

UAB THE UNIVERSITY OF
ALABAMA AT BIRMINGHAM.

SCHOOL OF HEALTH PROFESSIONS

UAB Genetic Counseling Program Clinical Training Video

Orienting Your Student to Clinic

OUTLINE

1. Orientation checklist
2. Introductions and use of micro-inclusions
3. Importance of communicating expectations
4. Tips on how to orient your student
5. Clinic accommodations

Orientation Checklist

- Prior to student's arrival
 - Remind clinic personnel, supervisors about the student's rotation
 - Complete necessary supervision training
 - Confirm student onboarding items (parking, badging, access)
- Introduction to supervisors and other faculty/staff
- Set goals of rotation
 - Review Rotation Report
 - Include # patients to be seen (all patients or only some in a clinic)/types of clinics to attend
 - Review competencies/learning objectives from syllabus and rotation report
 - Confirm logbook benchmarks to achieve
- Review syllabus and schedule
- Review expectations and dress code
- Present rotation projects and assignments (counseling outlines, presentation, etc.) if relevant
- Provide required reading assignments if relevant
- Discuss clinic specific information
 - Clinic flow/space/chart locations/clinic hours
 - Provide any clinic materials (prep sheets, consent forms, etc.)
- Make plan for evaluations/feedback
- Discuss supervisor style
- Discuss student and supervisor accessibility
- Confirm contact information/method preferred
- Discuss institution/city specific information

Introductions and use of micro-inclusions

- Micro-inclusions=small behavior/gesture that invites people in
- Subtle way to show students they are welcome and to share parts of their identity

Introducing pronouns

“Can you tell me about your previous clinical experiences?”

Discussing physical needs in clinical space

Discussing patient populations typically seen in the rotation

- Supervisors should share first
- Voluntary for student
 - Does not require student self-disclosure
 - Underrepresented populations are often prompted to self disclose

Importance of communicating expectations

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Clear expectations and boundaries

- Reduces student anxiety
- Creates clear shared language
- Explicitly stating expectations removes assumptions

Communication and language are often impacted by identity

- Example “professionalism”
 - Norms of behavior, dress, speech, and interaction
 - Often enforces gender binary and defined by white/western standards

Expectations for both student and supervisor

- For prep, in session, clinical logistics, feedback and communication
- Two-way street, hold yourself to expectations
- Ongoing process and should be re-assessed

Rotation Syllabus

Expectations



- Preparation
- Clinic time
- Down time
- Feedback

Clinic Info



- Description
- Supervisors
- Location
- Time

Assignments



- Routine
- Specific
- Activities to attend
- Due dates

Logistics



- Contact info
- Student space
- Access
- Communication

Rotation Schedule

In advance if possible

2-3 half days/week

Date/time/supervisor

Number of patients

Down time

Evaluations

Monday	Tuesday	Wednesday	Thursday	Friday
10 10:00 Orientation	11 AM – KD – Prenatal w/FB	12	13	14 AM–KD–Neurosurg team mtg w/ FB
17	18 PM – KD – 1 st tri w/ CP	19	20 AM – KD – Prenatal w/ FB	21
24	25	26 AM – KD – Fetal Anom	27	28 AM – KD –Prenatal w/FB

Important Clinic Information

Logistics

- Location
- Start/end/arrival times
- Staff/HCPs
- EMR/Paper charts
- Flow

Description

- Patient population
- Role of the GC
- Indications
- Common testing
- Prep/follow up

Important Institution and City Information

Emergency Information

- Text/Call alert system
- Who to call if...
- Drills/Emergency alert testing

Observed Holidays/Events

- UAB
Holidays/Observances
- Hospital specific

Logistics

- Credentialing
- EMR Access
- Getting around

Supervisor Styles

Teacher

- Instruction
- Supervisor is the expert

Consultant

- Collaborative
- Supervisor is facilitator

Counselor

- Exploration of student as a person
- Self-awareness and growth

Evaluator

- Feedback and critique
- Student accountability

Communication Preferences

Methods: Email,
Phone call, Text, In
person

When to use what
method:
Routine, Emergency,
Evaluations

Communication
etiquette:
Timely and clear

Clinic Accommodations

Disability Accommodations

From UAB DSS with documentation provided by program

You ARE required to provide approved accommodations

Student required to discuss at orientation w/ primary

You are NOT allowed to ask a student what their disability is

Personal Accommodations

Religious, Cultural, Childcare, Other

Not legally required but strive to accommodate

Program or student should communicate to primary supervisor

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THANK YOU FOR WATCHING

Orienting Your Student to Clinic