WRITE SITE ORIENTATION SUGGESTIONS
By Dr. Barb Doty (Wasilla, AK) and Dr. Greg Rice (Libby, MT)

Before Student Arrives at WRITE Site
1. At the Seattle Orientation, give the student a notebook with a variety of community- and medical community-specific items: photos of the providers and their staff at their workstations in the clinic, hospital, etc., including names and specialties; brochures of the local health care agencies; maps of the area; listings of local churches, restaurants; the gym; local attractions; hiking trails, etc.
2. Your Regional Office should send you a color biography/personal statement of student. Be sure to hang this in your office before the student arrives and distribute to other health care agencies where the student will spend some of his or her time.
3. Check with your hospital to make sure the student credentialing is in order so there is no delay in the student being able to see patients at the hospital. Also check to see if there is an orientation the hospital requires of the student and try to get that scheduled soon after the student arrives.
4. Post a sign at the clinic stating that this is a medical student teaching site.
5. Send student information regarding housing – address, phone number, what is furnished and what they might need to bring.

Day or two before student starts—when he/she first gets to town
1. Give a tour of the town, where the essentials are including the health care facilities, athletic club, wireless sites, grocery store, post office.
2. Meet (for dinner?) with main preceptor and/or site coordinator to discuss how the move in process is going. Make sure accommodations are in order. Good time to go over the student’s schedule, discuss ideas for the community project, and review their interests outside of medicine

First Day
1. Hospital tour and ID
2. Clinic tour and key
3. Passwords and introduction to EMRs at hospital and clinic
4. Post student’s phone number in ER and nurses’ station with the list of doctors’ phone numbers

First Week
1. Encourage the student to spend a little time at each part of the office, such as nurses’ station, billing, front desk, lab, transcription, etc.
2. Schedule appointment at local newspaper for picture and interview. This helps a lot with patients agreeing to be seen by the student. Patients have already “met” them in the newspaper article.
3. Main preceptor should work with student that first week.
Schedules
1. Should be detailed and flexible and should be reviewed with the student when they first arrive.
2. The monthly schedules should include time spent in clinic, night call, time lines for projects and tests, medical meetings or CME, and UW faculty visits
3. Discuss student’s interests to see if he/she would like to be called in for certain cases such as OB, surgery, or ER. Discuss how to make this happen at your site and modify the schedule to accommodate those interests.
4. Discuss on-call with preceptor verses other methods of taking call. How much is too much or too little?
5. Be flexible with scheduling. Review each month and make adjustments. Get new monthly schedule to all preceptors, front desk, nurses or MAs when it changes.
6. Be sure to include study time in schedule.

Mentoring
1. Meet weekly for lunch meetings with clinic doctors and give time to the student to present cases and to give and receive feedback
2. Encourage a time for feedback each day with preceptor: Students want/need a lot of feedback and the more specific the better
3. Encourage personal/non-medical interaction between doctors and student, such as dinner in doctor’s home, share interests such as music or sports, etc.
4. Meet monthly with main preceptor and/or site coordinator to review all aspects of their stay, including monthly feedback and evaluation session, community project, upcoming exams and deadlines, upcoming faculty visits, and just a general check-in to see how they are doing.

Community Project
1. Work with student to explore their interests and what type of project might be useful to the clinic or community.
2. Review project requirements
3. Review previous WRITE projects in your community
4. Establish a time line to review progress
5. Present the completed project to the office staff at lunch meeting

Documentation and Evaluation
1. It is recommended that the main preceptor works with student on and off throughout the WRITE experience to provide continuity with the evaluation process.
2. Monthly evaluations are completed by all doctors working with the student each month.
3. Main preceptor collects and summarizes evaluations, meeting face to face with student and focuses on strengths and opportunities for improvement.
4. Consider focusing on one area at a time (such as communication with patients)
5. Retain copies of all documents before mailing off to Regional WRITE office.