



Shaping the Future of the PA Profession Through Preceptor Clinical Teaching

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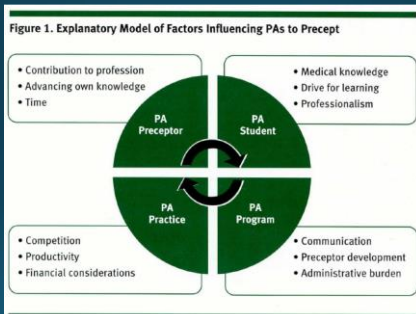


Lecture Objectives

- Define the importance of being a clinical preceptor
- Identify ways to prepare and incorporate student learners into the practice
- Describe effective teaching techniques that can be utilized to precept a student
 - List strategies for improving time management
 - Discuss teaching methods and approaches to giving effective clinical feedback
 - Identify techniques for addressing the difficult student
- Discuss the importance of communicating with PA program staff and faculty



The Importance of the Clinical Preceptor



Hudak NM, Enking PJ, Gorney C, Gonzalez-Colasa R. Tales from the Trenches: Physician Assistants' Perspectives About Precepting Students. *J Physician Assist Educ.* 2014;25(1):12-19.

Category I CME Credit



2 AAPA Category 1 CME credit per student for each week of clinical teaching.



PA programs must receive a completed evaluation form from the PA preceptor prior to awarding CME credit.



A maximum of 20 AAPA Category 1 CME credits per calendar year may be awarded to each preceptor.



All CME beyond 20 credits may be awarded and considered at Category 2 CME.

Category 1 CME for Preceptors. American Academy of Physician Assistants. <https://www.aapa.org/reg-content/uploads/2016/12/Category-1-CME-for-Preceptors-Guide.pdf>. Published 2016. Accessed September 10, 2021.





Common Preceptor Concerns

- Lack of productivity
- Lack of time
- Educational value to the student
- Prior subpar precepting experience



Productivity Study


	Week 1: Without Student	Week 2: Early in Rotation	Week 3: Late in Rotation	Repeated Measures ANOVA (P)
UW, n = 7 (mean ± SD)	10.7 ± 2.3	9.4 ± 2.6	9.4 ± 1.6	.24
UT, n = 7 (mean ± SD)	9.3 ± 3.1	10.8 ± 3.3	9.4 ± 3.3	.07
Aggregate, n = 14 (mean ± SD)	10.0 ± 2.7	10.1 ± 3.0	9.4 ± 2.5	.43
UW versus UT 2-sample t-test (P)	.35	.40	1.00	

ANOVA, analysis of variance; RVU, relative value unit; UT, University of Texas Health Science Center at Houston; UW, University of Washington.

Average RVUs per Preceptor per Half-Day


A Method to Study the Effect of a Physician Assistant Student on Preceptor Productivity


Evans, Timothy C.; Wick, Keren H.; Andrilla, C. Holly A.; Skaggs, Steven A.; Burgin, Tiffani
The Journal of Physician Assistant Education 29(4):205-210, December 2018.


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Updated Billing Guidelines

"Students may document services in the medical record. However, the teaching physician must verify in the medical record all student documentation or findings, including history, physical exam and/or medical decision making. The teaching physician must personally perform (or re-perform) the physical exam and medical decision making activities of the E/M service being billed but may verify any student documentation of them in the medical record, rather than re-documenting this work."


 Source: <https://www.cms.gov/Regulations-and-Guidance/Guidance/Transmittals/j2018Downloads/R4068CP.pdf>




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CMS Guidelines Summary


- Preceptors **MUST** perform (or re-perform) the physical exam and are responsible for medical decision-making activities
- Students can document all components of a medical record, however, preceptors must verify all of the documentation


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Incorporating Student Learners Into a Clinical Practice

 Prepare patients and staff for learners letting them know they are present and what their role is

 Preceptor needs to layout expectations at the beginning on the first day of the rotation

 Share responsibility of the student with others in the practice

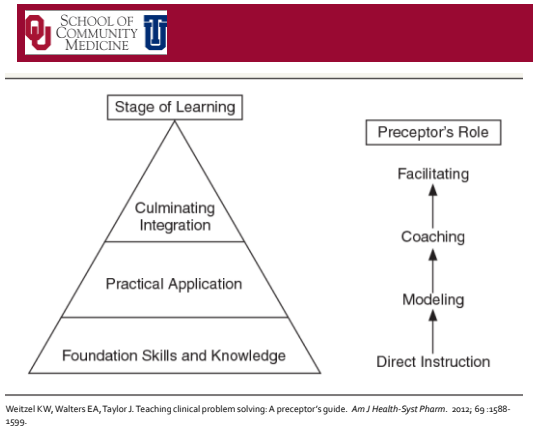
 Set goals for rotation

 Give ongoing feedback for entirety of rotation

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Assessing the student on first day of rotation

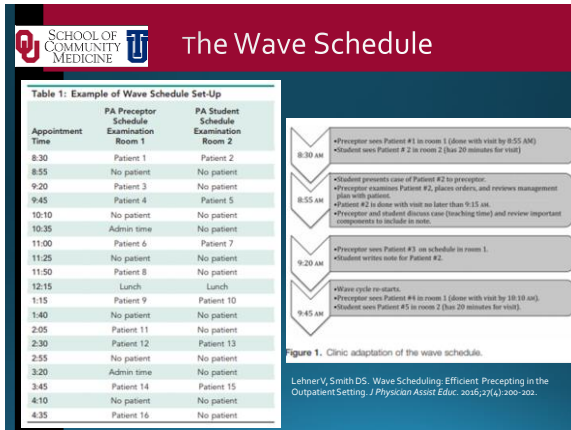
- Status of student- early, mid or late clinical training
- Ask about confidence level to function clinically in your area of medicine
- Determine the learner's goals for the rotation
- Provide observational experiences early on for less comfortable students
- Communicate your expectations for what you would like them to accomplish
- Directly observe their skills with history taking, physical exam and procedures

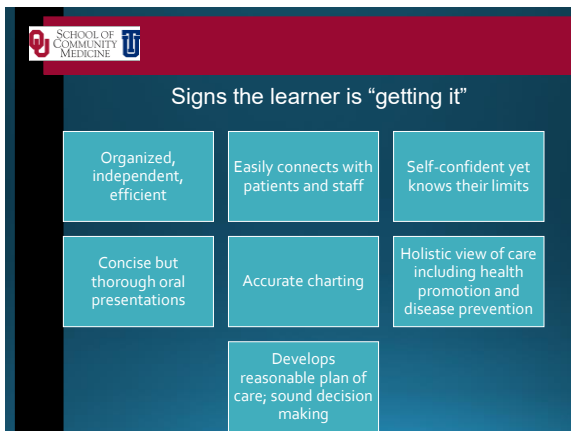


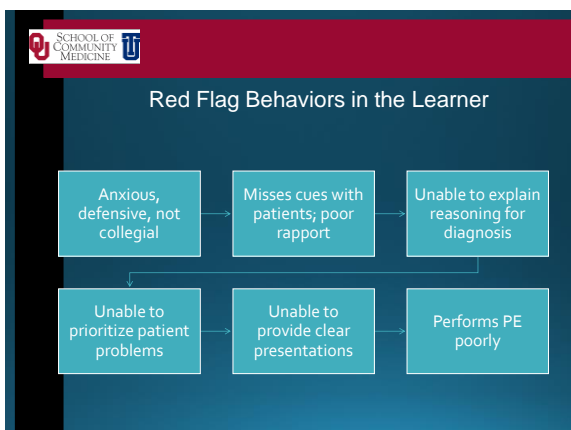
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Time Management Techniques

Scheduling	Wave scheduling
↓	
Preselect	Preselect the patients the students will see
↓	
Set	Set time limits for student









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Models for Teaching & Feedback



1 Minute Preceptor Model



Ask Tell Ask Feedback Model


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1 Minute Preceptor Model

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graph TD
    A[Get a commitment] --> B[Probe for supporting evidence]
    B --> C[Reinforce what was done well]
    C --> D[Give guidance about errors or omissions]
    D --> E[Teach a general principle]
  
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PAAE's Committee of Clinical Education. One-Minute Preceptor. <https://paaonline.org/wp-content/uploads/imported-files/One-Minute-Preceptor.pdf>. Accessed Jul 13, 2021.

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Ask Tell Ask

First:	ASK	"What went well?"	→	TELL	"This is what I think went well."
Then:	ASK	"What could be improved?"	→	TELL	"This is what I think could be improved."

PAAE's Committee of Clinical Education. Ask-Tell-Ask Feedback Model. <https://paaonline.org/wp-content/uploads/imported-files/Ask-Tell-Ask-Feedback-Model.pdf>. Accessed Jul 13, 2021.



Guidelines for Giving Feedback

- Feedback should be undertaken with the teacher and trainee working as allies, with common goals.
- Feedback should be well-timed and expected.
- Feedback should be based on first-hand data.
- Feedback should be regulated in quantity and limited to behaviors that are remediable.
- Feedback should be phrased in descriptive nonevaluative language.
- Feedback should deal with specific performances, not generalizations.
- Feedback should offer subjective data, labeled as such.
- Feedback should deal with decisions and actions, rather than assumed intentions or interpretations.

Endee J. Feedback in Clinical Medical Education. JAMA. 1983; 250(6):777-781.



Communicating With the Learner and the PA Program

- Two major concerns with students
 - Professionalism
 - Medical Knowledge
- Important to address concerns early and **directly** with the student and the program
- Develop solid plan with student to address concerns
- Written documentation of concerns is pertinent




Knowing Yourself as a Preceptor

Recognizing your own implicit biases


What learner qualities are important to you?

What learner qualities are problematic for you?


What type of learner are you unsure how to handle?

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Final Thoughts




Set expectations



Consistent feedback



Direct and honest communication




Seek help when needed

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"As preceptors we have a major stake in the final outcome of the student: they will learn to teach others as they have been taught."



Koons K, Sincavage S. Precepting skills for precepting challenges. JAPHA. 2012; 52(5):e273-e276.

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Questions?

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