both in their presence and when discussing patients with colleagues.
- Always behave in a respectful manner with honor and integrity.
- Avoid making negative or disparaging comments about students in front of other students or patients.

Make Your Expectations Clear:
- Be explicit about your expectations for oral presentations, written notes, and the student’s role on the team.

Facilitate Learning of Basic Internal Medicine:
- Encourage student questions at work rounds.
- Allow students to work up new patients first if possible.
- Help students write daily orders on their patients.
- Educate students regarding the daily management of common floor issues and problems (e.g. replacing electrolytes, managing pain, etc.).
- Make sure tasks assigned to students have learning value.

Assist Students with Career Development:
- Share why and what you enjoy most about Internal Medicine.
- Share information on hobbies, interests, family life, etc. as you feel comfortable.
- Help guide students towards appropriate resident/faculty resources for their specific interests.

Help students be active members of the team:
- Introduce students and provide a description of their role to patients, families, and other health care staff.
- Encourage students to take “ownership” of their patients.
- Be accessible to students.
- Give praise and thanks liberally.

Discuss any concerns you have with the student, senior resident, or the attending.
ADDITIONAL ROLES OF THE SENIOR RESIDENT

Facilitate Learning of Basic Internal Medicine:

- Assign new patients so students evaluate new patients regularly and follow 2-3 patients at a time.
- Review and give feedback on H&Ps.
  - Provide specific feedback regarding accuracy of historical information and physical exam.
  - Advise students on how a differential diagnosis drives specific questioning in the history and the use of specific techniques in the physical exam.
- Review and give feedback on progress notes.
  - Assist students in making a focused problem-based assessment.
  - Ask students to commit to a differential diagnosis and plan for each problem.
- Help students polish their presentations
  - New patient presentations should be no longer than 8 minutes.
  - Daily presentations should be no longer than 4 minutes.
- Help students learn physical exam techniques.
  - Demonstrate physical findings on work rounds.
  - Conduct bedside teaching rounds (in addition to work rounds) focusing on communication and physical exam.
    - Relate physical findings to underlying pathophysiology if possible.
  - Observe and provide feedback for items on their Direct Observation and Feedback form
- Teach about topics of interest to you. Suggestions:
  - Share a "pearl" daily.
  - Teach something about the diagnosis or management of the student’s patient.
  - Give short talks that are evidence-based and relevant to a patient on the team.