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PRECEPTOR RESPONSIBILITIES

A Preceptor is a Physician, Physician Assistant, or other health care provider, approved by the University of Maryland Eastern Shore Physician Assistant Program, who has agreed to allow the student to participate in his/her clinical practice.

A Preceptor’s responsibilities include the following:

1. To provide an orientation to the student regarding the Office, Staff, and type of patients seen.

2. To provide clinical instruction for the student.

3. To assign students to specific health care teams.

4. To designate specific patient assignments, admitting responsibilities, data collecting, on call schedules, diagnostic and therapeutic procedures to be performed by the student as listed in the instructional objectives.

5. To provide ongoing constructive criticism relative to educational experiences of the student, to include: mid-rotation progress; end-of-rotation written evaluation; clinical and interpersonal strengths and weaknesses; and student grade.

6. To provide reading assignments relative to the learning experience.

7. To coordinate learning experiences of the Student with the Clinical Coordinator, including provision of feedback on student's learning experiences on a regular basis.

8. To see each patient who is evaluated by the Student.

9. To provide constant review and countersignature for all student documentation (Progress notes, H & Ps) on patients' charts within 24 hours of entry.

10. To review and sign all prescriptions, drug and diagnostic orders, and discharge summaries immediately.

11. To be physically present at all times to offer supervision, or to provide a designee for this purpose.
GENERAL STUDENT OBJECTIVES FOR CLINICAL ROTATIONS

History Taking
- Takes and records focused histories on patients.
- Associates patient’s complaints with their presented history.
- Interprets history and formulates a differential diagnosis.
- Knows and understands individual risk factors for each disease related condition.
- Recognizes and understands signs and symptoms associated with a specific diagnosis.

Performing a Physical Exam
- Knows and understands what constitutes an appropriate directed physical exam after eliciting a patient history.
- Recognizes pertinent physical findings.
- Interprets particular physical findings in order to differentiate one disorder from another.

Formulating the Most likely Diagnosis
- Selects the most likely diagnosis and evaluates differentials in light of the history, physical exam and diagnostic test findings.
- Understands the pathophysiology for the most likely diagnosis.
- Recognizes associated disease conditions and complications.

Evaluating the Severity of Patient’s Problems (Prognosis)
- Evaluates severity of the patient’s condition and identifies the indication of greatest priority for consultation or further diagnostic assessment.
- Recognizes factors in the history that affect the patient’s treatment plan or prognosis.
- Identifies and evaluates patients for whom a specific type of therapy is appropriate or inappropriate.
- Knows and understands the clinically relevant implications of the treatment plan.

Health Maintenance and Disease Prevention
- Knows and understands risk factors for conditions amenable to prevention or detection in an asymptomatic individual.
- Appreciates pertinent incidence statistics among groups at risk, including incidence of symptoms and identifiable disorders among various groups.
- Selects appropriate treatment, which may include preventive measures, education and medication.

Adapted from Midwestern University Physician Assistant Program, 3/01.
THE ONE MINUTE PRECEPTOR
A METHOD FOR EFFICIENT EVALUATION AND FEEDBACK

The One Minute Preceptor is a strategy for efficiently structuring an interaction with the Student. It consists of the following steps:

1. Get a Commitment from the Student.
   - So, what do you think is going on with this patient?
   - How would you like to treat this patient?
   - Why do you think the patient came today?
   - What would you like to accomplish on this visit?

2. Probe for the Student for Supportive Findings. Evaluate the Thinking Leading to the Commitment.
   - How did you reach the conclusion?
   - What makes you ........?
   - What findings support your diagnosis?
   - What else did you consider?

3. Reinforce what was Correct and Give Positive Feedback.
   - I agree with your interpretation.
   - I am pleased that you included ........ that aspect of the physical exam.
   - I appreciate your consideration of the patient’s financial situation in prescribing....

   - I disagree with … the scope of your differential diagnosis.
   - What else do you think might have been included?
   - Including the abdominal exam would have been important ....
   - A more efficient way to ..... 

5. Teach the Student a General Principle. Clarify the “Take Home Lesson.”
   - So, in general, it’s important to remember ............
   - It is always important to think about .................
   - In general taking a little extra time.....................
   - Why don’t you read up on this tonight and report back tomorrow....... 

Adapted from Physician Assistant Program, Oregon Health Science University, Portland, Oregon with credit to the Department of Family Medicine, University of Washington, Seattle.
THE CONCEPT OF FEEDBACK: HELPING THE PRECEPTOR TO BE MORE EFFECTIVE WITH THE STUDENT

The Importance of Feedback

- Definition of Feedback: The process by which an instructor provides students information about their performance.
- Given for the purpose of improving their performance.
- Accelerates learning.
- Facilitates learning.
- Helps students achieve goals.

Without Feedback

- Mistakes go uncorrected.
- Bad habits develop.
- Inaccurate assumptions may be made.
- Students may drop the positive behaviors.
- Errors in performance may result.

How to Give Feedback

- Develop a climate of respect and trust
- Tell Students that you will give them feedback frequently and in a timely manner.
- Link the feedback to the student’s goals.
- Link the feedback to actual observations.
- Focus on behaviors, not personality.
- Ask the student for self critique.
- Be specific, not global.
- Be instructive... how to fix it.
- Avoid overloading.
- Be supportive.

Characteristics of Good Feedback

- Encourage self-assessment.
- Cover positives and negatives.
- Refer to specific, observed behavior.
- Limit the amount.
- Be timely.
- Discussion should take occur in an appropriate place.
- End with an action.
Language of Effective Feedback

- Use "I" messages.
- Use descriptive rather than judgmental language.
- Use open ended questions that refer to a specific event.
- Encourage alternative solutions.

Organization of Effective Feedback

- Begin by encouraging student self-assessment.
- Ask self-assessment knowledge, skills, and attitudes.
- Focus on positives.
- Collaborate on an action plan.

Adapted from Fahringer, D, Fisher, D, Van Dyke, E: "Evaluation and Feedback: How to be More Effective with Students and Preceptors."
WEEKLY TIME TABLE OF STUDENT PERFORMANCE

WEEK 1

Days 1-5  Student should shadow the Preceptor dependent upon the clinical rotations the student has already completed.

WEEK 2

Days 1-3  Student should begin taking the patient's history and presenting it to the Preceptor.

Days 4-5  Student should complete a history and physical on the patients and present them to the Preceptor.

WEEK 3

Days 1-3  Student should complete the history, physical, and formulate the assessment.

Day 4-5  Student should complete the history, physical, formulate the assessment and plan, including diagnostic workup.

WEEK 4

Days 1-5  Student should be able to complete the entire patient evaluation and management and present it to the Preceptor for feedback.

WEEK 5

Days 1-5  Student should be able to complete the entire patient evaluation and management and present it to the Preceptor for feedback.

NOTE: THIS SCHEDULE IS A GUIDELINE ONLY. THE PRECEPTOR AND STUDENT CAN MODIFY THE ABOVE DEPENDENT UPON STUDENT EXPERIENCE AND PRECEPTOR COMFORT.
COGNITIVE OBJECTIVES

During the clinical rotation in (SEE OBJECTIVES), the Physician Assistant student is expected to attain an adequate level of knowledge in the areas listed below. An adequate level of knowledge is defined as: a sufficient knowledge, when combined with adequate skills, to successfully treat the majority of conditions within that particular area in a general or family practice setting.

In reviewing this listing, the Preceptor should be able to identify those areas in which he/she will be able to provide teaching encounters during the rotation. The student is responsible for all material in these objectives even if a certain disease/disorder is not seen on the rotation. Students are expected to read about each of the topics listed. Student readings should target the following areas: etiology/pathology, signs/symptoms, lab/diagnostic findings, medical management, complications, and patient education.

Adopted from the Clinical Preceptor Handbook: Class of 2000, Midwestern University College of Health Sciences: Physician Assistant Program.
INSERT COGNITIVE OBJECTIVES HERE
PRECEPTOR EVALUATION OF THE STUDENT

The following is the evaluation the Preceptor will complete at the end of the student's clinical rotation. This evaluation should be a reflection of the student’s knowledge and skills, realizing the progression from the start to the end of the rotation.

Preceptor Evaluation Form

Student Name: ___________________________  Preceptor: Name
Rotation: ________________________________ Site: ________________________________
Dates of Rotation: to ___________________________  Evaluation Date: ___________________________

This evaluation of student performance covers areas of knowledge, skills, and attitudes correlating to rotation objectives, and will count for 25% of the students overall grade for the rotation. Comments are requested, as well, regarding overall performance and any areas needing improvement. After completing the form, please go over it with the student and have them place their signature in the appropriate place. You should then place it in a sealed envelope with your signature across the seal and have the student bring it with them when they return to campus. We thank you for your willingness to help our students.

Instructions: Circle the one number that best describes the PA student's performance in each category, using the following numerical scale:

| 5 Exceptional Performance | 4 Above Average Performance | 3 Average Performance | 2 Below Average Performance | 1 Unacceptable Performance | N/A Unable to Evaluate |

KNOWLEDGE

| 5 | 4 | 3 | 2 | 1 | N/A |

Good information base. Demonstrates intellectual aggressiveness. Almost always has the information necessary to address common problems.

| 5 | 4 | 3 | 2 | 1 | N/A |

Uses tests discriminately, i.e., takes into account test cost, morbidity and yield. Orders tests to aid in differential diagnosis and avoids shotgun ordering of tests.
ATTITUDES

5  4  3  2  1  N/A

Completes all assignments on time. Maintains a punctual schedule, including case conferences, rounds and other required events. Meets all demands in a responsible way. Works conscientiously.

5  4  3  2  1  N/A

Respectful in all relationships with patients and other professionals. Dresses appropriately. Treats all members of health care team as professionals.

5  4  3  2  1  N/A

Avidly seeks information from available sources. Literature explored in breadth and depth. Goes beyond required level of active pursuit of knowledge.

5  4  3  2  1  N/A

Readily and willingly seeks advice and help. Recognizes place on health care team. Appreciates position, and expertise of peers and other health professionals.

SKILLS

5  4  3  2  1  N/A

Regularly acquires complete, accurate data. Dimensions of problems elicited with precision and completeness. Patients profile complete.

5  4  3  2  1  N/A

Performs thorough, appropriate, searching, technically competent physical examinations.

5  4  3  2  1  N/A

Performs technical procedures and utilized basic diagnostic instruments with skills and caution.

5  4  3  2  1  N/A

Conveys information completely in a clear, concise manner. One need not probe to obtain critical data. Clear impression of patient and problem can be ascertained from data.
Makes special effort to explain to each patient the nature of his/her problems, the treatment and follow-up in understandable terms that foster compliance. Has patient repeat back what he/she is to do to check understanding. Writes out instructions when necessary.

Articulate, clear, concise in communicating information to other health professionals. Ability to communicate is reflected in well-written medical records.

Comments: (Please elaborate on student’s strengths, weakness and areas needing improvement.)

Signature of Preceptor______________________________________________________________

Student Certification: I certify this evaluation has been discussed with me.

Signature of Student______________________________________________________________

Please mail to: University of Maryland Eastern Shore
Physician Assistant Department
Clinical Coordinator
Hazel Hall, Suite 1034
Princess Anne, MD 21853
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