



Advance Practice Provider Preceptor Workshop

Learning via Live Webcast
July 29, 2020

Provided by the **University of Wisconsin–Madison Interprofessional Continuing Education Partnership (ICEP)**.

Overview

This workshop focuses on competence and skills that nurse practitioners and physician assistants need when serving as preceptors. These include time management, critical thinking, providing evaluation and feedback, nurse practitioner/physician assistant program information, learner styles, motivating, and working with a challenging preceptee.

Statement of Need and Purpose

Advance practice provider (APP) training programs rely on high quality graduate clinical preceptors to provide real-world clinical experiences and socialize students to the role of the APP. Nurse practitioner and physician assistant training programs often do not include preceptor development. Many graduate clinical preceptors have never received formal preceptor training and feel deficient in their ability to set goals, create an adequate learning environment, provide feedback, and evaluate student performance in a busy clinic setting.

The purpose of this interprofessional workshop is for nurse practitioners and physician assistants to attain the necessary skills to become effective and successful preceptors.

Intended Audience

This workshop is designed to meet the needs of nurse practitioners and physician assistants and other health care providers who precept graduate students in their clinical practice.

Elements of Competence

This CE activity is designed to change learner competence and performance, focusing on the American Board of Medical Specialties' areas of practice-based learning and improvement, interpersonal and communication skills, and professionalism, Institute of Medicine area of working in interdisciplinary teams, and the Interprofessional and Nursing areas of roles/responsibilities, interprofessional communication, and teams/teamwork.

Learning Objectives

Learners will be able to:

- Name two techniques for evaluating critical thinking in graduate clinical learners
- Demonstrate providing timely, specific feedback to a graduate clinical learner
- Describe a plan for addressing challenging student encounters
- Distinguish between nurse practitioner and physician assistant student competency prior to clinical rotations
- Identify precepting strategies to use when delivering healthcare through telemedicine

Successful Completion

Learners will participate in interactive simulations and cased-based and small group discussions that focus on real world experiences. Pre- and post-activity scenario-based tests and evaluations are required.

Accreditation Statement



JOINTLY ACCREDITED PROVIDER™
INTERPROFESSIONAL CONTINUING EDUCATION

In support of improving patient care, the University of Wisconsin–Madison ICEP is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

Credit Designation Statements

American Medical Association (AMA)

The University of Wisconsin-Madison ICEP designates this live activity for a maximum of 3.75 *AMA PRA Category 1 Credit(s)*™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

American Nurses Credentialing Center (ANCC)

The University of Wisconsin–Madison ICEP designates this live activity for a maximum of 3.75 ANCC contact hours. Iowa Board of Nursing accepts ANCC contact hours for [nursing continuing education requirements](#).

Continuing Education Units (CEUs)

The University of Wisconsin–Madison ICEP, as a member of the University Professional & Continuing Education Association (UPCEA), authorizes this program for .375 CEUs or 3.75 hours.

Policy on Disclosure

It is the policy of the University of Wisconsin–Madison Interprofessional Continuing Education Partnership (ICEP) that the faculty, authors, planners, and other persons who may influence content of this continuing education (CE) activity disclose all relevant financial relationships with commercial interests* in order to allow CE staff to identify and resolve any potential conflicts of interest. Faculty must also disclose any planned discussion of unlabeled/unapproved uses of drugs or devices during their presentation. For this educational activity all conflicts of interest have been resolved and detailed disclosures are listed below.

The ACCME defines a **commercial interest as any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. The ACCME does not consider providers of clinical service directly to patients to be commercial interests.*

| Name | Role | Financial Relationship Disclosures | Discussion of Unlabeled/Unapproved uses of drugs/devices in presentation? |
|------------------------------------|-------------------------|---|---|
| Sarah Endicott, DNP, APNP, GNP-BC | Course Director/Speaker | No relevant financial relationships to disclose | No |
| Nina Berge, BA | NPD Staff | No relevant financial relationships to disclose | NA |
| Emily Jumper | Planner | | NA |
| Tracy Mrochek, MPA, RN | NPD Staff | No relevant financial relationships to disclose | NA |
| Kristen Panther, MSN, APNP, ANP-BC | Planner/Speaker | No relevant financial relationships to disclose | No |
| Rosa Retrum, MSE | Planner | No relevant financial relationships to disclose | No |
| Beverly Speece, MTS, PA-C | Planner/Speaker | No relevant financial relationships to disclose | No |

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