



**DEPARTMENT OF
PHYSICIAN ASSOCIATE**

Preceptor Quick Guide

Women's Health

Excellence in PA Education since 1972

Handbook Revised 6/2024

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Clinical Team Contact Information

Stephen Lewia, DMSc, PA-C
Director of Clinical Education

Julie Slade, PA-C
Director of Clinical Development & Operations

Melanie Bayles
Clinical Coordinator

Department Phone: (316) 9783011
Fax: (316) 9783669

Email: PAClinical@wichita.edu

Website: www.wichita.edu/PA
www.wichita.edu/PAClinical

Mailing Address
Wichita State University
Department of Physician Assistant
1845 Fairmount St.
Wichita, KS 67260214

Campus Location
WSU Old Town Campus
213 N. Mead
Wichita, KS

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Director, Office of Equal Employment Opportunity
Wichita State University
1845 Fairmount St
Wichita, Kansas 67260-0205
Phone (316) 978-6791

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 professionals need 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

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

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

and skills is gradual and does not occur with any single exam, course, or rotation. The process takes time, study, and focus effort. Typically, during the first three months of clinical training, students begin to develop basic skills. During the f

OB/GYN Specific Learning Outcomes and Instructional Objectives

WHLO 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

WHIO 1a: Apply knowledge of anatomy, pathophysiology, epidemiology, etiology, and risk factors to the care of patients encountered in WOMEN'S HEALTH

WHIO 1b: Select/interpret laboratory and diagnostic studies commonly encountered in WOMEN'S HEALTH

WHIO 1c: Formulate differential diagnoses for common conditions in WOMEN'S HEALTH

WHIO 1d: Prescribe/monitor pharmacotherapy for conditions commonly encountered in WOMEN'S HEALTH including factoring in drug effects during pregnancy and lactation.

WHIO 1e: Demonstrate clinical reasoning and problem-solving skills as it relates to WOMEN'S HEALTH.

WHLO 2: Demonstrate patient care skills that are effective, safe, high quality, and equitable, as demonstrated by the following instructional objectives

WHIO 2a: Elicit comprehensive medical history and perform complete and focused physical exams of reproductive and menopausal adolescent/adult females including prenatal care and sensitive exams such as breast, pelvic, and rectal.

WHIO 2b: Formulate evidence-based, equitable, patient-centered treatment and preventive care plans for acute/chronic conditions commonly encountered in WOMEN'S HEALTH

WHIO 2c: With supervision, perform clinical procedures and technical skills commonly performed in WOMEN'S HEALTH

WHLO 3: Demonstrate interpersonal and communication skills resulting in effective information exchange with patients, families, physicians, professional associates, and other individuals within the healthcare system, as demonstrated by the following instructional objectives

WHIO 3a: Communicate effectively with patients, families, and other health professionals.

WHIO 3b: Provide patient-centered and culturally sensitive counseling/education regarding adherence to treatment plans, behavior modification, and coping mechanisms.

WHIO 3c: Consider ethnicity, gender identity, sexual orientation, religion/spirituality, disabilities, and social

Appendix A -Mid-Rotation Evaluation of Student Progress

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

- 5) Engage in critical analysis of individual practice experience, medical literature, and other resources for the purposes of learning and self and practice improvement.

Examples: recognizes personal limitations, exhibits appropriate self-confidence, initiates learning and self-improvement through resources

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

Comments:

- 6) Shows understanding of the healthcare system and respond to its needs to provide patient care that balances quality and cost, while keeping the individual patient as the main focus.

Examples: coding/billing, health policy, patient safety, quality improvement, understanding roles of other healthcare professional, interprofessional collaboration, referrals

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

AppendixB - 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 Please evaluate the student within each of the following areas based upon expectations for a PA student at this point in their professional education. Please note that the numbered responses do NOT directly correlate to a particular letter grade. For example, a rating of "3" does not equal a grade of C. Please complete the evaluation considering the student's performance on rotation rather than an anticipated letter grade or score. Thank you for serving as a preceptor!!

[Questions 1-8 will be scored according to the scale provided on the Evaluation Questionnaire]

Medical Knowledge

1. Apply knowledge of anatomy, pathophysiology, epidemiology, etiology, & risk factors
2. Select and interpret laboratory and diagnostic tests
3. Formulate differential diagnoses
4. Prescribe/monitor pharmacotherapy

Patient Care Skills

5. Elicit medical history and perform complete and focused physical exams
6. Formulate evidence-based, patient

16. Initiate learning and self-improvement by searching, interpreting, and evaluating medical literature and resources

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 professionals and interprofessional collaboration and appropriate referrals

OVERALL EVALUATION

19. Is this student performing at a level appropriate for his/her current stage of professional education? [\[See the 3 answer options below. This question is NOT scored. We would like to be notified for all answers of "Yes with reservation" and "No."](#)

Yes	Yes with reservation	No
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20. List two to three specific ways this student can improve performance on clinical rotations. [\[This is open ended\]](#)

21. List two to three specific strengths of this student. [\[This is open ended\]](#)

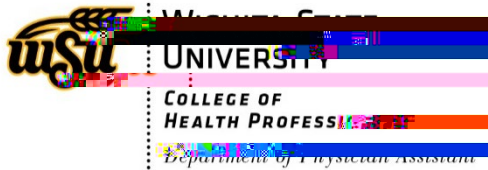
22. Approximately how many days did the student miss during the rotation? [\[This is open ended\]](#)

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.

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: ^{C1.02}	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 ability?			

[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 [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 official change is 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](#)