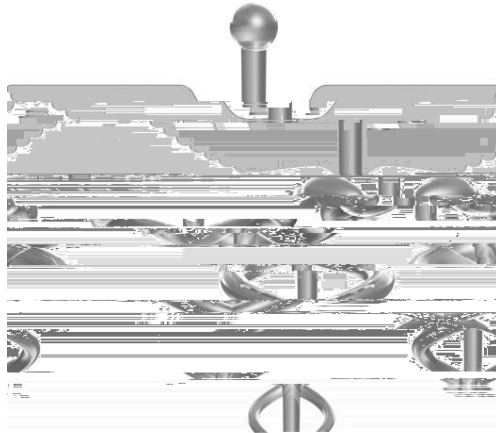




DEPARTMENT OF PHYSICIAN ASSOCIATE

Preceptor Quick Guide

Pediatrics



Excellence in PA Education since 1972

Handbook Revised 6/2024

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Welcome to our Educational Team!

Our vision at the Wichita State University's Physician Associate Program is "excellence in PA education." As a clinical preceptor, you are an integral part of our success, the success our students, and ultimately the high-quality healthcare that our future PAs will provide to the residents of Kansas and beyond.

In this new era of our profession, your support of our clinical year students will help lead the next generation of providers that will respond to the ever-changing needs of our healthcare system. As the demands from this system increases, our profession needs to respond through availability, affordability, and ability. We believe the high-quality education provided at WSU's PA program, and your clinical training, is responding to the call to increase availability of providers, creating a culture of providers

Preceptor Roles/Responsibilities

Your Role as a Preceptor

Most students remember their preceptors as the person who not only taught them important medical knowledge and skills, but who pushed them to learn even more and mentored them with support and advice as they grew in the clinical environment. Preceptors are an integral part of the teaching program and key to successful learning experiences in the clinical setting. The guidance of the preceptor humanizes medicine, helps students synthesize and apply concepts from classroom learning to create deep learning and critical thinking.

Preceptor Responsibilities

Preceptor responsibilities include, but are not limited to, the following:

1. Assume primary responsibility for the action and education of the PA student.
2. Orient students at the onset of the rotation with the practice/site policies and procedures and review the expectations and objectives for the rotation.
3. Supervise, demonstrate, teach, and observe clinical activities in order to aid in the development of clinical skills and ensure proper patient care.
4. Delegate to the student increasing levels of responsibility for clinical assessment and management as appropriate to the student's experience and expertise.
5. Participate in the evaluation of clinical skills and medical knowledge base through the following mechanisms:
 - o Direct supervision, observation, and teaching in the clinical setting
 - o

- o Will the preceptor be busier?
- o 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 program if they have questions or would like additional information:
PAClinical@wichita.edu or (316)78-5682 or 978-9 (m)-1i-1dumtveyar (-o)4al2.6 (P)(,)o-6..913 0 (-o)q1n)(m)t-(o)o

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 independently
- 2 – able to perform with supervision
- 1 – attempted but needs further training
- 0 – not applicable/not observed

Refer to [Appendix C](#) for a detailed listing of the required clinical skills to be assessed. Again, this section is part of the Preceptor Evaluation of Student

Clinical Performance Evaluation (CPE)

While the [Preceptor Evaluation of Students](#) is used in determining a student’s final grade, the [Clinical Performance Evaluation \(CPE\)](#) evaluates basic competency in assessment and management of patients in each of the program required rotation specialty experiences. While CPE evaluations are not calculated as part of the course grade, students must achieve a rating of “expected level of performance” in each of ~~Confidential (R) 2.87(5) 2.1.0) 10.1512(1) 2-08.09 214(i)(n) 237(j) 11735231003(7) 51134~~

Student Responsibilities (Overview)

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:

- x 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
- x Perform and/or interpret common lab results and diagnostics
- x Educate and counsel patients across the lifespan regarding health-related issues
- x Attend clinical rotations as scheduled in addition to grand rounds, lectures, and conferences, if available to them
- x Demonstrate emotional resilience and stability, adaptability, and flexibility
- x Notify preceptors of all absences (planned or otherwise) in a timely manner
- x 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. Students are expected to be at the clinical rotation site for any days surrounding holidays when the rotation site is in operation. If the clinic/office is closed the day prior to the holiday and the preceptor will not be available, students may be given the day off as well. Students will be given rotation schedules to include Program approved holiday breaks for Thanksgiving and Christmas prior to starting second year clinical rotations.
2. **Planned Absences** Expected absences must be approved in advance with the preceptor **and** with the Program. If the Program requires the student to be gone from a rotation, the Program will notify the preceptor directly.
3. **Unexpected Absences** Students are expected to notify the preceptor **and** Program as soon as possible if unable to attend a rotation due to significant personal illness or family emergency.
4. **Absence Notification Form** Students are also required to complete an absence notification form for all missed rotation time. This form should be completed in advance if the absence is planned or within 3 days of an unexpected absence. This form requires your signature as the preceptor.
5. The preceptor has the right to request specific medical release for an illness-related absence or documentation related to any other absence.

Time Sheet Requirements

Purpose: to better allow the WSU Clinical team to evaluate educational exposure, preceptor schedules and affect of absences on student learning.

Student Requirements:

- x Students will be required to fill out daily timesheets to record actual time spent in rotation
- x Student absences reported on your final evaluation will be corroborated with student reported absences to ensure reports are congruent.
- x **Students are required to maintain a minimum (o)-6. (u)nn -1.446.1 (r)-i (m)-6Td()Tj.1 (p)13.2 (o)-6.6 (r Tw 30.6 m)4.6 (i)-**

Learning Outcomes and Instructional Objectives for the Clinical Year (Overview)

The clinical year takes students from the theoretical classroom setting to an active, hands-on learning environment to prepare them for a lifetime of continued skill refinement and expanded knowledge as a practicing PA. Mastery of clinical knowledge and skills is gradual and does not occur with any single exam, course, or rotation. The process takes time, study, and focused effort. Typically, during the first three months of clinical training, students begin to develop basic skills. During the fourth

Pediatrics Specific: Learning Outcomes and Instructional Objectives

PED-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

Appendix A - Mid-Rotation Evaluation of Student Progress

This form will be

- 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 instructions, accepts responsibility, takes initiative, dependable, modifies behavior following criticism, professional behavior, speech, dress, functions well on healthcare team

Below E.48-d2.52 reW nB

Appendix D - Clinical Performance Evaluation

Clinical Performance Evaluation (CPE) – PEDIATRICS

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

Evaluator Name: _____

Student Name: _____

Evaluator Signature: _____

Date: _____

Learning Outcomes (LO)	EXPECTED LEVEL of performance with supervision	NEEDS IMPROVEMENT with additional supervision
Medical History [LO 1,2]		

Appendix E - Clinical Site Visit Evaluation Form



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 this site adequately assist students in meeting the following competencies: ^{B1.09,C4.02}	Yes	No	Unsure
Medical knowledge			
Patient care			

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 is available.