Preceptor recruitment and retention through the lenses of a new and established program

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Objectives

Following this presentation, the audience should leave with the following:

- Ways to develop and establish new clinical preceptors and sites
- New methods for retaining clinical preceptors
- An overall strategy for recruiting and retaining clinical preceptors and sites in any stage of program development
Where we live...
Who we are...

- **Tracey Tonsor, MPAS, PA-C**
  - Assistant Director of Clinical Education
  - PA-C in Cardiology
  - Preceptor for PAs and medical students

- **Diane Duffy, MD FAAP**
  - Director of Clinical Education
  - Pediatrician in Alamance County for 16 years
  - Preceptor for medical students

- **Julie Daniel-Yount, MHS, PA-C**
  - Clinical Education Coordinator
  - PA-C in Pediatrics
  - Preceptor for medical residents

- **Elizabeth Bunting, MS, PA-C**
  - Clinical/Admissions Coordinator
  - PA-C in Allergy & Immunology
  - Preceptor for medical residents & PA students
PA Programs

NC PA Programs
- Duke
- Campbell
- East Carolina University
- Elon
- Wake Forest
- Appalachian State
- Methodist
- Wingate

Developing PA Programs
- High Point University
- Lenoir-Rhyne
- Saint Augustine
- UNC-Chapel Hill
- Gardner Webb

Perspective
Challenges...

- Number of programs
- Geographic locations
- Number of medical learners
  - Medical students and residents (MD/DO), PA, NP, RN
- Office challenges
  - Time, space, EHR, reimbursement
- Preceptor benefit
Preceptor Recruitment
Elon’s Program

- Received provisional accreditation in 2012
- Faculty were hired in 2011
- Charter Class began in January 2013
- Clinical rotations begin January 2014
- Clinical Phase is 15 months
- Class size ~38 annually
How we do it...
Co-Medical Directors

- Physicians who are respected in their communities
- Clear understanding of the PA profession
- Supportive of PAs in the past
- Work as advocates for Elon PA
  - Recruiting preceptors
  - Encouraging organizational support
- Help open doors, establish contacts
- Close involvement within the department
  - Monthly department meetings
  - Assess new ideas
  - Sense of a team
  - Here at PAEA
The right people

- **Who** you hire is crucial
- Organizational skills
- Communication skills
- Attention to detail
- Solid relationships with the practice and everyone involved
- CCs hired from local area with previous clinical practice/connections to local practices and alumni
- Institutional Knowledge
- MD/PA team
Advantages of a new program

- Excitement
- Elon Alumni (Life at Elon)
- Tapping into unused resources (preceptors)
Disadvantages of a new program

- Starting from scratch
- All preceptors are new
- Establish relationships all at once
- Unknown entity
- No alumni base
Preceptor Retention
ECU’s Program

- Established 1996 (14 years of alumni)
- Charter Class began in May 1997
- Clinical Phase is 12 months
- Class size ~35 annually
How we do it...
The right people at ECU

- Academic Medical Institution
- We “market” PA students; the CC is like a pharm rep for PA students
- Medical Director-eastern NC native with many years of experience in both clinical practice and education at Brody School of Medicine
What we’ve done at ECU

- Site visits
  - Annual to all sites regardless of geographical location
  - Annual visits to all clinical students
- Certificates of appreciation at end of year
- Holiday cards
- Memory sticks
- Adjunct Faculty Status (access to medical library)
- Access to AHEC Digital Library
- CME
- Invitation to Graduation/White Coat Ceremony
Other ideas

- Hand-written thank you notes from students
- Honor Preceptor of the Year
  - direct quotes from students
- Small preceptor gifts on site visits
  - Mug, university promotional items, feedback letter, quotes
- Preceptor Newsletter
  - Highlights a preceptor each newsletter
  - Reports graduate employment locations
- Certificates-framed
Meet the Class of 2015
From Our Class to Your Clinic

Tyler Roper
An University of North Carolina at Wilmington undergraduate, Tyler may have only 150 hours to go. What takes? What degree? He knew he wanted to spend his professional life working with patients as a clinical setting, but the specifics were up for grabs.

"I set my sights on a career as a PA and quickly discovered Elon's core value and commitment to global citizenship were an ideal match." When he wasn't studying, Tyler spent time volunteering at the local health department in the HIV/AIDS and STD/Outreach Program. Around that time, he met another student in a microbiology course who was pursuing a career as a physician assistant.

Keri Norris
Keri has always been a mountain girl at heart. She grew up in the small town of Sparta, NC, graduated from Appalachian State University and can't imagine being anywhere else. She also knows rural communities like her hometown often have a shortage of medical providers. She entered Elon's Physician Assistant Program.

Brittany Ramsey
"The Part I think I'll like the most about being a physician assistant is talking with patients and helping them improve their quality of life." As an emergency medical technician in Lexington County, S.C., Brittany was inspired by her work as a paramedic to pursue a career in medicine when she was diagnosed with chronic illness.

Student Highlights
The academic year for the class of 2019 is moving quickly. Since our last newsletter the students have completed Infectious Diseases, Endocrinology, Hematology, and Pulmonology. They are currently engaged in Cardiovascular system-based and spending time with Harvey, our cardiac patient simulator.

Integrating learners into a busy practice
1. Orient the Learner: Research shows that without a clear orientation process, it can take as long as ten weeks for learners to figure out how to pass themselves, focus ambulatory care encounters, write up chronic, and prevent cases.

Who Can Help?
If you are a licensed health care provider and have an interest in educating students in your medical practice please contact the Elon University, Clinical Education Team for the Physician Assistant Studies at http://www.elon.edu/web/academics/pa/becominga礼拜er.aspx.

Amended from www.mahcc.net
Other ideas

- Plaques for the waiting room
- Preceptor reception/gathering/dinner
- Preceptor Facebook page
- Preceptor Incentives:
  - CME
  - Adjunct Status
  - AHEC payment for ORPCE-approved courses
- The “Elephant in the Room”
  - preceptor payments
  - Yes, No, Maybe?
Category 1 CME for Preceptors

- Through a partnership between PAEA and AAPA, PA programs may now submit an annual application to receive eligibility to award Category 1 CME to their PA preceptors. This request type is only available to PA programs.

Preceptor Eligibility

- Providers must be ARC-PA accredited PA educational programs.
- Preceptors must disclose any financial relationship with commercial interests to PA students.
- Preceptors must be fully licensed to practice at the clinical site where the training will occur.

Individual preceptors may be awarded a maximum of 10 hours of Category 1 CME for clinical teaching per clinical year. PA programs are responsible for having a mechanism in place to document credits awarded.

AAPA CME Information
Advantages of an established program

- Alumni base locally
- Social media to keep in touch with alumni, NP/PA chapters
- Faculty retention - helps maintain consistent relationships with preceptors and alumni
- Relationships - CBEAG, AHEC, other programs (NP, nursing, medical school, other PA programs)
Disadvantages to an established program

- Preceptor burnout
- Encroachment on “home” territory by new/other programs
What works…

- Play nice in the sandbox
  - Turn the challenges of increased competition into resources and opportunities to collaborate

- Collaboration: NC Clinical Coordinators Meeting (networking with other state CCs; kudos to April Stouder, PA-C; Duke University)
How satisfied are your preceptors?

How important is payment vs giving back to their profession?

How likely are preceptors to continue teaching?

Do incentives vary among disciplines?

The “Satisfaction, Motivation, and Future of Community Preceptors: What Are the Current Trends?” presents findings from the 2011 preceptor survey of 1,200 NC community preceptors.

The article was just published in the August 2013 edition of Academic Medicine, but you can find it on the NC AHEC website at: http://www.ncahec.net/students/Satisfaction_Motivation_and_Future_of_Community_Preceptors.pdf
Conclusions

This study found that preceptors continue to be satisfied with teaching students. Intrinsic reasons remain an important motivation to precept, but monetary compensation may have increasing importance. Physicians responded more negatively than other health provider groups to several questions, suggesting that their needs might be better met by redesigned teaching models.

Our thanks to the authors at Mountain AHEC (Robyn Latessa, MD; Gaye Colvin, MLIS; Norma Beaty, MS, MAEd) and the UNC-CH School of Medicine (Beat Steiner, MD, MPH; Donald Pathman, MD, MPH) for sharing these results.
Thank you!

✿ Questions?
✿ Discussion...
References


- August 2013 edition of Academic Medicine “Satisfaction, Motivation, and Future of Community Preceptors: What Are the Current Trends?”