

Preceptor Quick Guide

Surgery

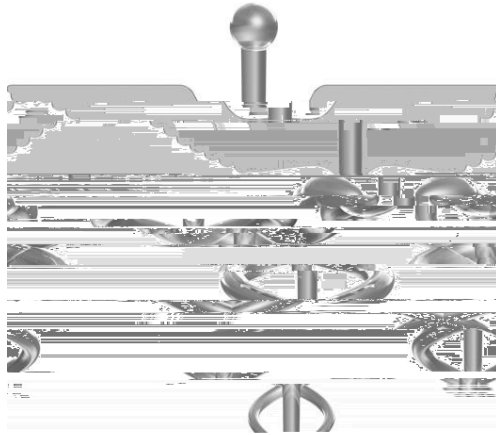


Table of Contents

Clinical Team Contact Information.....	3.....
Welcome to our Educational Team!.....	4.....
Preceptor Roles/Responsibilities.....	5.....
Your Role as a Preceptor.....	5.....
Preceptor Responsibilities.....	5.....
Preceptor-Student Relationship.....	5.....
Orienting the Student to the Rotation.....	6.....
Communicating Student Expectations.....	6.....
Preparing Staff for Student Arrival.....	6.....
Notification of Scheduled Students.....	14.....
Site Visits by Program Faculty.....	14.....
Student Evaluations (Overview).....	15.....
Mid-Rotation Evaluation.....	15.....
Final Evaluation Preceptor Evaluation of Student.....	15.....
Clinical Skill Achievement and Assessment of Proficiency.....	15.....
Clinical Performance Evaluation (CPE).....	16.....
Student Responsibilities (Overview).....	17.....
Learning Outcomes and Instructional Objectives for the Clinical Year (Overview).....	17.....
Appendix A - Mid-Rotation Evaluation of Student Progress.....	20.....
Appendix B P3>>BDC/STC (6)-5.9.(n)7018 (1)1104-0001 (8)763(B-6)39.0311w 11.0()10.6 (o)-9een .8 (i)-3.3 (o)	

Clinical Team Contact Information

Stephen Lewia, DMSc, PA
Director of Clinical Education

Julie Slade, PA
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 67260-2114

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

NOTICE OF NONDISCRIMINATION

Wichita State University does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, marital status, political affiliation, status as a veteran, or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies:

Director, Office of Equal Employment Opportunity
Wichita State University
1845 Fairmount St. Wichita,

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 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

- 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 Program if they have questions or would like additional information:
PAClinical@wichita.edu or (316) 978-5682 or 978--9 (m)-1j-1dumtveyvar (-o)42.6 (P)(,)o-6..913 0 (-o)q1n(m)t-(o)of*

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 [Ohio \(R\) 5.17 \(B\) 2.12 \(1\) IC.1 at \(15\) 2-24-09 14 \(E\) 2/3 \(g\) 0.7 \(-\) 7.9705237](#)

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:

- 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

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 fourth 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 thinking and decision-making skills.

Multiple Instructional Objectives are provided with each Learning Outcome. The primary goal of the Instructional Objectives is to guide students in their studies by describing what the learner will be able to do after completing a unit of instruction. Some of the Instructional Objectives are written to assist students in achieving the intended behavior (the Learning Outcome) during the clinical rotation, while other instructional objectives are written to indicate the behaviors expected of students at the end of the clinical rotation.

Specialty Specific Learning Outcomes (LO) and Instructional Objectives (IO)

Each student's clinical rotation schedule is unique with varied experiences. The specific rotation IOs provided for family medicine, internal medicine, pediatrics, emergency medicine, OB/GYN, women's health, behavioral health, surgery and inpatient setting represent the basic knowledge and clinical skills typically experienced within that specialty; they do not represent the full body of knowledge within the given discipline. In addition, a student may not experience care of a patient with all conditions listed on the EOR exam blueprint within a specialty but will be expected to be familiar with pathophysiology and the signs/symptoms, treatment, and patient education for all diseases/conditions listed on the blueprint.

It is the student's responsibility to perform depth reading and research of conditions encountered in each specialty. Independent, lifelong learning is required of all healthcare providers and is essential for success in the clinical year.

Results of performance evaluations and exams conducted throughout the clinical year should be used as a learning tool to identify gaps in knowledge/skills. It is incumbent upon the student to recognize these gaps and seek help from the faculty and/or preceptor as needed.

SURGERY Learning Outcomes (LO) & Instructional Objectives (IO):

SGLO 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*

SGIO 1a: Apply knowledge of anatomy, pathophysiology, epidemiology, etiology, and risk factors to the care of patients encountered in the SURGERY setting.

SGIO 1b: Select and interpret lab and diagnostic studies commonly encountered in the care of SURGICAL patients.

SGIO 1c:

s10.6 (e)-3 (s)-1. 6 (f)10.3 (o)-6.63 (9d [1F8J /TT0wm1]TJ 0 Tc6 (

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,

- 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

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.

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
-----	----------------------	----

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 D - Clinical Performance Evaluation

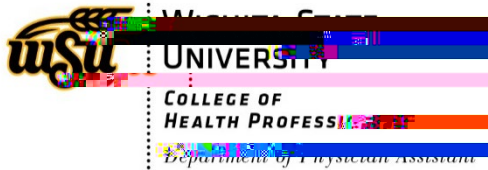
Clinical Performance Evaluation (CPE) SURGERY

Instructions With the GENERAL SURGERY rotation learning outcomes in mind (see back), ~~take the level of performance,~~ taking into consideration the last five (5) patient interactions you have directly observed, the desired benchmark is “EXPECTED LEVEL of performance with supervision” for surgical patients.

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]	<input type="checkbox"/> Conducts adequate comprehensive & focused histories for patients presenting for surgical consultation; most critical information gathered	<input type="checkbox"/> Difficulty conducting comprehensive & focused histories; fails to gather some critical information
Physical Exam (PE) [LO 1,2]	<input type="checkbox"/> Completes most PE components well; usually recognizes signs & symptoms of surgical conditions & complications	<input type="checkbox"/> Difficulty completing some PE components; fails to recognize signs & symptoms of surgical conditions or complications
Differential Diagnosis [LO 1]	<input type="checkbox"/> Formulates adequate differential diagnoses for common problems presenting in the post operative setting	<input type="checkbox"/> Difficulty formulating differential diagnoses for common problems presenting in the post operative setting

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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do students have reliable internet access?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are patient populations adequate to meet Program expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the preceptor provide appropriate supervision for the student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If housing is available, is housing situation adequate and safe? ^{A1.02}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Related to preceptor mentoring and feedback: ^{C4.02}	Yes	No	Unsure
Does the preceptor possess adequate teaching ability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do preceptor/staff communicate problems/concerns to the Program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the preceptor provide students with adequate mentoring/feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the preceptor maintain appropriate rapport with the student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the preceptor maintain a professional demeanor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were aggregate/summary student evaluation feedback discussed with preceptor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Related to the Program's expected learning outcomes for clinical rotations, do these sites adequately assist students in meeting the following competencies: ^{B1.02, C4.02}	Yes	No	Unsure
Medical knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patient care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[PANCE Content Blueprint](#)