

I DON'T HAVE TIME FOR STUDENTS

HOW TO TEACH MORE EFFICIENTLY

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Faculty Disclosures

- Dr. Biagioli has no conflict of interest posed by the content of this presentation.

Objectives

After this seminar, participants will be able to:

- Discuss strategies for clinical educators to improve efficiency when working with learners
- Understand CMS rules for student documentation
- Name one method from the discussion that they will be able start implementing with the next student

“I don’t have enough time..”

*Either you think you can or
you think you can’t
and either way you’re right.*

Henry Ford

A Universal Question:

How can I be more efficient?

- Physician Assistant Education Association
- Society for Teachers in Family Medicine
- OHSU Doctor of Pharmacy
- Western States Chiropractic College
- Oregon Health Science University (OHSU) Family Medicine
- OHSU Internal Medicine
- A.T. Still University Osteopathic
- OHSU Orthopaedics
- Kaiser Graduate Medical Education Workshop

Share a pearl from partners...

- Think of one clinical preceptor who:
 - Regularly teaches
 - Is a good teacher
 - Has seemingly ENDLESS energy to teach
- What specific teaching strategies do they use?

Establish a Teaching Environment

- Make sure the educational programs know you and your practice
- Involve office managers with logistics
- Adjust schedules with learners in mind
- Adjust the physical set-up of clinic

Table 1.

<http://www.aafp.org/fpm/2010/0500/fpm20100500p18-rt1.pdf>

Biagioli FE. Chappelle KG. How to be an efficient and effective preceptor.
Family Practice Management. May/June 2010:18-21

Available at: <http://www.aafp.org/fpm/2010/0500/p18.pdf>

Communicate Clearly

- Communicate expectations clearly with the learner at the beginning
- Give specific instructions to focus learners
- Provide timely and constructive feedback
- Communicate concerns to educational programs early

Table 2.

<http://www.aafp.org/fpm/2010/0500/fpm20100500p18-rt1.pdf>

Biagioli FE. Chappelle KG. How to be an efficient and effective preceptor.
Family Practice Management. May/June 2010:18-21

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Tailor Your Teaching

- Adjust teaching points and topics to meet the learners' educational needs
- Adjust teaching methods to accommodate learners' needs and time available

Table 3.

<http://www.aafp.org/fpm/2010/0500/fpm20100500p18-rt1.pdf>

Biagioli FE. Chappelle KG. How to be an efficient and effective preceptor.
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Share Teaching Responsibilities

- Students may learn more by *doing* :
 - Phlebotomist /MA/ nursing
- Students can teach you/themselves/ each other/patients
- Patients can educate us all

Table 4.

<http://www.aafp.org/fpm/2010/0500/fpm20100500p18-rt1.pdf>

Biagioli FE. Chappelle KG. How to be an efficient and effective preceptor. Family Practice Management. May/June 2010:18-21

Available at: <http://www.aafp.org/fpm/2010/0500/p18.pdf>

Keep Teaching Brief

- Divide observation and history into parts
- Procedures – learner does part
- Teach in short, focused time segments

Table 5.

<http://www.aafp.org/fpm/2010/0500/fpm20100500p18-rt1.pdf>

Biagioli FE. Chappelle KG. How to be an efficient and effective preceptor. Family Practice Management. May/June 2010:18-21.

Broaden Student Responsibility

- Maximize learner contributions by having them work at the top of their ability level
- Generate ways learners can add value to clinic for staff and patients
- Give learners specific responsibilities

Table 6.

<http://www.aafp.org/fpm/2010/0500/fpm20100500p18-rt1.pdf>

Biagioli FE. Chappelle KG. How to be an efficient and effective preceptor. Family Practice Management. May/June 2010:18-21.

Medicare/Medicaid 2018

- Students may document in the medical record
- For Billing (2018-): Teaching physicians
May verify student documentation of E/M services in the medical record rather than re-documenting:
 - **Must** verify the history with the patient
 - **Must** re-perform the examination, and A/P
 - No Change: physical presence is required
 - Does not apply to procedures

Guidelines for Teaching Physicians, Interns, and Residents. March 2018
Medicare Learning Network, Center for Medicare and Medicaid Services,
Department of Health and Human Services <https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNProducts/Downloads/Teaching-Physicians-Fact-Sheet-ICN006437.pdf>

2018 CMS Guidelines

- Any contribution and participation of a student to the performance of a billable service (other than review of systems and/or past family/social history which are not separately billable, but are taken as part of an E/M service) **must be performed in the physical presence of a teaching physician or the physical presence of a resident** in a service that meets the requirements in this section for teaching.

Done in the presence of a teaching physician (or resident)

- Students may document services in the medical record; however, the teaching physician **must verify** in the medical record all student documentation or findings, including history, physical exam, and/or medical decision making. The teaching physician **must personally perform (or re-perform) the physical exam and medical decision making** activities of the E/M service being billed and

verify documentation and perform exam/MDM

- may verify any student documentation of them in the medical **record rather than re-documenting this work.**

Re-documentation is no longer required

2018 CMS Guidelines

- 2018 CMS Guidelines and interpretations are new
- Utilize and read the CMS Guidelines:
 - [2018 Teaching-Physicians-Fact-Sheet.pdf](#)
- Check and alter workflows as needed

Take Away Points

- Categories -Working Efficiently with Students:
 - Establish a teaching environment
 - Communicate with everyone involved
 - Tailor your teaching
 - Share teaching responsibilities
 - Keep observation and teaching encounters brief
 - Broaden learner responsibilities
- 2018 CMS:
 - Teachers may bill with student note
 - Learn how CMS rules apply to workflows

Take Away Task:

- Review the “menu” of pearls:
<http://www.aafp.org/fpm/2010/0500/fpm20100500p18-rt1.pdf>
- Pick one item
- Try it the very next time you teach
- Repeat
 - (Until you have your own set of strategies that work for your setting)

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Resources

- No Time To Teach - Annotated Slide Presentation: Biagioli FE. Chappelle KG. Toffler W. Available at: <http://www.fmdrl.org/2665>
- Biagioli FE. Chappelle KG. How to be an Efficient and Effective Preceptor. *Fam Pract Manag.* 2010 ; 17(3): 18. Available at: <http://www.aafp.org/fpm/2010/0500/p18.pdf>. Teaching Tip Tables : <http://www.aafp.org/fpm/2010/0500/fpm20100500p18-rt1.pdf>
- Guidelines for Teaching Physicians, Interns, and Residents. ICN 006347. March 2018. Medicare Learning Network, Center for Medicare and Medicaid Services. <https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNProducts/Downloads/Teaching-Physicians-Fact-Sheet-ICN006437.pdf>
- (NOTE – not updated with 2018 student rules as of June 2018) Department of Health and Human Services Medicare Claims Processing Manual. Chapter 12 - Physicians/Nonphysician Practitioners. Section B. E/M Service Documentation Provided By Students. Center for Medicare and Medicaid Services. Department of Health and Human Services. <https://www.cms.gov/Regulations-and-Guidance/Guidance/Manuals/Downloads/clm104c12.pdf>