

# Clinical Preceptor Training

May 15, 2025 - May 15, 2027

## Online Learning

### Program Overview

This preceptor training program consists of four half-hour online modules designed to address critical gaps in clinical teaching practices, particularly in the areas of health equity, communication, and personalized education. The modules aim to (1) reinforce foundational preceptor skills, (2) provide tools for integrating health equity principles into clinical education, (3) enhance communication strategies with diverse learner populations, and (4) develop methods to recognize and accommodate different learning styles and cognitive needs.



Register online at [northwestahec.org](https://northwestahec.org)

### Who Should Participate

This program would be beneficial to healthcare preceptors.

As part of our commitment to creating a space where all BELONG, Northwest AHEC provides education and encouragement for respectful care for all, regardless of socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability, and age.

### Objectives

#### Introduction to Clinical Precepting

**Nathalie Ortiz Pate, PA-C, MPH, MHS, MHPE, High Point University**

Upon completion of this program, participants will be able to:

- Describe the key roles of the preceptor and strategies for creating a positive learning environment.
- Review the one-minute preceptor model and its five microskills.
- Recognize common pitfalls in precepting and how to avoid them.

#### Health Equity and The Role of the Clinical Preceptor

**Dr. Marie Zaldivar, MD, UNC**

Upon completion of this program, participants will be able to:

- Explain how addressing the importance of health equity and related concepts such as health disparities and social determinants of health.
- Identify at least three strategies for incorporating health equity principles into precepting activities.
- Outline an approach to discuss health equity topics with students in clinical settings.

#### Promoting Inclusive Communication: Bridging Gaps in the Preceptor-Learner Interactions

**Ayanna Galloway, PA-C, Associate Medical Director of Rural Health Group**

Upon completion of this program, participants will be able to:

- Define inclusive communication and explain its importance in preceptor-learner relationships.
- Identify at least three strategies to promote inclusive communication in preceptor-learner activities and identify at least three strategies to promote inclusive communication in preceptor-learner activities.
- Describe how to adapt communication styles to meet the diverse needs of learners in the clinical setting.

Provided by:

Northwest Area Health Education Center (AHEC), a program of Wake Forest University School of Medicine and part of the NC AHEC System.



**Wake Forest University**  
**School of Medicine**

**NORTHWEST AHEC**  
**PART OF NC AHEC**

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## Objectives (continued)

### Understanding Neurodiversity In Our Clinical Learners

Ayanna Galloway, PA-C, Associate Medical Director of Rural Health Group

Upon completion of this program, participants will be able to:

- Define neurodiversity and identify at least three common types of neurodivergence relevant to clinical education.
- Recognize the strengths and challenges neurodivergent learners may bring to the clinical practice settings.
- Identify at least one approach to adapt communication styles to meet the needs of neurodivergent learners in the clinical setting

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## Cost and Registration

There is no registration fee for this activity.

[Register Here](#)

## Credit

### 2.0 Contact Hours from Northwest AHEC

#### 2.0 AMA PRA Category 1 Credits™

ANCC and the North Carolina Board of Nursing accepts *AMA PRA Category 1 Credits™* from the organizations accredited by the Accreditation Council for Continuing Medical Education (ACCME).

AAPA accepts certificate of participation for educational activities certified for *AMA PRA Category 1 Credits™* from organizations accredited by ACCME or a recognized state medical society. Physician Assistants may receive a maximum of 2 hours for completing this program.

**Accreditation:** The Wake Forest University School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

**Credit:** The Wake Forest University School of Medicine designates this enduring material for a maximum of 2.0 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Credit will be awarded based on participant selection at time of registration. Before selecting credits, please review our general [Credit Glossary](#) but note not all programs offer all credits.

## For More Information and Assistance

If you have any questions regarding registration, please contact Lisa Thomas by email, [lisathom@wakehealth.edu](mailto:lisathom@wakehealth.edu) or by phone at 336-713-7729. Any requests for special services or auxiliary aids should be made to Lisa at least five days prior to the activity.