Capstone Project

By Kevin Wyne, MPAS, PA-C
Clinical Instructor

Should transcendental meditation have a role in the treatment of essential hypertension? Is gingko biloba effective in the treatment of acute ischemic stroke? Does the use of literacy-sensitive education affect glycemic control in patients with type 2 diabetes?

These are just a few of the fascinating questions that students in the UW-Madison PA Program are addressing in capstone projects, a detailed literature review required for graduation. Students work closely with faculty mentors to develop a specific clinical question and then search the existing literature to find the best available evidence about their topic. Each student then analyzes the evidence to assign a GRADE using criteria developed by the Grading of Recommendations, Assessment, Development and Evaluation (GRADE) Working Group.

This experience allows the students to become experts on their topic and many have applied the knowledge gained through capstone research to their work as they start clinical careers. In addition to the capstone paper, each student creates a poster with his or her findings. These posters are shared with colleagues as well as with faculty and other members of the UW community just prior to graduation. It is an opportunity to showcase hard work and allow others to learn from their research.

Stay tuned for your invitation to the Capstone Poster Presentation!

Preceptor Tips and Tricks

Provide Feedback Using the ARCH Model

Ask how your student felt about their performance

Reinforce the parts that they did well

Correct the areas they need to improve

Help your student create a plan for next time

Adapted from: Baker D., ARCH Feedback Model for Clinical Teachers. Published June 4, 2010.

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Visit us online at: www.fammed.wisc.edu/pa-program/preceptors/
Preceptor Perks
Top 10 reasons to be a preceptor for the UW Madison PA Program:

1. Giving back to the profession
2. Teaching is rewarding
3. Keeping up to date in the field
4. Giving back to alma mater
5. Elevating prestige of the practice
6. Recruiting new staff members
7. Fulfilling employer’s expectations
8. Improving the flow of patients
9. CME credits
10. Adjunct faculty appointment

The mission of the UW-Madison PA Program is to educate primary health care professionals committed to the delivery of comprehensive, preventive and therapeutic health care in a culturally and ethnically sensitive manner, with an emphasis on primary care for populations and regions in need. As a program, our goal is to have 40% or more of our graduates practicing in primary care.

Our 3 month post-graduation data for the Class of 2016 shows 47% of those students are practicing in primary care, 22% in surgery, 14% in emergency medicine, 5% in urgent care, and 12% in other specialties.

Class of 2016 Employment

- Primary Care 47%
- Emergency Medicine 14%
- Surgery 22%
- Urgent Care 5%
- Other 12%

Where Are They Now?

Mary Giblin is one of the most wonderful, caring people I have met. Not only in regards to her patients but to everyone she encounters. Her selflessness is admirable and she is a true role model for what being a PA is all about.

— PA Student, Class of 2016

Q & A

Mary Giblin, PA-C

Since 2008, Mary has worked at the UW Health and Access Community Health Wingra Family Medical Clinic which is a federally qualified health center. Prior to her career as a PA, Mary worked as a botanist and an EMT. She considers herself an active person who enjoys helping people which is why practicing family medicine is the perfect fit.

Q: How do you prepare for a student’s first day of rotation?

A: I prepare for the first day by familiarizing my team with the student, the student’s schedule and goals. I also discuss how we plan to fit the student into our clinic flow and touch base with the student over email to get them the information they need to get started. This includes letting them know our clinic hours.

We also coordinate opportunities for perinatal exposure, group prenatal visits, nursing home and home visits, behavioral health and nutritional counseling and potential work with our addiction medicine team during the rotation with us.

Q: What does the first day of a rotation look like for you and your PA student?

A: The first day is meeting the people who help us care for our patients, start with patient care visits through the day with myself and my colleagues as I am only a half time provider at this point. We work on building all the skills that will help the student through their patient care goals. On the very first day we will likely also share a long and enjoyable conversation with the Epic support team to give the student access to the system.

Feedback? Contact Lauren Trillo, MMS, PA-C @ (608) 263-5199 or ltrillo@wisc.edu