

Preceptor, Adjunct, Faculty: Opportunities to Give Back through PA Education

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Disclosures

Non-Declaration Statement: We have no relevant relationships with ineligible companies to disclose within the past 24 months. (Note: Ineligible companies are defined as those whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.)

Session Objectives

- Identify the various roles and opportunities available in PA education.
- Recognize the benefits and challenges to educating PA students.
- Discuss the expectations of an adjunct faculty member when working with a PA program.
- Describe the responsibilities and rewards for full-time PA faculty members.
- List resources available for transitioning into an academic role.

Outline

Overview of Trends and Opportunities

Precepting

Adjunct Faculty

Faculty

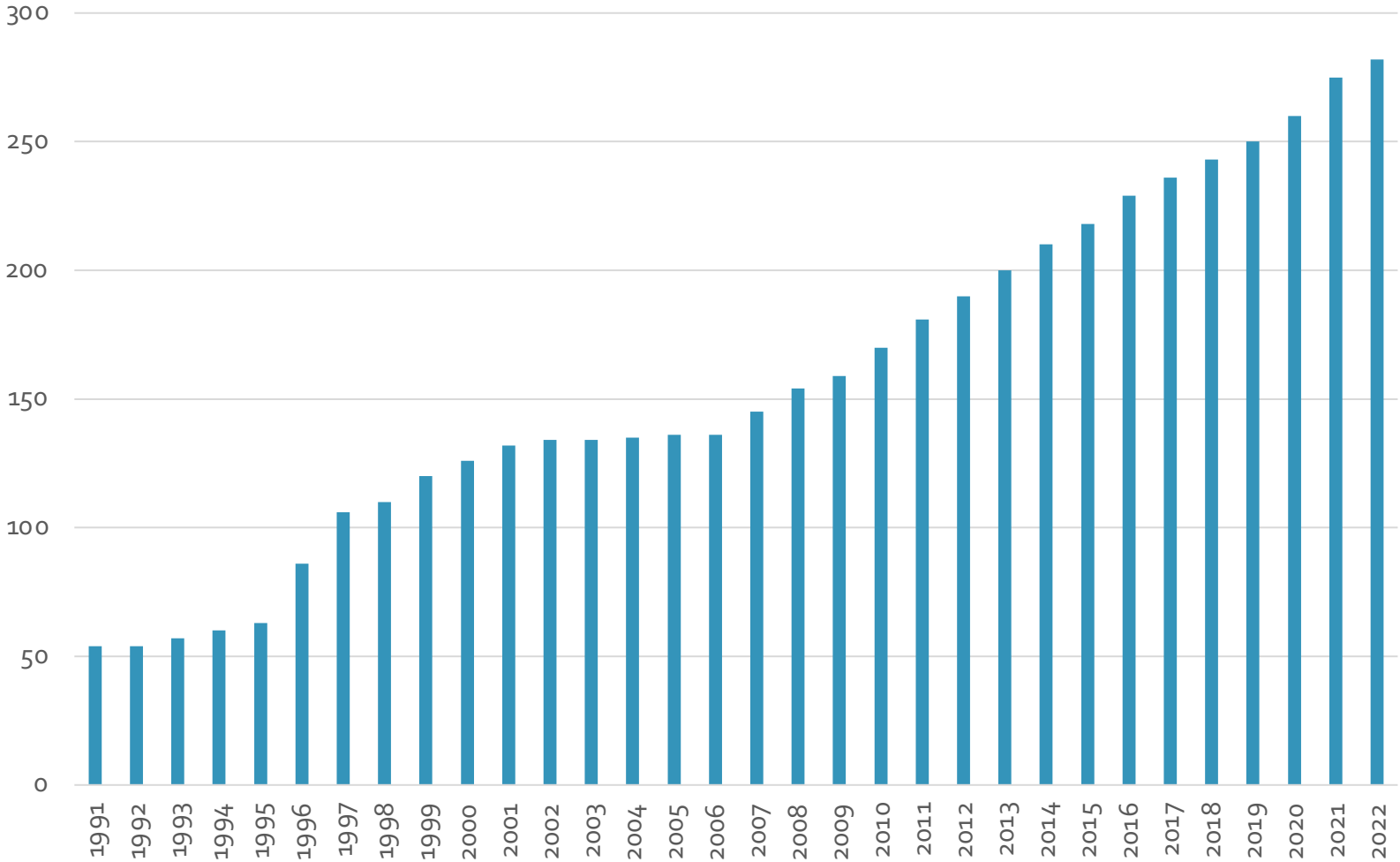
Next Steps

Additional Strategies and Resources

Q and A

Growth of PA Programs

Growth of PA Programs 1991-2022



Growth of PA Programs

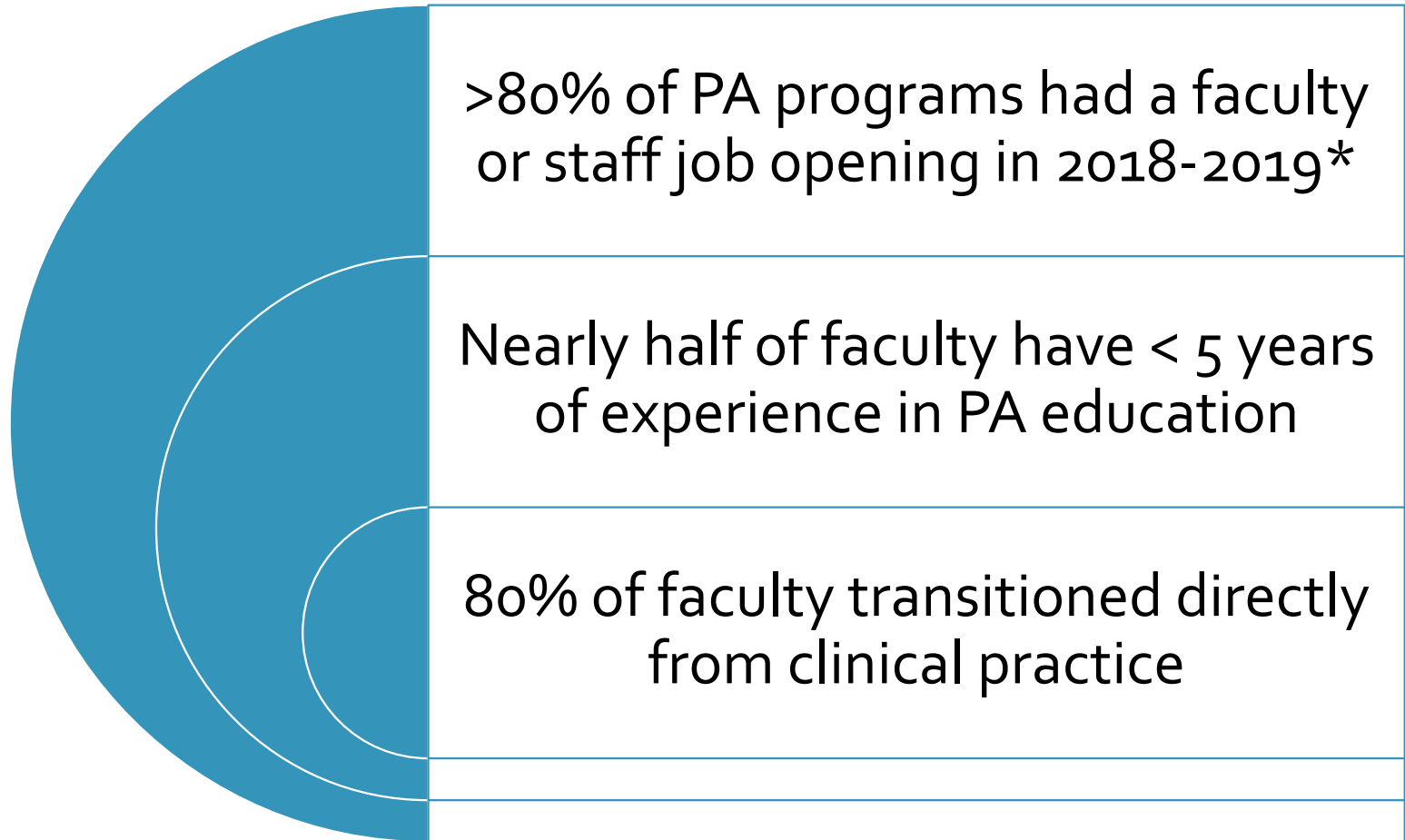
Total Number of Accredited PA Programs

282

Potential Number of Accredited PA Programs by 2024

317

Opportunities



*Data captured prior to COVID

Barriers

Salary

Lack of qualified candidates

Candidates' lack of teaching experience

Precepting



Qualities of a Good Preceptor



Invested



Passionate



Introduces/orients students to the practice



Enjoys teaching



Incorporates students into patient care/workflow



Tailors clinical teaching to an individual student



Promotes self-directed learning



Effectively communicates with students and PA program

Providing Student Feedback

Ongoing and timely

Positive and constructive

Resources:

- The One-Minute Preceptor
- Ask-Tell-Ask Feedback Model
- SNAPPS

Benefits and Challenges

Benefits

- Educating the next generation of PAs
- Staying current with medical knowledge
- CME: Category I and II
- Program-specific benefits

Challenges

- Support
- Time/productivity requirements
- Quality of students
- Providing student feedback

Adjunct Faculty





How to Get Involved in Academia?

Opportunities

Lecturing

Small groups

Skills lab facilitator

Proctoring simulation events



Faculty



Didactic vs.
Clinical Faculty



Teaching



Service

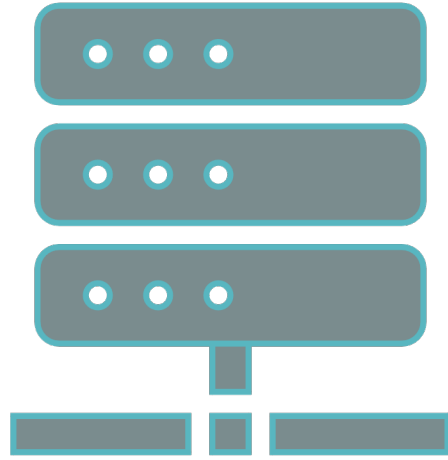


Scholarship

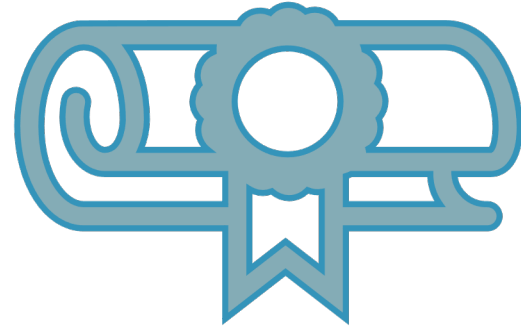
“A Day in the Life of a PA Faculty Member”



Teaching



Service



Scholarship



Additional Responsibilities

Administrative tasks

Accreditation requirements

Mentoring and coaching students



Rewards

“The Light Bulb Moment”

Rank and Tenure

Scholarly recognition

Collaboration

Additional Responsibilities and Rewards

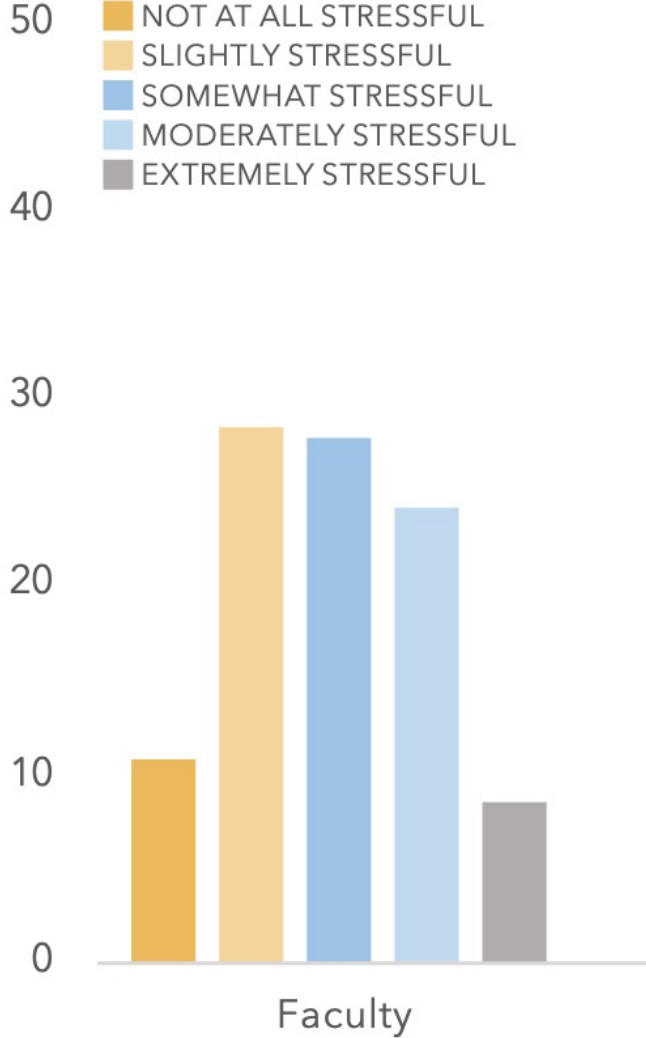


Next Steps

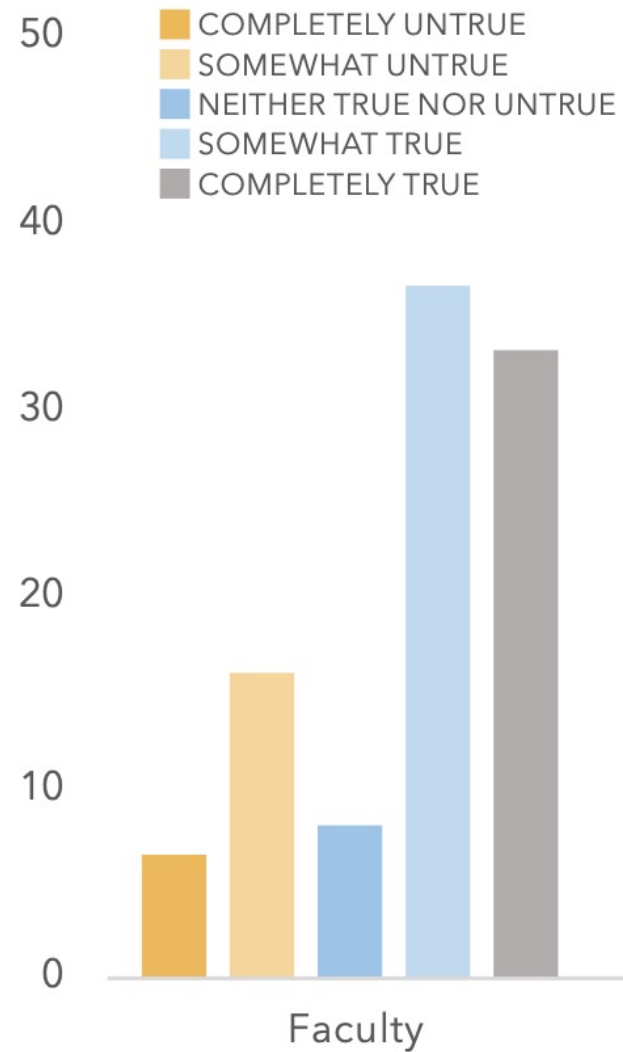
Most Important Factors for Faculty when Selecting a PA Program



Stress of Transition from Clinical Practice to Academia



Program Support During Transition from Clinical Work to Academia



Nearly 90% of Faculty would probably or definitely still be a PA Educator

LEAST SATISFYING ASPECTS OF JOB

Faculty

Least Satisfying

Tenure requirements

Salary amount

Research opportunities

Promotion potential

Institutional leadership

MOST SATISFYING ASPECTS OF JOB

Faculty

Most Satisfying

Autonomy and independence

Schedule flexibility

Quality of students

Didactic or clinical teaching environment

Retirement benefits

Additional Strategies and Resources



The One- Minute Preceptor

Get	Get a commitment
Probe	Probe for evidence
Teach	Teach a general rule
Reinforce	Reinforce what was done well
Correct	Correct mistakes

Ask-Tell-Ask Feedback Model

First:

Ask

- "What went well?"

Tell

- "This is what I think went well."

Then:

Ask

- "What could be improved?"

Tell

- "This is what I think could be improved."

SNAPPS

S

- Summarize (history and findings)

N

- Narrow differentials

A

- Analyze differentials

P

- Probe preceptor about uncertainties

P

- Plan management

S

- Select a case-related issue for self-directed learning



Mentor



PAEA



**PA Academic
Fellowships**



**Advanced Degree
or Certificate**

Tips for Transition

Q&A



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