FDC Phase III Preceptorship Requirements Revision Proposal:
Initial Draft: 1/7/16
Updated: 1/10/16 per UME meeting recommendations
Updated: 2/8/16 per LCC meeting recommendations
Updated: 3/16 per CBD recommendations

Reasons for proposed revisions:
The current FDC III course requires that students attend preceptor sessions throughout Phase III in order to pass. The number of sessions that students are required to attend varies depending on individual student clerkship schedule (i.e. no sessions during 2 week clerkships, no sessions during away rotations, no sessions during first block of Phase III, session substitutes with Hidden Curriculum and IPE Clinical Transformations simulation). Review of student survey feedback and task force data obtained from CBD's have identified the following challenges with the current plan:

- Number of required sessions varies by student making equivalency in FDC III challenging
- Student and faculty dissatisfaction with leaving certain clerkships to attend preceptor sessions
- Challenges with completing the required number of sessions in certain clerkships

Student and CBD survey data identified the following positive elements of FDC III preceptorship
- Mentorship and advising
- Career exploration
- Recruitment of students into specific specialties
- Clinical skill development
- Professional development

This revision of the requirements attempts to capitalize on the positive aspects of FDC III preceptorship and minimize the current challenges. Specifically, this plan focuses on increasing student flexibility and ownership in terms of session scheduling with identification of outcomes important to the individual student.

Objectives of FDC Phase III Preceptorship:
- Practice physical exam, communication, and clinical reasoning skills
- Continue or develop new preceptorship relationships
- Explore career options
- Practice compassionate and respectful patient care
- Improve and broaden clinical knowledge, skills and behaviors

General guidelines of proposed revision:
- All students are expected to complete a minimum of TEN 4-hour sessions during Phase III
- These sessions can occur during any rotation at the discretion of the student
• The student will be excused from clinical duties while attending preceptor session
• The student will work with their clinical team to determine the best timing for their sessions based on the specific requirements of their clerkship
• The student will attend NO MORE THAN 2 sessions for 4 week clerkships/blocks and NO MORE THAN 3 sessions for 6 or 8 week clerkships/blocks
• Students can attend preceptorship during 2 week sessions with the following restrictions: 1) cannot miss block activities  2) cannot go over duty hours
• Hidden Curriculum sessions and the IPE Clinical Transformations simulation activity (which occurs during HAC) will still be required, but will not count as preceptor sessions

Grading:
• Pass/fail
• Spring semester grade will reflect completion of these longitudinal requirements
• Failure to complete the minimum number of preceptorship sessions will result in an Incomplete grade
• Failure to complete multiple FDC requirements may result in a Failing grade
• Student grades in Summer and Fall semesters will be dependent up on students being in good standing and progression towards completion of FDC requirements.

Planned implementation:
FDC III students starting in Spring 2016 (Orientation occurs during ICC 7001)
(Students can now attend preceptorship during the first block of Phase 3)

Next steps:
• Discuss possibility of longitudinal course grading (single grade across 3 semesters) with Student Life and Registrar; determine unforeseen consequences to off cycle students, etc.
• Clarify determination of student progression in order to appropriately give IP grade at summer and fall time frames (preceptor evals, logger, etc.)
• Consider alternative means of meeting FDC III requirements for those students who are unable to attend preceptor sessions locally (for example, a student who does mostly away rotations)
• Develop plan to gather data about student/block director experience with this approach to assure this change results in an improvement in outcomes and satisfaction
• Implement new FDC III Preceptor Evaluation of Student with improved alignment with course objectives including focus on career exploration and professional development