

DEU Faculty Check-In Card

Chapter 56: Adapting Teaching by Clinical Setting

- ☐ Preceptor received structured orientation to their role before the rotation started, not just a verbal ask
 - ☐ Scheduled check-in with the preceptor at least at the rotation's start, midpoint, and end — not only if a problem arises
 - ☐ Student knows explicitly how and when to reach you, distinct from how they reach their preceptor
 - ☐ You remain the one responsible for the student's formal evaluation, even though the preceptor is the one present day to day
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From The Clinical Faculty Complete Field Guide: Ready-to-Use Tools, Scripts, and Evidence-Based Guidance for Every Stage of the Clinical Rotation.

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