



MIDWESTERN UNIVERSITY

Tomorrow's HealthCare Team

Physician Assistant Program

Preceptor CHAT

Winter Edition 2019 - 2020

Changes to ARC-PA Standards

Effective September 1, 2020

Programs can decide if student experiences with a preceptor practicing family medicine is sufficient to meet its learning outcomes for women's health, pediatrics, or behavioral health.

The requirement of general surgery for core surgery rotations and the inability to utilize surgical subspecialists has been removed.

<https://mailchi.mp/arc-pa/newsletterfall2019>

Change to Centers for Medicare and Medicaid (CMS) Documentation Guidelines

Effective as of January 1, 2020

In November 2019, CMS removed restrictions on the use of student-provided documentation of evaluation and management services for billing purposes. As a result, all preceptors of PA students, including PAs, physicians, and nurse practitioners will be allowed to verify, rather than re-perform, documentation by students.

<https://paeaonline.org/advocacy/faq-cms-student-documentation/>

We are currently obtaining availability for our 2020-2021 clinical year rotations. Please inform your colleagues/peers about the benefits of being a PA Program preceptor. If you have not done so already, please send us your availability as well by returning your Preceptor/Site Profile Form to

azpaclinical@midwestern.edu

Need To Contact Our Department?

If you have questions about our program or desire feedback regarding precepting our PA students, please reach out to us.

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RESOURCES

ACTIVE LEARNING

The more a student is actively involved in the learning process, the more likely learning is to take place!

Set Goals – provide guidance when appropriate.

Increase Responsibility – Progressively increase the amount of responsibility the student has in providing patient care.

Set Up Ancillary Learning Experiences – time spent in other parts of the hospital or clinic (e.g. billing, radiology, pharmacy).

Practice TAPS – Think Aloud Problem Solving

Allow students to see and hear what you are thinking while you are doing a particular task.

Formulate Care Plans -

As a student progresses in competence have them do the assessment and plan before you review it with them.

Focus on Clinical Reasoning – Ask guiding questions to prompt thinking out loud.

Ask the student,
“Teach me what you would do.”