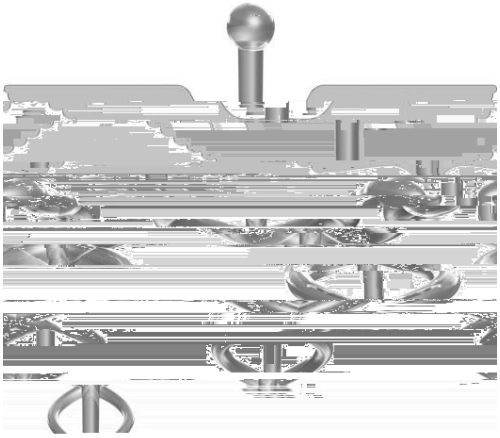
WICHITA STATE UNIVERSITY

DEPARTMENT OF PHYSICIAN ASSOCIATE

Preceptor Quick Guide

Internal Medicine



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Clinical Team Contact Information

- Will the preceptor be busier?
- How patients will be scheduled for the student

The staff of a clinical site has a key role in ensuring that each student has a successful rotation. By helping the student learn about office, clinic, or ward routines and the location of critical resources, they help a student become functional and confident.

Please encourage your office staff to contact the Programif they have questions or would like additional information: PAClinical@wichita.edu or (316) 978-5682 or978--9 ((m)-1i)-1dumtteyvear (-(o)4al2.6 (P)(,)o)-6..913 0 (-(o)q1n)(m)t-(o)o

Student Evaluations (Overview)

To ensure ease with the grading process, all evaluations will either be provided to you by the student or sent to you via email (noreply@exxat.com). The preceptor evaluation of student performance is a significant portion of the student grade. Grades cannot be calculated or submitted to the University until your evaluations have been completed. **A delay in completing the student evaluation may result in delayed feedback to students, inability to submit grades to the University, and thus, potentially delayed graduation.**

When evaluating students, be aware that they arrive with differing levels of experience, knowledge, and clinical skills, and that student competency should increase as they progress through the clinical year. Your evaluation and evaluation score should reflect student knowledge and skills as well as their improvement throughout the rotation. Scores should assess student progress in comparison to other students at the same level.
Course grades are determined by the Director of Clinical Education. The decision to pass or fail a student is ultimately made by the Program faculty. If you feel a student is not performing at an expected level after appropriate feedback, please contact the Director of Clinical Education as soon as the deficiencies are identified

Mid-Rotation Evaluation

Approximately mid-way through the student's rotation, you will be asked to collaboratively complete a "Mid-Rotation Evaluation." This important evaluation allows both you and the student to determine the focus for the remainder of the rotation. Questions asked during this evaluation will be similar to those asked at the end of the rotation. The e.9 (e)64-6.-4 0 Td[.3

competency in these basic skills is essential for the graduating PA. Students are NOT expected to acquire all these skills within a single rotation. This preceptor assessment is not calculated into the course grade for an individual rotation; however, preceptors are asked to assess their performance at the end of each rotation to ensure that they are making adequate progress. Students are expected to achieve a rating of "3 – able to perform independently" for each clinical skill prior to Program completion. Student proficiency in performing the listed clinical skills should be assessed utilizing the following scale:

3 – able to perform independentlya

Student Responsibilities

In addition to adhering to the standards of professional conduct outlined later in the handbook, students are expected to perform the following during their clinical rotations:

- Obtain detailed histories and conduct physical exams, develop a differential diagnosis, formulate an assessment and plan through discussion with the preceptor, give oral presentations, and document findings
- Perform and/or interpret common lab results and diagnostics
- Educate and counsel patients across the lifespan regarding health-related issues
- Attend clinical rotations as scheduled in addition to grand rounds, lectures, and conferences, if available to them
- Demonstrate emotional resilience and stability, adaptability, and flexibility
- Notify preceptors of all absences (planned or otherwise) in a timely manner
- Be sure all financial obligations are satisfied before leaving a rotation (e.g. room-key, deposits, returning all rotation property)

Student Attendance Expectations

1. Designated State/University holidays. Students are aware there are not guaranteed holidays during the clinical year.

Internal Medicine Learning Outcomes (LO) & Instructional Objectives (IO):

IM-LO 1: Demonstrate core medical knowledge of established and evolving biomedical and clinical sciences and the application of this knowledge to patient care, as demonstrated by the following instructional objectives

IM-IO 1a:

Appendix A - Mid-Rotation Evaluation of Student Progress

This form will be provided by the student for discussion and completion.

Instructions: For each learning outcome, circle where the student is performing and provide feedback based upon expectations for a PA student at this point in their professional education.

1) Demonstrate medical knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care

Examples: knowledge of anatomy, pathophysiology, etiologies, risk factors, interpreting labs, diagnostic tests, formulating differential diagnosis, pharmacology, clinical reasoning

Below Expectations	Needs Improvement	Meets Expectations
may NOT meet learning outcomes during rotation	will likely meet learning outcomes during rotation	at level equal to students at this stage in training

Comments:

2) Demonstrate patient care skills that are effective, safe, high quality, and equitable

Examples: completing H&P, form Tw g

4) **Acknowledge professional and personal limitations and demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements.**

Examples: follows

Appendix B - Preceptor Evaluation of Student

This form will be sent to you via email one week prior to the end of the rotation. Below are the questions that will be asked. They are listed in this appendix only for your reference.

Instructions

Healthcare System

17. Understand healthcare delivery systems (e.g. coding/billing, documentation, health policy, patient safety, and quality improvement)
18. Understand roles of other health edf onthf (f o)12 r7b

Appendix C - Evaluation of Clinical Skill Proficiency

The following is a section of the Preceptor Evaluation of Students form that will be sent to you via email two weeks prior to the end of the rotation. They are listed in this appendix only for your reference.

Based on your observations of this student while on your rotation, please indicate your assessment of the student's proficiency for the skill listed. Students must acquire instruction in technical skills and procedures based on current professional practice, but students are NOT expected to acquire all these skills within a single rotation. This skills list is based upon common employer expectations and a national survey of PA Programs.

1. **Comprehensive History and Physical Exam of the following age patient:**
   Age specific competency able to ensure a safe and caring environment for the age groups indicated below; communicate with and provide patient education; elicit age appropriate history and conduct physical examination:

	AGE (years)	Level of Proficiency			
Newborn – Infant	0 – 2	0	1	2	3
Young Child	3 – 12	0	1	2	3
Adolescent	13 – 18	0	1	2	3
Adult	18-64	0	1	2	3
Older adult	≥ 65	0	1	2	3
Prenatal H&P		0	1	2	3

2. **Specific Physical j2.6 0(2.)Tjj/TT2 1 Tf0.004 Tc 0.4 0 Tdh8d(3)Tj0.5 0 d( )Tj2.6 11.06 17dxeew Td( )Tj37.5 BT/**

Appendix D - Clinical Performance Evaluation

Clinical Performance Evaluation (CPE) – INTERNAL MEDICINE (ADULTS)

Instructions: With the INTERNAL MEDICINE rotation learning outcomes in mind (see back), rate the student's level of performance, taking into consideration the last five (5) older adult patient interactions you have directly observed. The desired benchmark is "EXPECTED LEVEL of performance with supervision."

Evaluator Name: _____Student Name: _____

Evaluator Signature: _____Date: _____

Clinical Rotation Site: _____

Learning Outcomes (LO)	EXPECTED LEVEL of performance with supervision	NEEDS IMPROVEMENT with additional supervision
Medical History **[LO 1,2]**	Conducts adequate comprehensive & focused histories for older adults with acute & chronic disease; most critical information gathered	Difficulty conducting comprehensive & focused histories; fails to gather some critical information
Physical Exam (PE) **[LO 1,2]**	Completes most PE components well; differentiates between normal and abnormal signs of aging	Difficulty completing some PE components; fails to differentiate between normal and abnormal signs of aging
Differential Diagnosis **[LO 1]**	Formulates adequate differential diagnoses for nic conditions in IM/geriatric setting	Difficulty formulating differential diagnoses
Treatment Plan **[LO 2,4,6]**	Develops adequate plans for furtheuri2	

Clinical Site Visit Evaluation Form

Name of Faculty Reviewer:_____ Date of Eval: _____

Name of Clinical Site:_____ Rotation Type:_____

Related to facilities, resources, and learning opportunities:[C4.02]	Yes	No	Unsure
Are physical facilities adequate to meet Program expectations?			
Do students have reliable internet access?			
Are patient populations adequate to meet Program expectations?			
Does the preceptor provide appropriate supervision for the student?			
If housing is available, is housing situation adequate and safe?[A1.03]			
Related to preceptor mentoring and feedback:[C4.02]	**Yes**	**No**	**Unsure**
Does the preceptor possess adequate teaching abilities?			
Do preceptor/staff communicate problems/concerns to the Program?			
Does the preceptor provide students with adequate mentoring/feedback?			
Does the preceptor maintain appropriate rapport with the students?			
Does the preceptor maintain a professional demeanor?			
Were aggregate/summary student evaluation feedback discussed with preceptor?			
Related to the Program's expected learning outcomes for clinical rotations, does			

PANCE Content Blueprint

Want to know what your student will be tested on upon graduating PA school? All graduates are required to pass a national certification exam, Physician Assistant National Certifying Examination (PANCE) in order to gain a license to practice in any state. A detailed list of knowledge and skill areas as well as organ systems and diseases identified as important to PA practice and covered on the PANCE can be found at the link above.

We encourage you to review these task and organ system areas to ensure students are gaining experiences within the expected depth, breadth and scope of knowledge needed to perform well in their certifying examination.

What is a PA?

This two-page document gives quick details about the PA profession, who we are, what we do, our education, the impact of our high-quality healthcare.

Have heard about our name change? You can also find out more information on current title change initiative. The profession's leaders in 2021 voted to affirm "Physician Associate" as the official title of the PA profession. This website discusses many frequently asked questions and provides background on how we came to this decision. While this officially changes the name of our profession, PAs should still continue to use the title "PA" in their clinical capacities until legislative changes are made.

More information about our profession can be found at the American Academy of PA's (AAPA) webpage.

Tips for Making Precepting Painless & Other Resources

Created by the PA Education Association (PAEA), this webpage has multiple "one-pagers for preceptors" that cover a variety of topics for preceptors.

Clinical Preceptor Recognition Program

Are you an AAPA fellow member who has been a preceptor for at least two years? Consider applying for the prestigious Clinical Preceptor AAPA (CPAAPA)