



Tilman J. Fertitta Family  
College of Medicine

UNIVERSITY OF **HOUSTON**



**LONGITUDINAL PRIMARY CARE COURSE**

**FACULTY RESOURCE MANUAL**

**2025-2026 EDITION**



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# 1. UH Fertitta College of Medicine

## 1.1. Welcome

Welcome and thank you for being such an important part of the Tilman J. Fertitta Family College of Medicine teaching team. Your participation is integral to training and nurturing our future physicians. This manual is a resource to inform you about both the College of Medicine's program objectives and about the Longitudinal Primary Care course. We have included links to a wide variety of College of Medicine policies. Especially important are the policies pertaining to the culture of educational excellence in clinical teaching, student supervision and student mistreatment.

As a part of our LCME requirements for accreditation, all teaching faculty are asked to attest to the receipt of this document annually. Please familiarize yourself with this document and then confirm that you have received, read, and understand the applicable parts of this handbook by [clicking here](#).

If you have any questions about any of the content within this handbook, please reach out to the College of Medicine LPC Team at [uhcomplpc@central.uh.edu](mailto:uhcomplpc@central.uh.edu).

## 1.2. Medical Education Program Objectives

[Click here](#) to view the College of Medicine Program Objectives.



# MANDATORY REQUIREMENT

**ATTESTATION:** Please click the following link for the Faculty Resource Manual Attestation:

[https://universityofhouston.iad1.qualtrics.com/jfe/form/SV\\_5bh6rLmzyOr29oO?Q\\_CHL=qr](https://universityofhouston.iad1.qualtrics.com/jfe/form/SV_5bh6rLmzyOr29oO?Q_CHL=qr)



# 2. Longitudinal Primary Care Course (LPC)

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## 2. Longitudinal Primary Care Course (LPC)

### 2.2. LPC Goals

The Longitudinal Primary Care (LPC) course occurs during the first 18 months (pre-clerkship phase) of the MD program.

Over that time, LPC students build skills in history-taking, physical examination, effective communication, clinical reasoning skills and patient management with attending clinician supervision. Students see patients under their preceptor's supervision, with increasing independence as their skills develop. They learn to function as members of a primary care team providing continuity of care to patients.

### 2.3. LPC 1A Objectives

1. Obtain histories ifrom patients and families with preceptor guidance.
2. Perform basic physical exams with preceptor guidance
3. Document a history and system-focused physical exam
4. Perform oral presentations which include chief concern and history of present illness, with guidance
5. Demonstrate respect for patients, families, caregivers and team members
6. Demonstrate respect for patient privacy and confidentiality.
7. Demonstrate behavior appropriate for a member of the healthcare team.
8. Complete clinical, academic and administrative requirements in a timely manner.

### 2.4. LPC 1B Objectives

1. Obtain accurate and thorough histories from patients and families with minimal guidance
2. Demonstrate a thorough physical exam skills using correct technique, with guidance
3. Document history and physical exam findings, including abnormal findings, using a rubric.
4. Perform oral presentations which include chief concern, history of present illness with pertinent history and ROS elements, with guidance.
5. Propose evidence based basic health screening and health promotion interventions.
6. Demonstrate respect for patients, families, caregivers and team members.
7. Demonstrate respect for patient privacy and confidentiality.
8. Demonstrate behavior appropriate for a member of the healthcare team
9. Complete academic and administrative tasks thoroughly and in a timely manner

## 2. Longitudinal Primary Care Course (LPC)

### 2.5. LPC 2A Objectives

1. Obtain complete and accurate histories from patients and parallel sources
2. Perform physical exams appropriate to the clinical situation.
3. Write history and physical exams, including assessments
4. Integrate clinical data to formulate a broad differential
5. Formulate and perform oral presentations, including assessments, with guidance
6. Propose diagnostic options for common conditions and for health maintenance and promotion.
7. Demonstrate respect for patients, families, caregivers and team members
8. Demonstrate respect for patient privacy and confidentiality.
9. Demonstrate behavior appropriate for a member of the healthcare team
10. Complete academic and administrative tasks thoroughly and in a timely manner.

### 2.6. LPC 2B Objectives

1. Obtain complete and accurate histories, including a psychiatric history, from patients and parallel sources, with guidance.
2. Perform problem focused physical exams, including a mental status exam, with guidance.
3. Write history and physical and mental status exams, including assessments.
4. Integrate clinical data to formulate a broad differential
5. Formulate and deliver oral presentations, including assessments, with guidance
6. Propose diagnostic options for common conditions, health maintenance and promotion, and behavioral conditions
7. Demonstrate respect for patients, families, caregivers and team members
8. Demonstrate respect for patient privacy and confidentiality.
9. Demonstrate behavior appropriate for a member of the healthcare team
10. Complete academic and administrative tasks thoroughly and in a timely manner

## 2. Longitudinal Primary Care Course (LPC)

### 2.9. LPC Sample Preceptor Evaluation of Student

Click one of the below links to view the PDF form.

- [2025-26 LPC 1-A Preceptor Evaluation of Student](#)



- [2025-26 LPC 1-B Preceptor Evaluation of Student](#)



- [2025-26 LPC 2-A & 2-B Preceptor Evaluation of Student](#)



**The LPC administrative team will send you the following via MedHub each semester:**

- Mid-semester student evaluation form
- Final (end semester) student evaluation

# 3. UH Policies

All UH College of Medicine Academic and Conduct Policies are available here. Specific policies related to the clinical education of UHCOM medical students are linked below.

1. Attendance and Absence Policy: [https://uh.edu/medicine/current-students/\\_files/policies/attendance-and-absence-policy.pdf](https://uh.edu/medicine/current-students/_files/policies/attendance-and-absence-policy.pdf)
2. Blood Borne Pathogen Infection Policy for Medical Students: [https://uh.edu/medicine/current-students/\\_files/policies/blood-borne-pathogen-infection-policy-for-medical-students-.pdf](https://uh.edu/medicine/current-students/_files/policies/blood-borne-pathogen-infection-policy-for-medical-students-.pdf)
3. Clinical Assignment Policy: [https://uh.edu/medicine/current-students/\\_files/policies/clinical-assignment-policy.pdf](https://uh.edu/medicine/current-students/_files/policies/clinical-assignment-policy.pdf)
4. Clinical Supervision Policy: [https://uh.edu/medicine/current-students/\\_files/policies/clinical-supervision-policy.pdf](https://uh.edu/medicine/current-students/_files/policies/clinical-supervision-policy.pdf)
6. Code of Professional Conduct and Academic Honesty: [https://uh.edu/medicine/current-students/\\_files/policies/code-of-professional-conduct-and-academic-honesty.pdf](https://uh.edu/medicine/current-students/_files/policies/code-of-professional-conduct-and-academic-honesty.pdf)
7. Policy Regarding Student Mistreatment and Learning Environment: [https://uh.edu/medicine/current-students/\\_files/policies/policy-regarding-student-mistreatment-and-the-learning-environment.pdf](https://uh.edu/medicine/current-students/_files/policies/policy-regarding-student-mistreatment-and-the-learning-environment.pdf)
8. Student Dress Code: [https://uh.edu/medicine/current-students/\\_files/policies/student-dress-code.pdf](https://uh.edu/medicine/current-students/_files/policies/student-dress-code.pdf)
9. Student Medical Care and Conflicts of Interests: [https://uh.edu/medicine/current-students/\\_files/policies/student-medical-care-and-conflict-of-interests.pdf](https://uh.edu/medicine/current-students/_files/policies/student-medical-care-and-conflict-of-interests.pdf)

# 4. Resources

## 4.1. Faculty Development

- All UH College of Medicine LPC Preceptors have access to the Society of Teachers of Family Medicine’s “Teaching Physician” website. This is an excellent repository of faculty development activities that are directly related to precepting medical students in a clinical setting.
- [Teaching Physician Login](#)
- User ID: **UHCOM**
- Password: **teachUH2021**
- In order to ensure that preceptors get the support that they need and in response to any issues identified in program evaluation, LPC leadership will, from time to time, ask preceptors to review specific modules from Teaching Physician.

## 4.2. Professional Attributes for Preceptors

Everyone on your practice team has knowledge and skills to share with medical students and residents. Encourage your team to demonstrate these positive/productive characteristics.

- Shows enthusiasm
- Demonstrates commitment to learners’ growth and improvement
- Is accountable for actions and decisions
- Is responsive to questions
- Explains information well
- Demonstrates clinical credibility
- Is responsible
- Shows concern about needs of learners
- Is trustworthy
- Provides feedback
- Fosters individual growth
- Displays high expectations
- Sets good examples, models appropriate behavior
- Supports the asking of questions
- Emphasizes improvement rather than competition
- Builds learners’ confidence
- Shows respect for autonomy of learners
- Nurtures self-directed learning
- Offers supervisory skills
- Provides knowledge and clarity
- Has good interpersonal skills
- Demonstrates clinical competence
- Involves learners in learning process
- Communicates expectations for performance
- Stimulates interest
- Interacts skillfully with patients
- Enjoys patient care and teaching
- Demonstrates caring concern for patients
- Is personable and approachable
- Shows respect for others

From: STFM’s Teaching Physician website, available at: [Characteristics of Ideal Preceptors \(teachingphysician.org\)](#).

# 4. Resources

## 4.3. AMA FAQs for Earning CMEs for Teaching Medical Students

[Click here](#) to view the AMA FAQs for Earning CMEs for Teaching Medical Students.

## 4.4. One to One Teaching and Feedback (article)

[Click here](#) to read the One-to-One Teaching and Feedback article.

## 4.5. Volunteer Faculty Brochure

[Click here](#) to view the LIC Flyer.

## 4.6. STFM Teaching Module

[Click here](#) to read the STFM Teaching Module.

### REMINDER:



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