Physician Assistant Program

Student Handbook

Phase II & III

Message from the Director of Clinical Education:

Welcome to the clinical phases of your training!

This handbook is a guide to the Program's policies and procedures during Phases II and III of the Program. This handbook builds upon the SIUC Physician Assistant Program Phase I Student Handbook. Specific details are presented pertaining specifically to the clinical Rotations.

The primary goal of your supervised clinical experience is to provide opportunities to apply and expand the knowledge and clinical reasoning skills you began in Phase I, thereby preparing you for entry into practice through preventive, emergent, acute and chronic patient encounters. You will develop the diagnostic, therapeutic and procedural skills necessary to build a solid foundation for the practice of medicine. The goal is to help you become a competent, compassionate primary care Physician Assistant.

During Phase II and III, you will learn a great deal and progress in knowledge, skills and professional attitude. You will be expected to actively participate in direct patient care activities as well as continue to hone your self-directed learning skills.

I have confidence you are well prepared for the challenge of Phases II and III and will succeed in clinical practice as a proud graduate of SIUC and as a licensed PA-C. If any questions should arise, please contact the appropriate faculty member or myself.

Macy Henson, DMSc, PA-C
Director of Clinical Education & Assistant Professor
SIU Medicine Bldg.
300 West Oak St. Rm 2276
Carbondale, IL 62901
Mhenson63@siumed.edu
Ph: Cell: 618/922-6742

Hannah Gutjahr, MHA
Program Coordinator - Clinical Coordination
SIU Medicine Bldg.
300 West Oak St
Carbondale, IL 62901
hannahgutjahr@siu.edu
Ph: 618/536-0299
Fax: 618/453-5588

Victoria Halfacre, M.S
Clinical Coordination Assistant
vhalfacre85@siumed.edu
Ph: 618/536-3388
fax: 618-453-5588

TABLE OF CONTENTS

Transitioning from Phase I to Phase II/Phase III

Phase I Handbook

Students are required to maintain their copy of the Phase I Handbook, as the expectations, requirements, and Program procedures outlined within the Phase I Handbook are still applicable while matriculating through the final Phases of this Program. However, there are some specific academic and professionalism aspects of the Program that change with Phase II.

Professionalism Expectations

Students will be expected to maintain the ethical and professionalism standards of the PA profession at all times; please refer to your Phase I Handbook or the American Academy of PAs website: http://www.aapa.org. Students are also expected to follow the University Student Conduct Code at https://policies.siu.edu/_common/documents/student-conduct-code.pdf and the School of Medicine Standards of Conduct at https://www.siumed.edu/student-handbook-standards-conduct.html#c3, see Phase I Handbook or webpages for SIUC additional policies and regulations http://policies.siu.edu/other_policies/chapter3/

Phase II/Phase III Students are specifically reminded:

- Students must maintain confidentiality of medical records and ensure review and countersigning of documentation by their preceptor or mentor.
- SIUC PA students are expected to maintain high standards of professional conduct throughout Phases II and III.
- Students should learn to demonstrate by action compassion, respect, integrity, accountability, diversity, and inclusion and should be sensitive to the needs of underrepresented minority populations.
- Of the oath taken at their White Coat Ceremony:

I pledge to perform the following duties with honesty and dedication:
- I will hold as my primary responsibility the health, safety, welfare and dignity of all human beings.
- I will uphold the tenets of patient autonomy, beneficence, nonmaleficence and justice.
- I will recognize and promote the value of diversity.
- I will treat equally all persons who seek my care.
- I will hold in confidence the information shared in the course of practicing medicine.
- I will assess my personal capabilities and limitations, striving always to improve my medical practice.
- I will actively seek to expand my knowledge and skills, keeping abreast of advances in medicine.
- I will work with other members of the health care team to provide compassionate and effective care of patients.
- I will use my knowledge and experience to contribute to an improved community.
- I will respect my professional relationship with the physician.
- I will share and expand knowledge within the profession.

These duties are pledged with sincerity and upon my honor.

The SIUC PA Program enforces a strict honor code concerning curriculum and evaluation components. Students should not discuss any information pertaining to the content of any curriculum or evaluation component to students within their class or within upcoming classes; nor should they seek or accept curriculum specific advice/information from alumni; to do so is an act of academic dishonesty.

Phase II and Phase III Policies and Procedures

Preceptor/Mentor Responsibilities

The Preceptor Handbook is available electronically or in hard copy. Notify the Program if the Preceptor needs a current copy.

All Preceptors/Mentors will:
- be licensed practitioners in good standing with their regulatory boards;
- provide medical opportunities to learn both the art and the science of the physician/physician assistant practice;
- provide opportunities for supervised procedural experiences;
- provide regular feedback to the student regarding the student's performance. Preceptors should undertake mid-rotation conferences to formally discuss strengths, weaknesses, etc.;
- forward concerns about each student's progress to the Hubsite Coordinator(s) to help establish a plan of remediation;
- formally evaluate each student's progress at the end of Rotations using the Program approved evaluation tool. Note: Students must complete the documentation at the top of each form (name, clinic type, facility name, and Rotation number) then allow for preceptor/mentor privacy and adequate time to complete the forms.
- ensure that students are adequately supervised as outlined in the Preceptor Handbook under the section entitled "Supervision";
- Immediately contact the Hubsite Coordinator or Director of Clinical Education for any problems or concerns with a student – either academically or professionally.

Supervision Requirements

Students should be supervised at all times. It is recommended that students receive two to three days of orientation to the practice to familiarize themselves with clinic practices and policies, as well as patient management strategies and philosophies. After orientation, it is recommended that students evaluate assigned patients. Before ordering tests or treatments, they should discuss each patient's history, objective findings, further testing, and treatment plans with the preceptor. Whether in the hospital or outpatient setting, Physicians, PA-Cs or Nurse Practitioners should always examine patients prior to discharge.

Student Role

With preceptor/mentor supervision, students may do the following:
- perform H&Ps
- round on inpatients and write progress notes
- author hospital orders with **preceptor supervision and co-signature**
- evaluate inpatients and outpatients, then propose and write orders for diagnostic and therapeutic treatment plans **with preceptor supervision and co-signature**
- observe and perform as many procedures as possible **with preceptor supervision**

- interpret lab and diagnostic study results
- participate in team meetings, grand rounds, lectures, etc., as feasible
- participate in patient education programs and patient counseling
- provide follow-up patient care
- provide documentation that is **legible**, neatly written and large enough to read
- **PA-S cannot be abbreviated, instead written as Physician Assistant-Student or PA-Student**
- use only hospital approved abbreviations
- computer documentation is acceptable with approval of the Preceptor

Students are **NOT** allowed to substitute for clinical or administrative staff during supervised clinical practical experiences.

Students are not to solicit personal medical advice or treatment from their preceptors or mentors. For personal medical treatment, students should contact their personal health care provider.

Continuing Medical Education Hours

Students will keep a record of hours spent in both the Mentor Clinic and the Clinical Preceptorship for each Rotation. At the end of each Rotation, students should transfer the sum of the hours to the appropriate evaluation forms.

Clinical preceptors/mentors may earn continuing medical education hours for their work with PA students. This is usually recorded as the actual hours spent in clinical teaching. However, certifying organization's requirements vary and it is the preceptor's responsibility to register the hours with the appropriate organization. PA-C preceptors/mentors may earn Category 1 or 2 Credit. The Hubsite Coordinator will provide a letter of verification to preceptors/mentors to serve as documentation of clinical teaching hours. Direct any CME questions to the Director of Clinical Education.

Communication Requirements

It is a mandatory for Phase II/Phase III students to check their Program e-mails (siu.edu and siumed.edu) and Desire2Learn accounts a minimum of twice daily for communications from the Program, Hubsite Coordinators, Director of Clinical Education, Course Instructors and/or the SPC Chair. Specifically, any Program announcements, changes, additions, or other communications will most likely come by e-mail. Not having checked e-mail is not a valid excuse for failing to adhere to Program communication. When communicating with the Program and Program representatives, students are required to use their SIUC (@siu.edu) or SIU Medical School (@siumed.edu) e-mail addresses.

The Program respects your ability to access Evidence-Based Medicine during clinic hours. However, accessing your personal e-mail account(s), social media, or web surfing is not allowed during clinic hours, PBL group, or other Program sponsored learning activities. Students should refer to the Reporting Pathway for Student Concerns chart in Appendix A for the appropriate individuals with whom to speak if concerns about any aspect of their educational experiences within the PA Program arise.

Exposure Policy
When an employee, student (medical, PA, or other type of student) reports a needle stick, or other type of exposure, the following steps are to be taken:
Student's Immediate Actions:

- In the event of a needle stick, cut, puncture wound or cutaneous exposure, immediately was the area with soap and water.

- In the event of a mucous membrane (eye, nose, and mouth) splash, flush the area with water at the nearest faucet and/or eyewash station for at least 15 minutes.

- Report the incident to the unit/clinic supervisor at the specific site, Director of Clinical Education, and Employee Health Nurse via phone at 217-545-8970 or pager at 217-492-2446.
  - If an exposure occurs outside of business house, on weekends, or holidays, call SIU Medicine answering service at 217-545-8000 and have them page the Infectious Disease doctor on call. Please notify the Employee Health Nurse the next working day. Documentation of the exposure will need to be completed with the assistance of the employee health nurse.

- Note that the patient or source should not be allowed to leave until the requirements for samples are determined.

- The written protocol of the facility where the incident occurred should be followed.

- Labs will be processed at the facility where the incident occurred. Please include the SIU HC billing address. Results should be sent to Student Health.

Please refer to the detailed written policies addressing student exposure to infectious and environmental hazards. These detail the procedure for care and treatment after exposure, as well as the financial responsibility (billed to the School of Medicine). The intent of this policy is to expedite any treatment required to assist with student safety and ensure that learning may continue uninterrupted. In the unlikely event of serious exposure sequelae, the Program will work with the student to complete the program of study promptly if possible, and determine the best course of action on a case-by-case basis.

SIU Occupational Exposure instructions can be referenced at:

Exposure instructions | SIU School of Medicine (siumed.edu)

Drug Screening, Background Checks and Immunizations

The immunization policy is based on CDC recommendations. (https://www.cdc.gov/vaccines-adults/recommended-vaccines/?CDC_AAref_Val=https://www.cdc.gov/vaccines/adults/rec-vac/)

The Program requires yearly TB testing. Thus, Phase II/Phase III students should make certain their immunization is current and uploaded to the appropriate platform accordingly. Either the QuantiFERON gold blood test or the 2-Step PPD skin test is acceptable. Once results are obtained, students are required to upload the official results document to the tracking platform. Failure to secure proper testing may lead to an inability to participate in the Program, thereby removing the ability to satisfactorily progress through the Program.

Students should be aware that some clinical rotations might have additional requirements such as an updated background check, drug screening or other training. If such is the case, this may be at the expense of the student. Information on such additional requirements is available from Hubsite Coordinators or Director of Clinical Education.

Student should be aware that there are also some sites that utilize online platforms for clinical placements that may have additional expenses associated with it, if this is the case, this cost is the expense of the student.

Dress Expectations

At any time while functioning as a SIUC Physician Assistant Student in clinical situations, students must wear the short, white intern jacket with PA Program name tag.
If required by Rotation site to wear lab coats or scrubs, the PA Program nametag should also be worn. Note: *Most clinical/hospital sites require local identification badges; students are expected to obtain and wear these badges in addition to their SIUC PA Program student identification name tag. Check with your Hubsite Coordinator for instructions in obtaining this badge 2 weeks prior to the start of that rotation.*

Dress Code	Examples	Location
Casual	Jeans, Shorts, T-shirts, leggings, sweatpants, sneakers, sandals, crew necks	PBL, Faculty-led resource sessions, skills and physical exam training
Business Casual	Dress pants, collared shirts, knee length or longer skirts/dresses, blouses, cardigans, loafers, flats, heels	Guest speakers, Interprofessional events, community events
Professional	Blazer, business suit, tie, tailored dress, close-toe shoes	As instructed by faculty
Clinical	**Short-white coat, name tag and school identification, closed-toe shoes** (flats, loafers, etc.), dress pants, collared shirts, button-up long-sleeve shirts, blouses, *Some clinical rotations may require color specific scrubs*	Clinic, simulated patient encounters
Note: *If you are unsure if your attire is appropriate, please ask a faculty member or clinical preceptor. Be aware of hemlines including tops and shorts.*		

Master's Project Symposium Absences

Students are to follow the above procedures for both anticipated and unanticipated absences from the Master's Project Symposium; with the exception, being permission should be sought from the PA 599 Course Instructor.

Extended Leave of Absence

In the event a student in good standing with the Program requires an extended leave of absence, the Program Director may be petitioned. The Program Director will determine the validity and feasibility of the student request, as well as set the absence timeline and make-up responsibilities of the student. The SPC will formally acknowledge the start, end and terms of a Leave of Absence approved by the Program Director.

The Program Director/SPC may require a student to take a leave of absence if it is determined to be in the student's best interest.

Guests

The SIU PA Program understands the importance of family, support systems, and obligations. PA education is demanding and requires full attention and a great deal of studying. To preserve the learning environment of the classroom, PBL groups, and clinics, students are not allowed to bring their family members or friends to PA Program learning activities.

Malpractice Insurance Coverage

PA students are provided malpractice insurance coverage through the University. In the event a preceptor needs verification of insurance coverage, contact the Program, 618-453-8850, and a Certificate of Insurance will be provided. To be covered, you must be enrolled in the appropriate PA Program courses. In the event you have failed to enroll properly within the appropriate PA Program courses, you must immediately contact the Program Advisor (618-453-5527) and resolve the matter.

Student Personal/Health Care Assistance

Please seek services/health care early in the development of any issues that may cause problems in your personal life or with your academic or professional performance. Do not wait for your performance to suffer, before you ask for help.

Health Care Benefits

If the student is covered on a private family plan outside of the University policy, the student may be eligible for a waiver/refund of the insurance portion of the policy. This waiver/refund is available for the student's first summer semester, and all fall and spring semesters. To obtain the refund one must have proof that the student is enrolled in a reputable health insurance plan and complete an online form available through the Student Health Insurance webpage at https://shc.siu.edu/health-insurance/. For assistance, students are welcome to contact the Student Health Insurance Office at 374 East Grand Ave, Carbondale (453-4413). The refund will be deducted at the Bursar's Office. *You have to reapply each semester for the refund.*

For further information on health care services, eligibility, and schedule of benefits, refer to the Student Medical Insurance Plan or contact the Student Insurance Office at the address and phone number above. Information about the Student Medical Insurance Plan can be found at http://shc.siuc.edu.

Student Health Care

For personal medical treatment, student fees are paid to Family and Community Medicine (FCM) sites (Residency Hubsites) in Illinois therefore students may access care at those sites or elsewhere of the students choosing as covered by their health insurance. Student Health in Carbondale is not a choice in Phase II/III due to fees being directed to FCM. ***The SIUC Physician Assistant Program Medical Director, Program Director, faculty, Hubsite faculty, and mentors/preceptors cannot participate as healthcare providers for students in the Program.***

Student health records are not accessible to any program faculty or staff. Student health records are maintained at the Student Health Center and FCM or other sites where care is accessed during your student career. Immunizations and TB screening records are maintained by the students on Certiphi and release may be initiated by the student to places where students are completing

supervised clinical practical experiences. The Director of Clinical Education and Program Director may access immunizations and screening records from Certiphi to ensure compliance.

Counseling and Psychological Services

Stress can be a serious detriment to health and well-being. There are various services available at various Hubsites. Additional information about SIUC resources can be referenced in the Phase I handbook. Please seek care, as you need.

Emergency After Hours Mental Health Services

Emergency services to people needing immediate attention are available by calling the national suicide crisis hotline at 800.273.8255 or the crisis text line at 988 by texting "HELLO" or by calling 911 or accessing care at the nearest Emergency Department.

Disability Support Services

Evaluation and support services for students with disabilities are available through the Office of Disability Support Services. Students should contact the office at 618-453-5738 for an appointment. It is the responsibility of the student to seek services from Disability Support Services. Further information on these support services is available at http://disabilityservices.siu.edu/.

If Injured on Clinical Experience

If this is an emergency, report to the nearest care facility. The student's personal insurance will be utilized during this incident. If it is an exposure to a blood borne pathogen or any other exposure incident, follow the Exposure Policy/Protocol discussed previously on pages 4. Additional information is available at: https://www.osha.gov/SLTC/etools/hospital/hazards/sharps/sharps.html

Mistreatment, Sexual Harassment & Grievance Policy
Mistreatment arises when a behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. It can take the form of physical punishment, sexual harassment, psychological cruelty, or discrimination based on race, religion, ethnicity, gender, age, or sexual orientation.

Southern Illinois University at Carbondale is committed to creating and maintaining a community in which students, faculty, and staff can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation. Sexual harassment, like harassment on the basis of race or religion, is a form of discrimination expressly prohibited by law.

Concerns in this area should be forwarded to the hubsite coordinator/Director of Clinical Education and to the PA Program Director.

Information regarding complaints can be found at https://siu.edu/complaints/
SIUC Title IX sexual harassment policy can be found at https://policies.siu.edu/personnel-policies/chapter4/ch4-all/sexual.php

Working While in the Program

Physician assistant education is rigorous and requires a great amount of time for curriculum obligations and studying. Therefore, students are discouraged from working while enrolled in the PA Program. If employment is necessary, students must realize that Program requirements come first. Students may be asked to resign from their jobs if it is determined that a student is at risk of unsatisfactory progression through the Program or dismissal from the Program.

Physician Assistant students are not allowed to work *within* the PA Program. Students may assist with equipment set-up, speaker- ready assistance, etc. Although students are discouraged from working on other jobs while in the PA Program, they are allowed to work in other University programs, per hiring guidelines of the University. For any employment, the student's work schedule should NOT interfere with PBL Group sessions or Program activities.

Furthermore, students are not allowed to function as instructional faculty within the PA Program. Students are allowed and encouraged to share experiences and skills with each other in the PBL process.

Financial Aid

Contact the Financial Aid Office representatives (618-453-4334, http://fao.siu.edu/) regarding options available for financial assistance.

Morris Library houses information and resources for scholarship and funding sources. Most re-occurring scholarship announcements and application materials are made available to students as they are received in the Program office. The Program Advisor as well as faculty provide information regarding scholarship/grants.

Student Academic Services

Various services are also available both on and off campus in order to improve academic performance. They are as follows: SIU Writing Center, Center for English as a Second Language (CESL), specific tutorial courses, Sylvan Learning Center, audit specific classes, and improve test taking skills via ESL or seek evaluation of your test taking skills at the SIU Clinical Center.   We encourage students to discuss options for additional services with their Faculty Advisor or other PA faculty.

SIU Graduate Catalog

The Southern Illinois University Graduate Catalog contains vast amounts of information regarding university policies and procedures. Students should refer to it as a primary source for university information, but only as a secondary source for PA Program information. You can access the catalog at: http://www.gradschool.siu.edu/about-us/grad-catalog/index.html.

Phase II

Phase II Courses and Registration

Throughout Phase II, students are required to participate in four courses. Registration hours may vary depending on the semester of registration. However, the Program Advisor will provide timely instructions to ensure students are aware of the course and hour requirements for each semester. Students are required to enter all courses as instructed. Failure to register for the appropriate

course and hours can lead to several problems that may have negative financial and graduation consequences. If you have any questions on the registration process, please do not hesitate to contact the PA Program Advisor at 618-453-5527. Appendix B provides the Program curriculum expectations.

<u>Rotation Expectations and Requirements (PA 581, 582, 583)</u>

To ensure students gain a variety of patient experiences, Rotations are provided within a variety of settings, including:

Emergency Medicine

General Surgery

Internal Medicine

Pediatrics

Family Medicine

Musculoskeletal

Women's Health

Psychiatry & Behavioral Health

Elective – student choice of rotation **within current Hubsite** with Hubsite Coordinator approval

<u>Hubsite Visits in Phase II</u>

In order to maintain the connection and ease the transition to distant sites, the Director of Clinical Education will make an annual visit to newly established hubsites and visits every 3 years for long standing hubsites. These visits may include meeting with students and faculty. When this occurs, students will receive specific details from the Program and their Hubsite Coordinator(s). Students should recognize hubsite visits take precedence over other Phase II obligations.

<u>Hubsite Coordinator and Hubsite</u>

The Hubsite Coordinator is the SIUC Physician Assistant Program faculty representative at the hubsite. The primary role of the Hubsite Coordinator is to arrange Rotation sites. It is a violation of ARC-PA accreditation standards for students to attempt to secure a Rotation site on their own. Suggestions can be made to the Hubsite Coordinator, but student attempts to arrange clinic sites or preceptor commitment will be considered a breach of professionalism.

The Hubsite Coordinator also takes over the role of Faculty Advisor from the Phase I Faculty. As such, students should expect to meet with their Hubsite Coordinator at least once a Rotation to receive and review SPC Letters. However, students are strongly encouraged to have regular communication with their Hubsite Coordinator, even if only via phone or e-mail.

The hubsite assigned to the students in Phase I will be their hubsite for the entirety of Phase II. All clinical rotations will be completed within the geographical parameters of the hubsite. Rotation experiences sought outside a hubsite's geographical parameters must be discussed with and approval received from the student's Hubsite Coordinator(s), the Director of Clinical Education, and the Program Director (in that order). **It is a violation of ARC-PA accreditation standards for students to attempt to secure a Rotation site on their own.** If a clinical experience is desired outside of the home hubsite's geographical parameters, students must:

- Make a formal request by email to the Hubsite Coordinator and Director of Clinical Education
- Request will be approved by Director of Clinical Education as appropriate.
- Recognize students are absolutely prohibited from contacting sites outside of their area in an effort to arrange a Rotation
- Recognize such arrangements are made between Hubsite Coordinators
- Recognize students assigned to the hubsite are always given preference for Rotation sites over students wishing to crossover from one hubsite to the other
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Refer to the Clinical Rotation Acknowledgement form for additional information regarding hubsites.

Hubsite Resources

Students are encouraged to purchase their own books as a resource for future practice and study. A suggested textbook list for Phase II is available within Desire2Learn and available online at https://libguides.siumed.edu/mrc-pa-resources/cr. Students are strongly encouraged to take advantage of local resources at each hubsite including hospital libraries. On-line resources are available through the School of Medicine Library (http://www.siumed.edu/lib/), the SIU Library (http://lib.siu.edu/), and the Challenger Rotation requirements.

Scheduling Rotations

Hubsite Coordinators will send a confirmation letter to preceptors prior to each Rotation. Students are **required to contact their Preceptor 1-2 weeks before** the scheduled start date to introduce themselves and to schedule a start time.

If the Rotation site is affiliated with either a hospital or surgical center, students are **required to contact** Human Resources a minimum of 2 weeks prior** to the start of the Rotation. If the Rotation site is affiliated with a Veteran's Association hospital or outpatient clinic, students **are required to contact Human** Resources a minimum of 4 weeks prior** to the start of the Rotation. It is the student's responsibility to ensure completion of any required updates for HIPAA, TB skin test, and background checks; and to provide proof of immunization, or undergo drug testing prior to beginning the clinical Rotation. Students may download copies of their documentation from Certiphi and are responsible for providing copies as needed.

> Tip: Always make copies of important documents pertaining to you and your Rotation before sending them out. Maintain this file for your use and update it indefinitely.

Scheduling Hours

During clinical Rotations, preceptors are responsible for scheduling the student's hours. It is the student's responsibility to contact the Hubsite Coordinator(s) if his/her preceptor is unavailable at any time during the Rotation. The Hubsite Coordinator(s) should be aware of any deviations of the student's schedule from the traditional work week schedule (i.e., Monday – Friday; 8am – 5pm). This includes the preceptor's scheduled weekly day or afternoon off, vacation time or sick leave. It is the student's responsibility to accommodate and anticipate mentor/preceptor vacation/absences and adjust their schedule accordingly. Students should attempt to schedule clinic with their Mentor Clinic at times when their preceptor is absent, and be certain to apprise the Hubsite Coordinator of any adjustments to the original schedule. *NOTE: You are expected to participate in evening, weekend or call hours with your preceptor.*

Tip: Always reinforce changes in your schedule with hard copy or e-mail.

Hours Expectations

- Minimum = 32 hours per week in clinical Rotation; 4 hours per week in Continuity Clinic.
- Maximum = 60 hours per week of clinical time (includes hours from Rotation and Mentor Clinic) Students should not be on call more than every third night.

Students are expected to spend a minimum of 32 hours in the clinical Rotation each week. Please note you are expected to take call (up to every third day) and work extended hours as the Rotation necessitates; especially surgery and women's health. Emergency Medicine may also require night or weekend shifts. Great learning opportunities often occur during time spent "on call". However, students are reminded not to exceed 60 hours of clinical time per week and should not be on call more than every third night. Some Rotations require evening or night shifts and students are responsible for adjusting their schedules accordingly, as well as keeping the Hubsite Coordinator(s) apprised of these changes in schedule.

Holidays

Students are excused from mentor/preceptor clinic for university closure dates (Christmas Break), testing and Program designated requirements. Check with your Hubsite Coordinator(s) regarding clinic closure for any other holidays. You may be required to make up time or to attend your mentor clinic on those days.

Absence Policy

It is imperative that students follow the Absence Policy in Phase II; you are responsible for reporting any missed time during the Rotation to your Hubsite Coordinator(s). Your Hubsite Coordinator and the PA Program have a responsibility to know where you are at all times during the traditional "work week" and will need to know how to contact you during scheduled clinic times.

Planned absence requires the following:
1. Complete the Absence Request Form in the Forms folder in Desire 2 Learn or dropbox folder.
2. Submit to Director of Clinical Education a minimum of 2 weeks in advance (for significant life events, such as a sibling's wedding or graduation, it is expected that the student complete and submit an absence request form as soon as the student becomes aware of the event).
3. **If approved**, make appropriate arrangements with clinical sites to make up clinical time.

Unplanned absence requires the following:
1. Immediately (or as soon as possible), call the Hubsite Coordinator, clinical site and PBL group facilitator or members as indicated.
   a. Student failure to notify the appropriate person(s) will result in an unexcused absence.
2. Follow-up calls to the Hubsite Coordinator with an e-mail, cc'ing the Director of Clinical Education, within 24 hours of the missed event.
3. Complete the Absence Request Form (found in the Forms folder in Desire2Learn) and submit to the Hubsite Coordinator within 48 hours of the missed event.
4. Contact clinical site to make appropriate arrangements for making-up clinical time within 48 hours.

<u>Unexcused absences</u> will become SPC professionalism concerns and considered as justifying an Unsatisfactory for the Rotation or Mentor Clinic based on loss of academic participation.

Students should be aware:
- Director of Clinical Education will look at each absence on an individual basis.
- An approved absence, whether planned or unplanned, does not excuse students from making up hours missed.
  - o The student should always notify the clinical site and arrange to make up clinical time.
- Submission of the Absence Request Form does not guarantee your absence will be approved.
  - o It is the student's responsibility to pursue the response.
- More than the equivalence of two full days of absence from any one Rotation may result in repeating part or all of that Rotation. Repetitive or unapproved absences may also result in having to complete additional Rotation hours, referral to Student Progress Committee for professionalism and academic concerns, or dismissal from the Program.

<u>Rotation Objectives</u>

The SIUC Physician Assistant Program is using the End of Rotation™ Exams program created and distributed by the Physician Assistant Education Association (PAEA). As stated in their product description, "…the End of Rotation™ exams [are] developed by PA educators for use during the clinical year… [Exams are] …peer-reviewed exams incorporate[ing] current, relevant test items that follow specific rotation content blueprints and corresponding topic lists." Comprehensive and mastery of Rotation objectives will be evaluated using End of Rotation™ exams as the End of Rotation Posttest for all required Rotations with the exception of Geriatrics.

Links to specific objectives for each Rotation are found in Desire2Learn within the course syllabus as well as posted in Dropbox.

Students are recommended to print a copy of Rotation objectives just prior to the start of a new Rotation to ensure the most current version; and study a few objectives daily in order to keep up with the amount of work.

The time to complete your objectives is NOT during clinic hours. Learning done on the site should be directed toward patient encounters at the site. Only if your mentor/preceptor offers you the opportunity to study during clinic down times would doing so be appropriate. Be aware: your preceptor is NOT responsible for ensuring that you gain experience with each objective – you will need to do some reading on your own.

<u>Challenger Requirements</u>

To facilitate students in managing the Rotation objectives, the SIUC PA Program has purchased access to the Challenger Program for PA Training (CPPAT). Students are required to complete and pass (70%) the Challenger module exam corresponding to their current Rotation content area beginning Rotation 3.

Challenger exams are open for 3 hours at a time, during which students may use all their **<u>independent</u>** resources to answer the questions. Students are able to re-take exams throughout the Rotation in order to achieve the 70% passing score required by the Challenger program.

Behavioral health rotations require completion of modules found on Desire2Learn rather than a Challenger exam.

Students are not eligible to access their End of Rotation Posttest unless the Challenger requirements detailed above are met. Thus, failure to complete the Challenger requirements will equate to a failing End of Rotation Posttest score. *

Mentor Clinic Expectations and Requirements (PA 551)

Students in Phase II participate in a one-half day per week Mentor (continuity) clinic in primary care. This experience provides students with an ongoing clinical environment with a familiar panel of patients.

Hours Expectations

  • Minimum ½ day (4 hours) per week in Mentor Clinic
  • Maximum = 60 hours per week of clinical time (includes hours from Rotation and Mentor Clinic)

It is the student's responsibility to plan and anticipate mentor/preceptor vacation/absences and adjust their schedule accordingly. Check with your mentor at the start of each Rotation to determine necessary adjustments to your schedule. Students should attempt to schedule clinic time with their Rotation clinic at in the event their mentor is absent. Students are to notify the Hubsite Coordinator of any adjustments to their schedule.

The Student Preceptor/Mentor Relationship

If a preceptor/mentor has questions regarding his or her role, students should have the Hubsite Coordinator contact the preceptor/mentor to enable the Program to provide adequate support.

At the initial meeting with their Mentor and each Rotation Preceptor, students should bring the following items:
  • Rotation objectives/syllabus (preceptor); students should share Rotation objectives with mentors as well, in the event cases come up fitting those particular objectives
  • Student's goals and expectations
  • Schedule of weekly commitments – specifically: PBL group, continuity clinic, posttest date and any University approved holidays
  • A copy of the Preceptor/Mentor Evaluation Form
  • A copy of contact information for both the student (home, telephone, cellular phone, and e-mail) and the Hubsite Coordinator(s) (work telephone, cellular phone, and e-mail)

As a student in a professional curriculum, it is the student's responsibility to initiate constructive communication. Therefore, at the initial meeting with their Mentor and each Rotation Preceptor, students should also discuss:
  • The importance of a mid-rotation evaluation, so weaknesses can be corrected
  • A tentative time to review the final written evaluation. Any serious problems or concerns should be addressed with the Hubsite Coordinator or Director of Clinical Education as soon as possible and BEFORE the final evaluation.

Students should be expected to be quizzed at their Rotation and Mentor site each day. Some ask questions to stimulate learning issues; some actually write out questions for students to answer, while others take a more casual, discussion approach. Regardless of how your Preceptor or Mentor structures the clinical experience, students are responsible for generating learning issues

for each Rotation, in addition to those generated in PBL group. You must be proactive in your learning.

Patient Encounter & Clinical Procedures Logs (PA 551, 581, 582, 583)

Students are expected to document each clinical patient encountered and each clinical procedure performed throughout the entirety of their matriculation through the PA Program. Logs documenting students' clinical experience is an accreditation requirement of the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). Additionally, these logs can be useful for students asked to validate clinical experience for prospective employers. Finally, these logs also track attendance and clinical progress on a daily and then weekly basis, allowing Hubsite Coordinators to assess students' individual performance and the quality of the preceptor site.

Students are trained on the correct method of documenting these encounters in a Program-provided documentation software system.

In Phase II, students are required to log patients and procedures in each of the nine Rotations and for Mentor Clinic daily. Failure to record in a timely fashion may result in an inability to progress to the next Rotation, thereby removing the ability to satisfactorily progress through the Program.

Encounter Expectations

Students are required to log on a minimum of 150 encounters during each Rotation to indicate adequate volume of experience essential for preparing the student for entry into practice. It is expected that minimally these will include preventive, emergent, acute, and chronic patient encounters from supervised clinical practice experiences. Students should be monitoring their encounter totals after every entry session. If students foresee a failure to meet the minimum encounter criterion for any Rotation, they are required to contact their Hubsite Coordinator(s) (cc'ing the Director of Clinical Education) and provide an explanation for why encounter numbers are not meeting criteria. NOTE: This should not occur after the Rotation has ended.

FOR EXAMPLE: Every patient encounter refers to every time a student interacts with a patient, whether the patient is new or a follow-up. When working in hospital settings, each day students manage the same patient is considered a separate patient encounter and should be documented as such. In addition, your pre/post-operative visits and morning and afternoon rounds are considered two separate visits.

All patient encounter information should be entered by 8:00 a.m. the day of End of Rotation Exams (even for the Elective Rotation).

Students should be aware that failure to appropriately record all patients encountered and all procedures completed is considered both an academic and professionalism issue.

PBL Group Expectations and Requirements (PA 580)

In Phase II, students will continue to meet weekly in a half-day PBL group, completing PBL cases. There are 1-2 PBL group sessions allowed for each case. Each Hubsite has a designated site for PBL group. The Hubsite Coordinator(s) will provide locations and meeting times during orientation. E-PBLMs are available to Phase II PBL groups through SIUSOM website/oecweb. The PBL Group Facilitator Evaluation will be provided to students via an electronic survey software, which must be completed at the close of Rotations 1, 3, 6 and 9. There will be a 20-question Quiz at the end of

each Rotation covering the Learning Issues discussed within PBL Group during each specific Rotation.

PA 580 course grades are a function of the PBL Group Facilitator Evaluation of students (weighted 35%) and the semester average for Case Quizzes (weighted 65%). Unsatisfactory Case Quizzes require remediation via Learning Issues assigned by the PA 580 Course Instructor.

Summer Semester: Quizzes 1-3;
Fall Semester: Quizzes 4-6;
Spring Semester: Quizzes 7-9;

The course syllabus provides additional details.

<u>PBL Group Guidelines</u>

1. Timeliness – be considerate of others in the group and arrive on time.
2. Respect – give everyone a chance to talk, being careful not to interrupt. Do not mock, mimic or disrespect group members. Encourage participation. Be mindful of members in both group locations if you are teleconferencing with another group.
3. Case progression – go through the case as originally intended. No surfing. Looking ahead to lab or test results ruins it for everyone. Do not move to the patient progress section until directed to do so by the PBL Facilitator.
4. Take time to work through the case thoroughly – commit yourself to finding new and numerous learning issues.
5. Address inappropriate behavior and demeanors during group. Address behaviors when they occur; do not wait to write it down on the PBL Group Evaluation form. Make a commitment to the confidentiality of group feedback.
6. Focus on the process of clinical reasoning.
7. Participation in PBL group is a weekly requirement. If PBL group is cancelled, students should arrange to attend their preceptor/mentor clinic. Furthermore, students should anticipate making up the PBL group hours at another time.
8. Students are responsible for leaving their PBL group site clean with all materials and equipment properly secured.

End of Rotation Requirements

<u>End of Rotation Evaluation Forms</u>

The PA Program is attempting to move to a system of all electronic evaluations. This process may span through Phase II. Therefore, forms discussed below are available for download from Desire2Learn and Dropbox. However, hard copies of evaluation forms are acceptable.

Forms Evaluating Student Performance:

> <u>Preceptor Evaluation</u> - Must be completed upon the conclusion of each Rotation. A Preceptor Evaluation is required from all preceptors who provided supervision within the clinical Rotation. Forms must be submitted to the Hubsite Coordinator(s) before participation in testing can be granted.

> <u>Mentor Evaluation</u> – Must be completed by student Mentors upon the conclusion of Rotations 1, 3, 6, and 9. Forms must be submitted to the Hubsite Coordinator(s) before participation in testing can be granted.

PBL Group Facilitator's Evaluation of Each Group Member – Must be completed upon the conclusion of Rotations 1, 3, 6 and 9. Forms will be completed by Facilitators and submitted to the Program. It is not the student's responsibility to keep track of this document.

NOTE: Each of these forms contributes to the academic evaluation of students. Therefore, student performance on these forms will be evaluated on a numeric system where 75% and above is indicative of a satisfactory performance, and 74% and below is indicative of an unsatisfactory performance.

Forms for Evaluation by the Student:

Clinician & Clinical Site Evaluation for Mentor Clinic – Must be completed upon the conclusion of Rotations 1, 3, 6, and 9. Forms must be submitted to the Hubsite Coordinator(s) (if in hard copy) or electronically (via the survey software) before participation in testing can be granted.

Clinician & Clinical Site Evaluation for Preceptor Clinic – Must be completed upon the conclusion of each Rotation. Forms must be submitted to the Hubsite Coordinator(s) (if in hard copy) or electronically (via the survey software) before participation in testing can be granted.

PBL Group Facilitator Evaluation (PA 580) – Must be completed upon the conclusion of Rotations 1, 3, 6, and 9. Evaluations must be submitted electronically (via the survey software) before participation in testing can be granted.

Rotation Course Evaluations (PA 581, 582, 583) – Must be completed at the close of each Rotation. Course evaluations must be submitted electronically (via the survey software) after Rotation testing and prior to the start of the next Rotation.

Course Instructor Evaluation (PA 580, 599) - Must be completed upon conclusion of Phase II. Course evaluations must be submitted electronically (via the survey software) after Rotation testing and prior to the start of the next Rotation

NOTE: Failure to complete and submit any of the aforementioned Forms for Evaluations by the Student within the time deadlines stated will be considered a breach of professional conduct and will be subject to disciplinary action by the SPC.

Rotation Testing

Rotation testing includes completion of patient encounter and procedure logs and all required clinical evaluations prior to the end of Rotation testing. End of Rotation testing includes the PA 580 Case Quiz and Rotation Posttest.

A 20 question Case Quiz, developed from the list of Learning Issues for each case covered in the Rotation, will test knowledge on PBL group cases. Case quizzes are taken within Desire2Learn at the close of each Rotation. A score of 15 (75%) is considered satisfactory. Remediation is required at the end of each semester if case quiz average is below 75%.

Rotation Posttests will follow each clinical Rotation with the <u>exception</u> of the Elective Rotation. Each Posttest contains 100 scored questions (End of Rotation™ exams contain 120 questions, to allow the administrators to pilot new test items). A passing score is that which meets or exceeds the National mean score of the PAEA End of rotation exam for that rotation exam. Remediation is required for any Posttest score below the National Mean.

The Musculoskeletal Rotation posttest contains 100 scored questions taken via Desire2Learn. A passing score of 75% is required.

<u>Rotation Testing Procedures</u>

Testing occurs in designated areas at PA Program Hubsites. Clinical preceptors/mentors do not have access to test documents, and they may not serve as test proctors. Tests and passwords will not be forwarded to non-designated sites or proctors.

Both the Musculoskeletal Rotation Posttest and Case Quizzes will be administered through Desire2Learn and require a password. Test proctor(s) will provide the appropriate password. Rotation Posttests administered through PAEA will be announced via e-mail. Books, notes, and/or conversations with other students are forbidden during testing. Students are not allowed to make handwritten notes on the content of the test. If the proctor observes suspicious behavior/activity, testing will be terminated and the Program office will be notified immediately. Suspicious behavior/activity will be addressed by the SPC Committee and may result in dismissal from the Program. The test proctors will observe the computer monitor periodically to determine if the test is displayed clearly and with no double images. The *Mozilla Firefox* windows are open during testing at the bottom of the computer screen next to the 'Start' button. If a third window unexpectedly opens, notify the proctor *immediately. No other computer programs should be running at the same time, such as word processor, email etc. No form of external storage may be present in any of the testing computer's drives during testing.*

<u>Obtaining Grades</u>

After taking either the Musculoskeletal Posttest or the Case Quiz in Desire2Learn, grades will be released following analysis by the course instructor. PAEA grades will be released via e-mail directly from the site, once the scores have been tabulated. You can also access grades on Desire2Learn the following week.

Students are required to contact the Hubsite Coordinator(s) immediately if the Rotation Posttest was not completed satisfactorily, in order to schedule remediation and secure a monitored environment for the retesting. The Hubsite Coordinator will notify the Director of Clinical Education and Program Director.

<u>Master's Seminar Expectations and Requirements (PA 599)</u>

Students begin preparing for the Master's Project in Phase I with PA 547 (Research Methods and Evidence-Based Medicine) and PA 599 (Master's Seminar). During Phase II, students will select a topic and identify central themes for their Master's Project and pursue the completion of their Master's Project with the assistance of their Master's Project Chair.

The purpose of the Master's Project for the SIUC Physician Assistant Program is to allow students the opportunity to demonstrate their Evidence-Based Medicine and clinical reasoning skills as well as their professional growth.

Students may not proceed to graduation from the Program without satisfactorily completing all requirements associated with the Master's Project.

NOTE: Master's Projects are expected to be original work submitted by each student and shaped by the student's Co-Chairs. Plagiarism in any form is simply not tolerated by the SIUC Physician Assistant Program.

End of Phase II Exams

ARC-PA requires all accredited physician assistant programs to evaluate students with a summative exam. As with the completion of Phase I, Phase II students will be evaluated using The Clinical Skills Practicum (CSP). The CSP is intended to help Phase II Physician Assistant students review and assess physical exam skills and problem-solving skills before entering practice. The CSP consists of a Problem-Oriented Physical Examination (POPE). Students must successfully complete the CSP to graduate from the Program.

Student Progress Committee

The PA Student Progress Committee (SPC) is responsible for monitoring the progress of all students throughout all Phases of the curriculum. This committee is comprised of representatives from the School of Medicine (SOM) and PA faculty. Prior to making decisions on students' status within the Program, the SPC reviews all pertinent information to each student's performance including: test scores; evaluation scores; evaluation comments; PA Program faculty recommendations; previous academic performance; previous professionalism performance; and student input. SPC makes decisions on a student's status within the Program based on how the reviewed information fits to the standards set by NCCPA, ARC-PA, PAEA, Illinois Physician Assistant Practice Act of 1987, Southern Illinois University, the SIU School of Medicine and the SIUC Physician Assistant Program.

Phase II Grading & Remediation Guidelines:

Effective May 31, 2016, the following represents the Phase II grading and remediation guidelines.

The following points on remediation are emphasized:

1. Any required Rotation evaluation component (i.e., Posttests, Preceptor/Mentor Evaluations, PBL Facilitator Evaluations, Case Quizzes) receiving a grade less than Satisfactory (i.e., 74% and below or below the National Mean) may necessitate remediation.

    Remediation takes precedence over Rotation/Mentor clinic hours and must take place in a monitored environment. Failure to meet the specified remediation appointment may result in additional consequences. The remediation grade does not replace the original grade. Students are expected to remediate all work satisfactorily. Failure to do so may result in repetition of curriculum segments, or dismissal from the Program, as per the Phase II/III SPC Program Status Policy.

2. If a student experiences academic and/or personal problems during the program, the student is strongly encouraged to seek guidance from his/her Hubsite Coordinator or another Program faculty. *To facilitate progress in the Program, faculty will provide a list of referral services to outside agencies. Access to faculty and referral sources will follow the guidelines of both the PA accrediting body and the University.*

Phase II Grading & Remediation Policy:

1. The Rotation Posttest grading scale and details of remediation for the Posttests are as follows:

   a. If a Rotation Posttest score is equal to or above the National Mean for that selected examination, the student has a score equating to a <u>Satisfactory</u>.

   b. If a Rotation Posttest score is lower than the National man for that selected examination, the student has a score equating to an <u>Unsatisfactory</u>. If a student earns an <u>Unsatisfactory</u> score, a version of the Rotation Posttest must be taken <u>within one week</u> of the initial Rotation Posttest. If a Rotation Posttest is not remediated successfully, the Rotation is considered failed and additional requirements will be made by SPC, which may include any of the following:

Repetition of Rotation segments	Additional assignments
Repetition of the entire Rotation	Additional testing
Repetition of Phase II	Dismissal from the program
Repetition of Phases I and II	

2. The Rotation Case Quiz grading scale and the details of remediation for the Case Quizzes are as follows:

   a. If a Case Quiz score is 75% or higher, the student has a score equating to a <u>Satisfactory</u>.

   b. If a Case Quiz score is 74% or lower, the student has a score equating to an <u>Unsatisfactory</u>. Unsatisfactory Case Quiz scores may be remediated via a Learning Issues assignment provided by the PA 580 Course Instructor.

   c. Case Quizzes are averaged across each semester. If the average semester Case Quiz score is less than 75%, the Unsatisfactory score will be considered a mark towards Program status change.

3. The evaluation standards for Preceptor/Mentor/PBL Facilitator's Evaluations and the details of remediation are as follows.

   a. Students are expected to receive Satisfactory marks for overall evaluation criteria and for a majority of the subset evaluation criteria items.

   b. Preceptor or Mentor Evaluations reporting less than Satisfactory for the overall evaluation criteria or for a significant number of the subset evaluation criteria items denote a failed Rotation or Mentor Clinic (respectively) and additional requirements will be made by SPC, which may include any of the following:

Repetition of Rotation segments	Additional assignments
Repetition of the entire Rotation	Additional testing
Repetition of Phase II	Dismissal from the program
Repetition of Phases I and II	

   c. SPC considers the nature of each evaluation criteria component, the scores given, and the preceptor comments when assessing the potential for status changes based on

preceptor evaluations, and will monitor trends in performance across Rotation evaluations. See Phase II/III SPC Program Status Policy below.

d. PBL Facilitator Evaluations reporting less than Satisfactory for the overall evaluation criteria or for a significant number of the subset evaluation criteria items will be calculated with the Case Quiz scores to determine the score for the overall PA 580 course. However, it should be noted, unsatisfactory PBL group performance is also considered a professionalism violation.

Phase II SPC Program Status Policy:

Instances of less than Satisfactory performance are tracked by the Student Progress Committee. The Rotation evaluation components fit into one of two categories, simply titled Primary and Secondary Rotation Evaluation Components.

Primary Rotation Evaluation Components consist of the Rotation Posttest, the Preceptor Evaluation, the Mentor Evaluation, and semester averages for Case Quizzes. Secondary Rotation Evaluation Components consist of the, PBL Group Performance and Patient Encounter Documentation.

Failure to achieve a Satisfactory score on any of the Primary Rotation Evaluation Components constitutes a major component. Failure to achieve a Satisfactory score on any of the Secondary Rotation Evaluation Components constitutes a minor component.

Failure to achieve a Satisfactory remediation score on any failed Primary Rotation Evaluations constitutes an additional major component and may require repetition of the rotation. Failure to achieve a Satisfactory remediation score on any of the Secondary Rotation Evaluation Components constitutes an additional minor component.

It should be noted: A Rotation is considered Failed if: 1.) The Rotation Posttest is less than Satisfactory, along with one of the other graded components (i.e. –Mentor Evaluation, etc.), 2.) The Rotation Posttest is not remediated successfully, or 3.) The Preceptor evaluation is less than Satisfactory.

Student Status within the Program is determined using the following system and is conveyed to students via SPC Letters following the end of each Rotation in Phase II:

Letter of Satisfactory Status (LS) = student has received Satisfactory scores for all Rotation Evaluation Components and has displayed appropriate levels of professional behavior.

Letter of Concern (LC) = student has failed one major component by failing 1 of the Primary Rotation Evaluation Components or by failing a minimum of 2 of the Secondary Rotation Evaluation Components, or any combination of the two categories that totals one major component.

Letter of Warning (LW) = student has failed two major components by failing 2 of the Primary Rotation Evaluation Components or by failing a minimum of 4 of the Secondary Rotation Evaluation Components, or any combination of the two categories that totals 2 major components.

Letter of Programmatic Remediation/Probationary Status (PR) = student has failed a total of 3 major components by 3 of the Primary Rotation Evaluation Components or by failing a

minimum of 6 of the Secondary Rotation Evaluation Components, or any combination of the two categories that totals 3 major components. Requirements of PR must be met in order to be removed from the PR status. Failure to meet PR requirements may lead to a Letter of Dismissal (see SPS document).

Letter of Dismissal = students consistently failing to achieve Satisfactory scores throughout the course of Phase II or students who fail to meet the requirements set before them while under Programmatic Remediation/Probationary Status may be asked to leave the Program (see SPS document).

In cases where entire Rotations have been failed or multiple Rotation Evaluation Components have been failed across Rotations, the student may be asked to repeat a portion or all of the Rotation. Also, if a trend of poor progress is noted, additional consequences may result, such as repetition of curricular segments (specific Rotations or entire Phases), or dismissal from the Program.

SPC will also consider trends in poor progress across Phases I and II. Such concerns may result in less tolerance and therefore a stronger letter than that noted in criteria listed above.
Note: **Changes in status need not be stepwise.**

Status Changes Due to Professionalism Issues:

Academic and Professional Misconduct – Concerns in this area may result in any of the consequences described along with a Letter of Concern, Warning, Programmatic Remediation/Probationary Status, or Dismissal (see SPS document).

Rotation Evaluation Components that are specifically viewed as issues with professionalism are failure to document patient contact encounters, less than satisfactory evaluation on PBL Group performance, and failure to complete Clinician & Clinical Site Evaluation forms for Mentor Clinic, Clinician & Clinical Site Evaluation forms for Preceptor Clinic, Instructor Evaluation forms and PBL Facilitator Evaluation forms. Additionally, consistent displays in tardiness when complying with these requirements are considered a breach in professionalism (see SPS document).

It should also be noted that student failure to adhere to any Program requirements, Handbook guidelines, or communication requirements could be considered breaches of professionalism.

Recommendation for Promotion

Students will progress to Phase III, Preceptorship, at the recommendation of the SPC after a review of each student's entire academic and professionalism record.

Appealing SPC/Program Status Decisions

Recommendations made by the SPC and approved by the Program Director may be appealed first via discussion with Program Director (either in person or via phone) and then in writing to the Chair, Department of Physician Associate Program. If unwilling to accept the decision of the Department Chair, students may file further appeal in writing to the Dean, School of Medicine. Those who choose to file appeals should follow the procedures contained in the Southern Illinois University, Physician Assistant Program, Student Progress System document.

Phase III

Phase III Courses

Preceptorship (PA 596)

In Phase III, students complete an eight-week Preceptorship. The Preceptorship can be completed in any area of medicine of the student's choosing if in good standing with the program. The student may NOT be considered an employee during this time.

Arranging a Preceptorship Site

Students will complete a Phase III Request Form and submit it to the Clinical Coordination office by a predetermined date, due to complexities involving securing affiliation agreements. One of the two listed preceptors must practice at a site with an existing affiliation agreement. Every effort will be made to secure student requests. ***Once Phase III requests are submitted, they may not be changed without Director of Clinical Education approval.***

The students should identify two potential preceptors (in order of preference). Students typically choose to complete their Preceptorship with someone they have worked with during a rotation. The student may make initial contact and inform the potential preceptor that Phase III involves 8-weeks (320 hours) of full-time supervision (June – July). The Director of Clinical Education will then contact the preceptor to arrange final details. Remember, this is not meant to be a pre-employment experience, but one that will identify strengths and weaknesses and enable the student to be prepared for entry into practice.

Students should make initial contact but final approval from the potential preceptor is not necessary to submit the request. **The Director of Clinical Education will finalize details of your Preceptorship. Students may not attempt to finalize or schedule the Preceptorship.** Failure to submit a Phase III Preceptorship Request by the due date may result in SPC action.

Preceptorship Evaluation

Preceptors will complete a written evaluation of the student similar to the rotation evaluations. The Director of Clinical Education or another appointed faculty member may contact the preceptor during the preceptorship to determine if there are any issues or concerns. The focus of discussion will be competence as a provider, clinical skills, and overall professionalism.

Patient Encounter & Clinical Procedures Logs

Students are required to log a minimum of 300 encounters and 320 hours to indicate adequate volume of experience essential for preparing the student for entry into practice. Students should be monitoring their encounter totals after every entry session. If students foresee a failure to meet the minimum encounter and hour criteria, they should contact the Director of Clinical Education as soon as possible or at least by the first Monday of July. Each case will be reviewed individually as to the quality of the Preceptorship. All patient encounter information should be entered by 8:00 a.m. two days following the last day of your Preceptorship. Failure to appropriately record 300 patient encounters or complete 320 clinical hours may be considered by the SPC as an academic AND professionalism issue. Your Phase III patient and procedure log is a valuable tool when seeking employment; you are encouraged to take it seriously.

<u>Health Care Systems (PA 545)</u>

This course is designed to cover the following topics: delivery of health care, standards of care and guidelines as they affect practice issues, cost and effectiveness, economics of health care, insurance and health care, indigent medical care, the health workforce, access to care, health policy, and technology (electronic medical records, email, telemedicine).

The course is managed through Desire2Learn. Students are required to complete all learning objectives in a timely manner throughout the course of Phase III.

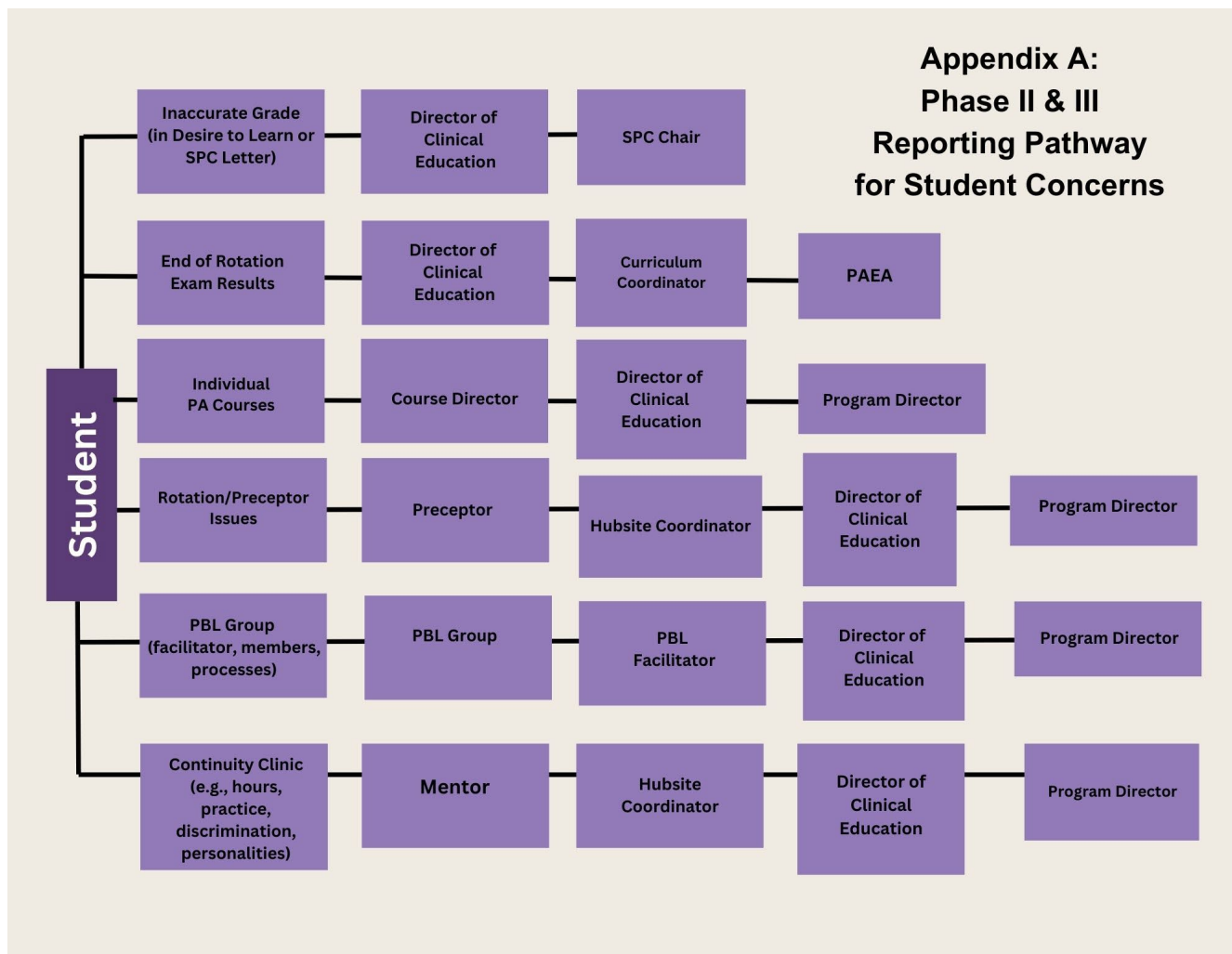## End of Program Summative Exam

ARC-PA requires all accredited physician assistant programs to evaluate students with a summative exam. For Phase III, this exam is a PAEA comprehensive exam designed to simulate the PANCE Boards exam in climate, content, and consequences. Students must achieve a cumulative score at or above the National Mean for the PAEA comprehensive exam to be eligible to graduate from the Program. This examination is completed prior to graduation, after the clinical preceptorship is completed.

SPC Grading & Remediation Policy

In Phase III, all students are expected to receive a satisfactory/passing score within all of the components of PA 596. Health Care Systems (PA 545) must also be completed successfully for the student to be eligible to graduate from the Program. Specific scoring values for these courses and their components can be found in course syllabi.

SPC will recommend students for graduation after review each of the student's entire program of study. Specific recommendations for remediation, retention, and graduation will be determined on a case-by-case basis.

Appendix A: Reporting Pathway for Student Concerns

Appendix A:
Phase II & III
Reporting Pathway
for Student Concerns

Student				
Inaccurate Grade (in Desire to Learn or SPC Letter)	Director of Clinical Education	SPC Chair		
End of Rotation Exam Results	Director of Clinical Education	Curriculum Coordinator	PAEA	
Individual PA Courses	Course Director	Director of Clinical Education	Program Director	
Rotation/Preceptor Issues	Preceptor	Hubsite Coordinator	Director of Clinical Education	Program Director
PBL Group (facilitator, members, processes)	PBL Group	PBL Facilitator	Director of Clinical Education	Program Director
Continuity Clinic (e.g., hours, practice, discrimination, personalities)	Mentor	Hubsite Coordinator	Director of Clinical Education	Program Director

Appendix B: Physician Assistant Program Phase II/Phase III Curriculum
SIUC Physician Assistant Program MSPA Curriculum Plan (abridged)

PHASE II

Semester 4 – Summer – 6 credit hours

PA 551-1	Clinical Mentoring – Phase II
PA 580-1	PBL Group – Phase II
PA 581-3	Clinical Rotations I
PA 599-1	Master's Seminar

Semester 5 – Fall – 12 credit hours

PA 551-2	Clinical Mentoring – Phase II
PA 580-2	PBL Group – Phase II
PA 582-6	Clinical Rotations II
PA 599-2	Master's Seminar

Semester 6 – Spring – 12 credit hours

PA 551-2	Clinical Mentoring – Phase II
PA 580-2	PBL Group – Phase II
PA 583-6	Clinical Rotations III
PA 599-2	Master's Seminar

Students in Phase II will register for Section 2.

PHASE III

Semester 7 – Summer – 6 credit hours

PA 545-3	Health Care Systems
PA 596-3	Preceptorship

PA 601 – Continuing Enrollment is available for one credit hour to students who have completed all other Program coursework but are in the process of completing their Master's project.