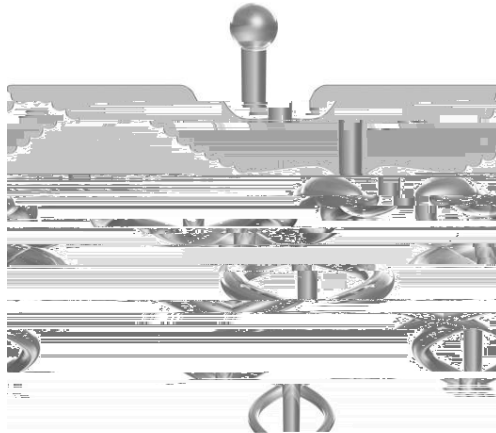




**DEPARTMENT OF
PHYSICIAN ASSOCIATE**

Preceptor Quick Guide

Behavioral Health



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 Physician Associate Program is “excellence in PA education.” As

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

- x Student's schedule (when they will be at site)
- x Student's expected role in patient care
- x Expected effect of the student on office operation:
 - o Will fewer patients be scheduled?
 - 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 13J1.67x (7 6565.8 7m109(41 (i, 1.)-03(6h 1r)3(-3 n6.1 81

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 evaluation will be completed on paper. A copy of this evaluation can be found [Appendix A](#).

Final Evaluation - [Preceptor Evaluation of Student](#)

Two weeks before the end of the rotation you will receive an email from noreply@exxat.com. If you do not receive an evaluation email or have any problems or questions with the process, please contact the Program at (308) 978-3061 or PAClinical@wichita.edu. This email contains a link to the overall evaluation of your student. This is to be completed only by the preceptor of record. This evaluation is based on professional competencies as well as Program learning outcomes.

within a single rotationThis

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 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

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 first through seventh months, students gain confidence and improve clinical skills. From the eighth month forward, students refine their clinical skills and continue to build medical knowledge. Students must engage during the clinical year to improve their history taking, diagnostic, therapeutic, communication, critical-

Behavioral Health: Learning Outcomes and Instructional Objectives

BHLO 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

BHIO 1a: Apply knowledge of anatomy, pathophysiology, epidemiology, etiology, and risk factors to the care of patients presenting with BEHAVIORAL HEALTH issues

BHIO 1b: Select/interpret laboratory and diagnostic studies commonly encountered in BEHAVIORAL HEALTH.

BHIO 1c: Formulate differential diagnoses for common conditions in BEHAVIORAL HEALTH

BHIO 1d: Prescribe/monitor pharmacotherapy for conditions commonly encountered in BEHAVIORAL HEALTH

BHIO 1e: Employ/interpret screening tools commonly utilized in BEHAVIORAL HEALTH.

BHIO 1f: Demonstrate clinical reasoning and problem-solving skills as it relates to BEHAVIORAL HEALTH.

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 (h)-0.7 07 0 Td (i)-11.3(ir)11.1 (c)-2 (S (e t)-6 (h)-0.7 (

4) Acknowledge professional and personal limitations and demonstrate a high level of

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: 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.

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 Student 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 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 appropriate history and conduct physical examination:

	<u>AGE (years)</u>	<u>Level of Proficiency</u>			
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 Examination Component:

	<u>Level of Proficiency</u>			
Female breast exam	0	1	2	3
Female pelvic exam	0	1	2	3
Male genitalia exam	0	1	2	3
Rectal exam	0	1	2	3

3. Clinical Skill:

	<u>Level of Proficiency</u>			
Laceration Repair	0	1	2	3
Utilization of Behavioral Health Screening Tools	0	1	2	3

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:	Yes	No	Unsure
Are physical facilities adequate to meet Program expectations?			
Do students have reliable internet access?			

[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 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](#)