

## Teaching Up: Addressing Hierarchical Challenges in Clinical Education

In clinical education, “teaching up” refers to instances when students tactfully share updated clinical information with preceptors who may not be up to date on recent evidence-based practices. This challenging dynamic – complicated by power differentials – can be a critical moment for developing professional communication skills. Recently, a graduate nursing and a physician assistant (PA) program introduced this topic in their first-year curriculum through low-fidelity tabletop simulations. While both programs had a similar premise, they offered 2 methods of delivering the tabletop simulation in a small group setting while exploring scenarios on when and how it may be appropriate to offer updated clinical information to the preceptor. In the graduate nursing program, after a prebrief, students role-played scenarios, including outdated asthma guidelines, with faculty serving as preceptors. A structured debrief on giving and receiving feedback, role of power dynamics in professionalism, and psychological and patient safety with the entire class followed with opportunities for students to share various language suggestions. The PA program used a self-directed approach where learners role-played scenarios in which a PA student addressed a preceptor using outdated hypertension guidelines. Structured questions explored giving and receiving feedback, interacting with supervising physicians, the importance of lifelong learning, and the value of preceptorship. Following the scenarios, students viewed a video demonstrating an effective approach to the situation and reflected on possible modifications to their earlier strategies. Course evaluations and anecdotal feedback highlighted the relevance and practical application of the learning opportunities.

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