

Precepting: A Win, Win, Win

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Disclosures

- None



Objectives

Following this presentation, you will be able to:

1. Detail how to access resources to enhance your teaching skills
2. Connect with medical schools within the state to develop mutually beneficial teaching relationships
3. Discuss how you can integrate students into clinical workflows
4. Describe the American Board of Family Medicine's Performance Improvement Precepting Program, and other available resources that benefit you, your patients and practice, and future family physicians.



Why I'm here...

i.e. what is the problem we're trying to fix?



The current state:



**US MD
enrollment
grew 35%
between
2002-2003 &
2020-2021**

Deans are concerned

**84% - about # of clinical
training sites**

**86% - about # of qualified
primary care preceptors**

% of MD Schools	Factors Affecting Existing Clinical Training Sites
43%	Competition from other health care professionals
41%	Competition from DO-granting schools (increasing enrollment)
37%	Competition from MD-granting schools
35%	Changes in health system alignment impacting placements
34%	Pressure for payment(s) for student rotations
31%	High turnover among volunteer physicians
25%	Difficulty replacing retired physician volunteers
22%	Competition from offshore schools

COVID-19 Accommodations




Benefits of teaching





Incentives for precepting

- Personal satisfaction
 - Academic faculty appointments
 - Access to information & library resources
 - Recognition via events or programs
 - Access to continuing education
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CME credit for precepting

- **AAFP CME credit:** Up to 60 AAFP prescribed credits/3yr cycle; considered a live activity
- **AOA CME credit:** 1hr/1hr for teaching with MD or DO schools. Up to 20% of the required CME credits per three-year AOA CME cycle may be earned for this activity



ABFM Certification Credit

- Up to 50% (75 hours per certification cycle) of the CME required for certification can be earned by teaching medical students and/or other physicians.
- Family physicians can earn ABFM performance improvement credit (MOC IV) by teaching medical students and/or residents and participating in a teaching performance improvement activity sponsored by an academic unit.



ABFM | American Board of Family Medicine

> Continue Certification

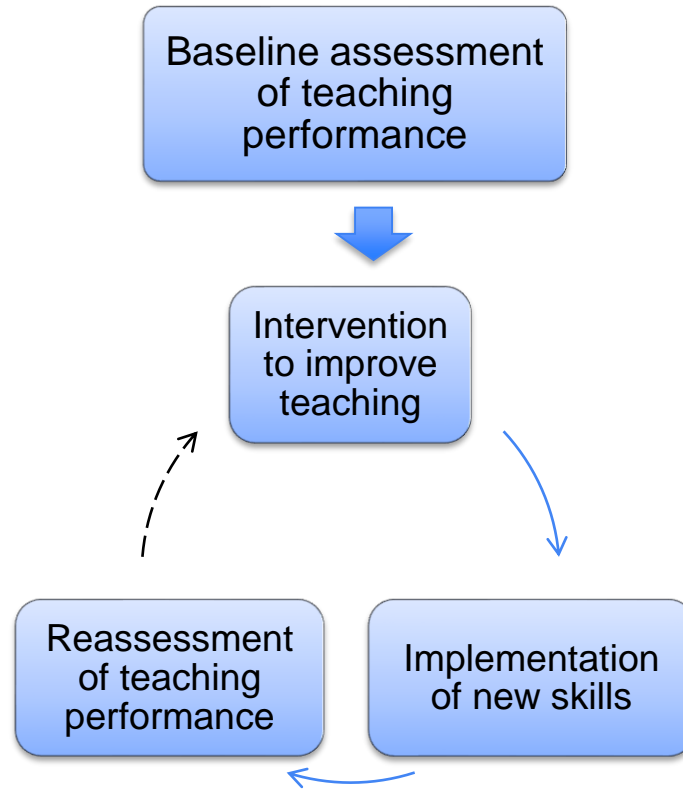
> Performance Improvement (PI)

**PRECEPTING PERFORMANCE
IMPROVEMENT PROGRAM**

ABFM Precepting Improvement Program

MOC IV

Feedback Conversations
Assessment Comments



<https://stfm.org/facultydevelopment/otherfacultytraining/abfmpiprogramtoolkit/overview/>

Win: How teaching benefits your practice



Updated
clinical
knowledge



Recruitment
opportunities



Better patient
education



Opportunities
for staff



Reduced
patient
workload



An energized
practice
environment



Win: How teaching benefits you personally



**Enhanced
credentials**



**Appreciation
from
community**



**Research
support**



**A change of
pace**



**A chance to
give back**



**Internal
reward of
connecting &
mentoring**

Win: How teaching benefits your community and patients



**Part of
Teaching**



**Connection
to community**



**Updated
information**



**Specialty
Choice**



TIPP



**Learners add
value**



Recognition of quality teaching:

individual preceptors

Nomination criteria:

- Welcomes students and allows them to participate meaningfully in roles appropriate to their level of training
- Has precepted at least 8 weeks over last 2 years
- Provides patient-centered care



Recognition of quality teaching:

Practices

Nomination Criteria for the Practice:

- Demonstrates a culture of support for education
- Leadership communicates that participation in education benefits the practice and patient care
- Welcomes students and allows them to participate meaningfully
- Has precepted a reasonable number of students
- Provides patient-centered care
- Allows students to write patient encounter notes in the EHR



www.teachingphysician.org

How students can add value



Activities students can perform before a visit

- Queue orders in the EMR (preventive care, labs, medications)
- Chart review for recommended follow up
- Meet patients at the hospital prior to discharge
- Help set the visit agenda
- Review social histories



Activities students can perform during a visit

- Room the patient
 - Vitals
 - Screenings: developmental, mental health
 - Paperwork prep (i.e., school physical forms)
- Perform medication reconciliation
- Update problem list
- Write/pen orders
- Complete clinical summaries



More activities students can perform during a visit

- Give immunizations
- Draw blood
- Identify patient education materials
- Give common patient education talks (constipation, URI, etc.)
- Provide motivational interviewing & pt education around common topics
- Document care in the EHR...



Student documentation in EHR

“...any individual who is authorized under Medicare law to furnish and bill for their professional services, whether or not they are acting in a teaching role, may review and verify (sign and date) the medical record for the services they bill, rather than redocument notes in the medical record made by physicians, residents, nurses, and students (including students in therapy or other clinical disciplines), or other members of the medical team.”

<https://www.govinfo.gov/content/pkg/FR-2021-11-19/pdf/2021-23972.pdf>



Student documentation in EHR

“CR 10412 revises the Medicare Claims Processing Manual to allow the teaching physician to **verify in the medical record any student documentation** of components of E/M services, **rather than re-documenting** the work..”

<https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNMattersArticles/Downloads/MM10412.pdf>





Activities students can perform after a visit

- Answer patient questions: in person, through portal, etc.
- Call patients after visits to follow up
- Care coordination: accompany patients to specialist visits, pharmacy, procedures, home visit
- Make calls to coordinate specialty visits, social work assessments, or community resources



Efficiency tips: General principles

- Students don't need to see every patient
- Teach in the presence of patients
- Get PAs, nurses, and medical assistants involved in teaching



Efficiency tips: Multiple learners

- 2 students of same level: schedule 2 patients every 30 minutes (at the same time)
- 2 students of different levels: pair learners
 - jr learner=historian
 - sr learner=scribe & gives feedback



Students & telemedicine visits

Options:

- Student observes you so they can be ready for the next telemedicine visit. Student writes note.
- Student obtains hx, does PE, & presents while you are on & observing. You write note & input orders during the visit.
- Student obtains hx alone. You join and listen to the student's oral presentation and observe the PE. This is TIPP telemed style!



**STFM resources
prepare students and
ease administrative
burden!**



“How to Be Awesome in an Ambulatory Clinical Rotation”

Handout for students to use to be successful

- Overview of how outpatient differs from inpatient, including the core features of traditional primary care practices
- How to present
- Core features of a wellness visit
- Chronic disease visits
- Tips for maximizing learning

<https://stfm.org/teachingresources/resourcesfor/students/overview/#8642>



Online training modules for students

**How to Write a
High-Quality Note
in the Electronic
Medical Record**

**How to Perform
Medication
Reconciliation**

**Motivational
Interviewing: a
Structured
Approach to
Behavior Change**

<https://www.stfm.org/teachingresources/resourcesfor/students/student-onboarding/#8537>

Student passport: what it is and how it works

- Students create account and complete passport with:
 - Basic demographics
 - Emergency contact info
 - Personal learning objectives
 - Personal Bio
 - List of completed rotations
 - List of procedural training
 - Verification of module completion

Student Passport for Clinical Training Sites

Background Information for Preceptors

Name

Cell Phone

Email

Rotation Name

Rotation Start / End Dates

School Name

Program Type (MD, DO, PA, NP, etc.)

Upload Photo

Choose File No file chosen

Year in School (1st, 2nd, 3rd, etc.)

Expected Graduation Date

Languages Spoken

Student passport: what it is and how it works

- Students:
 - Download passport document as a PDF plus a “Confirmation of Readiness for Clinical Work” document
 - Email documents to clinical coordinator
- Coordinator emails documents to clinical site



Interested in teaching?



How to get started

- Case Western Reserve University School of Medicine
- Northeast Ohio Medical University
- Ohio State University College of Medicine
- The University of Toledo College of Medicine
- University of Cincinnati College of Medicine
- Wright State University Boonshoft School of Medicine
- Ohio University Heritage College of Osteopathic Medicine



Questions?



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Resources:

- STFM Preceptor Expansion Initiative:
- <https://www.stfm.org/about/keyinitiatives/preceptorexansion/aafp-and-acofp-chapter-resources/#!>
- A Bonus, Not a Burden: How Medical Students Can Add Value to Your Practice
- <https://www.aafp.org/pubs/fpm/issues/2021/0900/oa1.html#article-comment-area>



Additional Resources:

- Theobald M, Ruttter A, Steiner B, Morley CP. Preceptor Expansion Initiative Takes Multitactic Approach to Addressing Shortage of Clinical Training Sites. *Fam Med*. 2019;51(2):159-165. <https://doi.org/10.22454/FamMed.2019.379892>.
- Theobald M, Steiner B. STFM RESPONDS TO COMMUNITY PRECEPTOR SHORTAGE. *Ann Fam Med*. 2016;14(6):583–585. doi:10.1370/afm.2012
- Wilson SA. Preceptor Expansion Action Plan—Description and Progress Update. *Fam Med*. 2018;50(4):318-320. <https://doi.org/10.22454/FamMed.2018.512220>.
- Association of American Medical Colleges, American Association of Colleges of Osteopathic Medicine, Physician Assistant Education Association, American Association of Colleges of Nursing. Recruiting and Maintaining U.S. Clinical Training Sites: Joint Report of the 2013 Multi-Discipline Clerkship/clinical Training Site Survey. <https://members.aamc.org/eweb/upload/13-225wcreport2update.pdf>.
- Fazio SB, Chheda S, Hingle S, et al. The challenges of teaching ambulatory internal medicine: faculty recruitment, retention, and development: an AAIM/SGIM position paper. *Am J Med*. 2017;130(1):105-110. <https://doi.org/10.1016/j.amjmed.2016.09.004>
- Mazzolini C. The 86th annual physician report: why administrative burdens keep physicians away from patients. *Med Econ*. 2014; 10;91(21)12-13.