The ARC-PA has granted Accreditation-Provisional status to the Johnson & Wales University Physician Assistant Studies Program sponsored by Johnson & Wales University. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program’s ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.
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INTRODUCTION

The second year of the Physician Assistant Studies Program consists of supervised clinical experiences. The purpose of these experiences is to provide hands-on practical training to physician assistant students enabling them to integrate the knowledge obtained in the basic medical science, applied medical science and behavioral science curriculum, and use this in the diagnosis and treatment of patients in a supervised educational setting.

These experiences are designed to build competence in fundamental clinical skills through practice and feedback, and to enhance confidence in preparation for graduation and practice.

PHILOSOPHY

We believe that learning the skills necessary to become a competent humanistic health care practitioner is best accomplished through organized clinical experiences in a positive nurturing environment through direct observation, hands-on practice, constructive feedback, mentoring, and supplemental reading. We view this process as an active partnership between the student, the clinical supervisor or preceptor, the Physician Assistant Studies Program, and the University.

*Students must always remember that they represent themselves, the Program, the University, and the Physician Assistant profession.*

PURPOSE OF THIS MANUAL

This manual is to provide students with the policies, procedures, competencies, and expectations required during the clinical phase of the program. It is a valuable source of information for success during the clinical experiential phase and contains specific instructions, helpful hints, tools and guidelines to assist the student in obtaining the necessary knowledge and skills to competently complete their training as a physician assistant.

This manual is to be used by students in the PA Studies Program in conjunction with:

1. JWU Catalog, Undergraduate & Graduate
2. JWU Student Handbook
3. JWU PA Program Student Handbook
Together these resources are designed to provide students with information that will assist them in their academic and clinical endeavors at the University including: available resources, policies that pertain to students, an outline of the clinical year curriculum, and some guidelines to help students in preparation for this challenging academic experience. This manual is not designed to be all inclusive and instructors may provide further guidance.

PA Studies Program specific policies (PA Program Student Handbook and Clinical Education Manual) are in addition to University policies listed in the JWU Student Handbook. PA students are expected to read and understand these documents. If you have any questions that cannot be answered from any of the above sources, please feel free to discuss these with the Program Director or faculty. Students are required to sign the attestation statement on the last page of this manual as a condition for participation in the clinical phase of the Program.

Please read these sources **carefully** and **thoroughly**. We hope they will be helpful.
Section 2
THE CLINICAL YEAR CURRICULUM

The clinical year (12 months) of the Physician Assistant Program consists of a total of nine (9) five-week clinical rotation blocks, PAS 6100 Introduction to Clinical Practice, PAS 6800 Master’s Course and Back to Campus Senior Seminar Days.

The student cannot begin the clinical year until successfully completing all didactic course work; background checks; documentation of all required immunizations, titers and health care insurance; and completion of HIPAA, OSHA and ACLS training. Failure to complete any of these required items by their designated due date may result in a delayed start to the clinical year. This may in turn delay the student’s graduation from the Program. Some rotations have additional requirements which students will also be required to complete prior to starting the specific rotation (i.e., drug testing or physical exam, site orientation, etc.).

The clinical portion of the Program involves an in-depth exposure to patients in a variety of clinical settings. The settings, characteristics, assigned tasks, and student schedules will vary greatly depending on the site. The organization of the clinical experiences is outlined below, although the order of experiences will vary for each student. A student may be dismissed from the PA Program for failing to pass a clinical rotation for a second time within the clinical year.

Required Clinical Rotations

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Rotations</th>
<th>Length</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAS 6200</td>
<td>Family Medicine</td>
<td>5 wks</td>
<td>4.5</td>
</tr>
<tr>
<td>PAS 6250</td>
<td>Internal Medicine</td>
<td>5 wks</td>
<td>4.5</td>
</tr>
<tr>
<td>PAS 6300</td>
<td>Pediatric Medicine</td>
<td>5 wks</td>
<td>4.5</td>
</tr>
<tr>
<td>PAS 6350</td>
<td>Women’s Health</td>
<td>5 wks</td>
<td>4.5</td>
</tr>
<tr>
<td>PAS 6400</td>
<td>Emergency Medicine</td>
<td>5 wks</td>
<td>4.5</td>
</tr>
<tr>
<td>PAS 6450</td>
<td>Behavioral Health</td>
<td>5 wks</td>
<td>4.5</td>
</tr>
<tr>
<td>PAS 6500</td>
<td>Surgery</td>
<td>5 wks</td>
<td>4.5</td>
</tr>
<tr>
<td>PAS 6600</td>
<td>Elective I</td>
<td>5 wks</td>
<td>4.5</td>
</tr>
<tr>
<td>PAS 6700</td>
<td>Elective II</td>
<td>5 wks</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Clinical Rotations will have a designated preceptor who is responsible for coordination of the student’s overall learning experience. The preceptor may delegate some of the teaching or coordination functions to other qualified clinicians, such as other attending physicians, residents, physician assistants, or nurse practitioners.

Rotations will average approximately 40 hours a week at the designated clinical site(s). Some rotations may involve shorter or longer hours, evening or on-call responsibilities, and weekend hours. The preceptor will determine the student’s on-site schedule and clinical responsibilities. Students MUST adhere to each rotation site schedule and to all assignments developed by the preceptors.
**Additional Curriculum Requirements during the Clinical Year**

In addition to rotations, students will also be enrolled in two courses during the clinical year and will be required to return to campus to attend and participate in the Rotation Seminars.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAS 6100</td>
<td>Introduction to Clinical Practice</td>
<td>2.0</td>
</tr>
<tr>
<td>PAS 6800</td>
<td>Master’s Course</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Total Credit Hours for Clinical Year: 43.5

All clinical rotations will have a designated preceptor who is responsible for coordination of the student’s overall learning experience. This is someone with whom you will work closely and who will be able to evaluate your clinical abilities and professional behavior. Preceptors are clinical instructors (MD, DO, PA-C, and/or NP) who have been assigned by the clinical site to supervise you. (For more information, see Section 5.)

**Core Rotations**

Each student will complete one five-week rotation in Family Medicine, Internal Medicine, Pediatrics, Surgery, Women’s Health, Emergency Medicine and Behavioral Health. Prior to the start of the clinical year, students will have the opportunity to submit a request form (Rotation Placement Preference Form) indicating their most comfortable/least comfortable core rotations, and their preferred elective rotation. The Program will take these requests into consideration however there is no guarantee students will be placed at these requested sites.

**Elective Rotations**

Each student will complete two, 5-week electives rotations. Selection may include any of the core rotations or an area of specialty or subspecialty for which the student has an interest to further explore. All elective rotation selection of discipline and/or subspecialty must be approved by the program. If a student has an interest in a discipline for which the program has an established site, students will most likely be placed in that program established site. Requests for a specific elective discipline for which the program does not have a site must be entered on the Rotation Placement Preference Form.

*Please note: The Program reserves the right to replace a student’s elective rotation with a program determined core rotation.*

**Back to Campus Days**

Students are required to return to campus nine times during the clinical year for back to campus events. Various educational and professional events and seminars will be presented during these days, as well as ongoing review and assessment of clinical skills, student advisor meetings, summative testing and master’s project presentations. **Attendance is required for these days.** All travel and housing expenses to and from campus for these seminars are the responsibility of the student.
**Clinical Year Goals**

1. Provide students with the opportunity and access to a diverse population of patients and a variety of diseases and injuries involving all body systems across the lifespan and in varied medical disciplines and settings.

2. Provide opportunities for the student to apply and practice medicine within the scope of practice of a Physician Assistant in training.

3. Provide opportunities for the student to work collaboratively as part of the health care team and to apply and practice humanistic approaches to a wide variety of patient encounters and medical settings.

4. Provide supervised clinical experiences which will support ongoing development and mastery of the student's ability and skill in obtaining a patient-centered medical history, conducting a physical examination, recommending diagnostic studies and discussing and recommending treatment plans.

5. Provide ongoing interactive opportunities for the student to develop rapport and an atmosphere of trust with patients and their families.

6. Provide supervised patient care-based opportunities which foster the development of the student's ability to recommend, select and interpret (where applicable) appropriate diagnostic methods in the evaluation of a patient.

7. Provide clinical-based opportunities to continue to develop the student's ability to generate differential diagnoses and determine a primary diagnosis.

8. Provide supervised patient care-based opportunities which foster the development of the student's ability to recommend appropriate treatment plans for each patient encounter, including pharmacologic and non-pharmacologic therapies, patient education and counseling.

9. Provide clinical opportunities and access for students to practice and perform common clinical, diagnostic and laboratory procedures.

10. Provide supervised patient care-based opportunities which foster the student's ability to recognize situations where referral to other healthcare providers is necessary and to identify the appropriate referral resource.

11. Provide patient care-based opportunities which foster the development of the student's ability to generate written documentation of patient encounters in a variety of formats.

12. Expose students to the use of written and computer-based medical records for the documentation and transmission of patient-centered information to other members of the healthcare team.

13. Provide opportunities for continued development of the student’s ability to effectively and efficiently communicate with a diverse population of patients, as well as with others professionals in the health care environment.

14. Provide opportunities for continued development of the skills needed to search, interpret and evaluate medical literature in relationship to medical decision-making and patient care.

15. Expose and provide opportunities to foster inter-professional understanding and collaboration.

16. Expose students to ways of incorporating the principles of public health and health promotion and disease prevention into patient care and practice.

17. Expose and provide opportunities to foster and support professional and ethical behavior and conduct.

18. Encourage the use of lifelong learning skills.
Clinical Year Competencies

The world of education in the health professions is moving towards a competency-based model. This is evidenced by the publication in 2005 and revision in 2012 of the “Competencies for the Physician Assistant Profession” (PA Program Student Handbook, Appendix B, p.41).

Competency-based medical education is an integrated framework for education, in which specific behavioral outcomes (competencies) drive both the physician assistant program curricula and individual advancement. The major driver of the paradigm shift in medical education over the past two decades has been the increasing public demand for improved safety and quality.

A competency is defined as the knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem solving abilities required for PA practice.

NB: This is not always mastery or even proficiency but a level of competence that prepares the student to enter current and evolving clinical practice as a newly practicing PA.

Defining program expectations and competencies to be acquired during the clinical year reinforces and aligns the important content areas of the didactic curriculum and provides a continuum of that material within clinical year experiences.

Relative to the clinical year, competencies are evaluated by the clinical preceptor via the Mid and End of Rotation Evaluations and by the faculty during scheduled site visits and other evaluative instruments. The Master’s Course contains the Summative Evaluation which is another means of demonstrating competencies.

Our more traditionally termed “Physician Assistant Graduate Outcomes” (PA Program Student Handbook, p.6) were intentionally written to be used as competencies.

By the completion of the clinical year, the student will be able to demonstrate the following competencies:

1. Work collaboratively as part of the health care team.
2. Develop rapport and an atmosphere of trust with patients and families by providing patient centered humanistic care.
3. Accurately elicit a medical history and perform an appropriate physical examination based on patient presentation.
4. Formulate an appropriate differential diagnosis based on the clinical presentation.
5. Appropriately select and interpret common diagnostic studies based on the clinical presentation.
6. Diagnose acute and chronic medical, surgical and psychological disorders through the application of scientific medical principles and based on clinical presentation and diagnostic testing results for patients across their lifespan.
7. Develop, implement and manage appropriate acute, chronic or ongoing treatment plans including pharmacological and non-pharmacological approaches, surgery, counseling, therapeutic procedures, rehabilitative therapies, or other therapeutic modalities.

8. Perform common laboratory studies and clinical procedures.

9. Initiate and recommend health promotion and disease prevention measures such as disease screening, risk factor identification and education, diet and nutrition, and immunizations.

10. Recommend and provide patient education and counseling for common medical and psychological illnesses, common medical procedures, therapeutic regimens, adherence, and health maintenance.

11. Recognize when a problem is beyond the scope of the PA provider and refer the patient to the supervising physician, appropriate specialists, and/or community resources.

12. Effectively document medical information in a variety of formats.

13. Utilize effective interpersonal skills in written, oral, and electronic forms of communication with patients, families, and other members of the health care team.

14. Utilize and apply evidence based medicine principles and skills to guide decision making in clinical practice.

15. Demonstrate sensitivity regarding the emotional, cultural and socioeconomic aspects of the patient, the patient’s condition, and the patient’s family.

16. Conduct themselves in a professional courteous manner and with the highest ethical and legal standards expected of a health care professional and consistent with the role and responsibilities of a physician assistant.

17. Engage and employ lifelong learning skills through on-going self-reflection, active engagement, and professional development.

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**CLINICAL YEAR SCHEDULE***

*Introduction to Clinical Practice (2 weeks):*
Class begins: Monday, June 6, 2016  
Class ends: Friday, June 17, 2016

**Clinical Rotation Schedule**

| Rotation 1 | Monday, June 20 – Wednesday, July 20, 2016  
| Back to Campus | Thursday, July 21 – Friday July 22, 2016  
| Back to Campus | Friday, August 26, 2016  
| Rotation 3 | Monday, August 29 – Wednesday, September 28, 2016  
| Back to Campus | Thursday, September 29 – Friday, September 30th, 2016  
| Rotation 4 | Monday, October 3 – Thursday, November 3, 2016  
| Back to Campus | Friday, November 4, 2016  
| Rotation 5 | Monday, November 7 – Thursday, December 8, 2016  
| Thanksgiving Holiday | Thursday, November 24 – November 27, 2016  
| Back to Campus | Friday, December 9, 2016  
| Rotation 6 | Monday, December 12 – Thursday, January 19, 2017  
| Winter Holiday | December 24, 2016 – January 1, 2017  
| Back to Campus | Friday, January 20, 2017  
| Rotation 7 | Monday, January 23 – Thursday, February 23, 2017  
| Back to Campus | Friday, February 24, 2017  
| Summative Testing | Monday, Feb 27- Friday, March 4, 2017  
| On campus for 1 week  
| Rotation 8 | Monday, March 6 – Thursday, April 6, 2017  
| Back to Campus | Friday, April 7, 2017  
| Rotation 9 | Monday, April 10 – Thursday, May 11, 2017  
| Back to Campus | Monday, May 15- Tuesday, May 16, 2017  
| Graduation | Thursday, May 18, 2017  

*Schedule is subject to change*

All Back to Campus dates are mandatory. Students must report on time for all Back to Campus days and remain until all activities have been completed. Back to Campus events will usually run from 8 AM – 5 PM each day. Failure to attend, arrive on time and/or stay for any Back to Campus day without prior program approval may result in conduct sanctions.
Students are to remain on their clinical site for the entire day prior to the first senior seminar day unless they are more than 200 miles away from campus. If students are 200 miles or more from campus, they may use only the one day before the senior day as a travel day.

Section 3

CLINICAL YEAR POLICIES AND PROCEDURES

Clinical Rotation Placement

Clinical rotation placement for each student is the responsibility of the Clinical Coordinator(s) and Program. All decisions regarding student placement will be made by the Program.

The Program maintains many clinical education sites with clinicians who work with the program to provide clinical experience and training and priority will be given to student placement in these sites. Students may not develop or arrange their own clinical sites or clinical schedule; however, students will have the opportunity to request potential new sites and/or preceptors through the Rotation Placement Preference Form.

Once the rotation schedule has been set, requests for changes by the student will be limited to emergency situations only. Students may not switch rotation assignments with other students or arrange their own rotations solely to avoid moving or placement at a particular site. While the program has many sites in the Rhode Island area, students may also be placed in sites distant from campus and outside the state. The Program works toward firmly establishing each five-week block, however unforeseeable events can occur which may require a student to be moved to a different site with short notice, just prior to starting and/or during a rotation. Students are responsible for all financial costs associated with travel and/or relocation, regardless of the cause.

Placement at some clinical sites will require special paperwork to be completed by the student and/or require attendance at an orientation and/or additional background, drug, alcohol, or other screening. The student shall be responsible for paying any and all associated costs to include but not limited to urine drug, alcohol screening, background checks and fingerprinting, including retesting for any reason.

Student Requests for a New Site

Students will have the opportunity to request rotation assignments and recommend potential preceptor sites through the Rotation Placement Preference Form. The Program will accept recommendations and requests from students regarding new placement sites or new preceptors at least 12 weeks in advance for rotations not yet confirmed. This will allow the Program adequate time to visit (or contact) the site, speak to the potential preceptor, evaluate the site’s suitability, and develop an affiliation agreement. Determination of site viability for educational purpose and appropriateness is made solely by the program. Completion of the request form does not guarantee student placement in the requested site.
Students are prohibited from taking part in a clinical experience in which their family, friends, family’s friends or personal physicians are employed, unless otherwise agreed to in advance by the Program. Additionally, students must be in good academic standing within the Program to be considered for placement in a new site, a requested site or a requested elective rotation.

The Program works toward firmly establishing each five-week block. However, unforeseeable events can occur, which may require a student to be moved to a different site with short notice, just prior to starting and/or during a rotation. Students are responsible for all financial costs associated with travel and/or relocation regardless of the cause.

*Please note:* Once the program has begun the process of site development for a student requested site, the student will not be able to opt out of that site. **Remember submission of the request form does not guarantee that the site will be acceptable or that the student will be placed in the site.**

**Housing and Transportation**

Students are responsible for securing and paying for their own housing during the clinical year. This may include additional housing, food and transportation costs, in addition to those of their primary or local residence. Students must plan ahead to ensure they have housing in time for the start of a rotation. Failure to secure housing may result in forfeit or removal from that rotation block, which will have to be rescheduled at the end of the clinical year. This could delay graduation. Plan ahead! Student must have reliable transportation during the clinical year. Lack of a functioning vehicle is not an acceptable excuse for missing a clinical assignment.

**Health Insurance and Immunization Requirements** *(Please refer to the PA Student Handbook pp. 15-16 for more information.)*

All students are required to have health insurance coverage while enrolled in the JWU Physician Assistant Program. Students are responsible for any costs incurred in treating injuries and illness during matriculation in the PA Program including during the clinical year (e.g. needlestick or bodily fluid exposure). Each student should carefully evaluate their health insurance policy, including coverage and co-pay to fully understand all potential costs that may be incurred due to illness or injury.

Prior to starting clinical education experiences in the didactic year, students must update their immunizations to include a 2-Step PPD test (and chest x-ray or blood test, if needed) with results and documentation of all other immunizations. The updated immunization record, along with copies of the student’s current health insurance card must be submitted to the Clinical Coordinator. Students who fail to submit these documents will not be permitted to participate in clinical training experiences. Students must also keep all required immunizations current. If there is any lapse in immunization status, the student will immediately be removed from the clinical site. Students must also report any significant health changes which may affect patient care to the Program immediately. Failure to notify the Program may result in dismissal from the Program.
**Background Checks, Drug/Alcohol Testing** (PA Program Student Handbook, p. 14)

*Background Checks*

Enrollment in the JWU Physician Assistant Program is based upon successful background checks and drug screenings. The background checks take place prior to matriculation and as necessary throughout the program. The student is responsible for all costs related to background checks.

Upon admission, but prior to enrollment, all Physician Assistant students are subject to a University-mandated background check. During the clinical year, some sites may require repeat or additional testing of students, such as additional background checks, drug testing and/or fingerprint screening.

In the event a student has a positive finding on a background check, such information will be forwarded to the University’s background check review committee. A student may be denied enrollment depending on the circumstances regarding the offense and the failure to submit to a background check will result in termination from the program.

*Drug Screenings*

Drug screenings may occur prior to and during clinical experiences. In the event of a positive drug screening for an unprescribed controlled substance, students may be subject to removal from the program, removal from clinical experiences and/or disciplinary proceedings, including up to dismissal from the University.

The student is responsible for all costs associated with drug screenings.

*Other Screenings*

A clinical site may request additional testing (i.e., color blindness test, respirator fit testing requirements, and others) to which the student agrees to participate and for which the student will be held financially responsible.

*Advanced Cardiac Life Support (ACLS)*

All students are required to have completed the American Heart Association (AHA) *Advanced Cardiac Life Support* course (ACLS) prior to starting rotations and must maintain current ACLS certification throughout the program. The student may be responsible for the cost of this training. Prior to starting clinical education rotations, copies of ACLS certification cards must be submitted to the Clinical Coordinator. Students not submitting these documents will not be permitted to participate in clinical training.
**Health Insurance Portability and Accountability Act (HIPAA):**

Once matriculated, all students will be required to complete HIPAA training (PA Program Student Handbook, p. 18), which may require updating or re-certification prior to starting clinical rotations.

**Occupational Safety and Health Administration (OSHA) Precautions:**

Working in a clinical setting can expose the student to a wide variety of health risks and infectious disorders. Health care professionals and students can also act as vectors carrying infectious illnesses to patients who are already ill and sometimes immune-compromised. Safety of the student, patients and other health care provider is critical to the health and well-being of all. Health care practitioners can reasonably anticipate that they will come in contact with blood and/or other potentially infectious materials. Therefore, all students will complete OSHA training (PA Program Student Handbook, p. 19) and must be compliant with OSHA and universal precaution requirements including the use of gloves, care of sharp objects, use of eyewear, protective clothing, and other precautionary measures while on clinical rotations.

Failure to comply with this section is a violation of the Health and Safety Section of the Physician Assistant Program Standards of Professional Conduct and is subject to disciplinary review. (See Appendix D.)

**Needle Stick/Bodily Fluids Exposures** (PA Program Student Handbook, p. 24).

If an exposure occurs at a clinical site during the clinical year, the student should instantly cleanse the affected area and report the exposure to the supervising physician or supervisor IMMEDIATELY. The protocol at the clinical site governs the medical approach to that exposure. Immediate medical care and lab work will be done at either the nearest appropriate emergency department or at the rotation site. Additional care and follow up may be with the student’s personal provider. Clinical sites are under no obligation to provide the student with free medical care. Any and all expenses for the care and potential treatment are the responsibility of the student.

Students must also notify the Clinical Coordinator within two hours of the exposure and complete the **Student Exposure Form** (located in Forms Section). Please see Needle Stick/Bodily Fluids Exposure Guidelines in Appendix C.

**Faculty Advisors**

During the clinical year, students will keep their assigned faculty advisor. Students may contact their advisor at any point throughout the clinical year if they have questions or concerns. Students will have the opportunity to meet with their advisor during Back to Campus days, but are encouraged to meet with them more frequently.
Communication

JWU email is the primary mechanism used by the Program to notify students of important information. During the second year, students are required to check their university email on a daily basis (at least once every 24 hours). The Program will not be responsible if a student has inaccurate or missed information because the student does not routinely read, check and clear his/her email account. Email from accounts other than the student’s JWU email will not be accepted or used for any communication. Students are expected to keep their JWU email inboxes accessible and able to accept program communications (i.e., not full). If a student’s email is returned due to a “full” account, the returned email will not be resent and the student will be responsible for the content of the returned email.

In the event of any problems or conflicts, students should initially attempt to work out any minor problems with their preceptor or supervisor. If the student still perceives a problem in any area of the experience, including personality conflicts, communication issues, supervision or inadequacy of the learning experience, they should contact the clinical coordinator immediately.

Change of Address or Contact Information

Since students will be away from campus and in different locations, all students are required to provide the Program with current and accurate contact information to include phone numbers. Should a student be in a location where there is limited cell phone or computer access, the student must inform the Program and provide an alternate reliable contact phone number.

Students are required to notify the Program immediately when there is a change in their address or phone number. The Program will not be responsible for lost mail or late notification when a student does not provide notification of a change. This is in addition to following required university policies for maintaining addresses. Visit http://catalog.jwu.edu/handbook/generalinformationandpolicies/jwucommunicationswithstudents for additional information.

Student Employment while in the Program (PA Program Student Handbook, p. 31).

Students are discouraged from having outside employment while in the Program. Program expectations, assignments, deadlines and responsibilities will not be altered or adjusted to accommodate working students, and it is expected that the student employment will not interfere with the student learning experience.
Use of Students at Clinical Sites

Clinical rotations should be an educational experience for the physician assistant student. At no time during the clinical experiences should the student be called upon or used to substitute for regular clinical or administrative staff. If a situation arises where an individual is asked to perform in a role other than that of student or to substitute for a staff member, the student should contact the program immediately for guidance.

Cell Phones and Social Media (Cell/smart phones, iPads, iPods, tablets, pagers, etc)

Students will place all electronic communication devices (pagers, cell/smart phones) in the Off mode, set to vibrate or otherwise render devices inaudible while at clinical sites. Use of social media (Facebook, Twitter, etc.) is Not permitted while at the clinical site. Students are prohibited from recording, discussing, uploading, sharing or transferring any data, images, videos or any information related to their clinical experiences without the express written permission of the clinical site and the Director of the Physician Assistant Program. Students are required to comply with site policies regarding the use of cell/smart phones within the facility.

Student use of cell/smart phones, iPads, tablets, and/or use of the facility site computer for clinical site work, program business or program related research must be approved by the preceptor. Students are required to comply with site policies regarding the use of cell/smart phones within the facility.

Failure to comply with this section is a violation of the Respect and Civility, Integrity and Confidentiality Sections of the Physician Assistant Program Standards of Professional Conduct, subject to disciplinary review. (See Appendix D.)

Attire and Appearance

As health professionals, Physician Assistant students are expected to maintain the highest possible standard of appearance. Students should dress neatly, appropriately and in good taste, and exhibit courtesy and dignified behavior at all times, especially when representing the Program and the University. These actions are also essential to a successful career.

Clinical Attire

Appearance projects a professional image representing the student, the profession and the University. When in the clinical setting students are to be well-groomed and appropriately dressed for working with patients and other health care professionals. Students not meeting such standards of dress may be denied access to both clinical settings and patients.

Physician Assistant students are expected to be in full professional attire which includes wearing a short white lab coat/jacket with a JWU PA program patch and their JWU name tag listing their name and "Physician Assistant Student."
Students shall dress in the following manner unless otherwise requested by the Preceptor:

Female students shall wear a shirt or blouse, slacks (non-jean) or knee-length skirt, appropriate stockings or socks, and closed-toe shoes.

Male students shall wear a dress shirt with a collar and tie, (non-jean) slacks, socks and closed-toe shoes.

Clothing should allow for adequate movement during patient care, and should not be tight, short, low-cut, expose the trunk or undergarments. Students are not to wear flip flops, shorts, cut-offs, hats, jeans, clothing with rips/tears, sweat clothing, work-out attire, short skirts/tops, halter type tops or T-shirts.

All clothing will be neat and clean. Students will be appropriately groomed for the clinical rotation. Hair and fingernails shall be clean; long hair that might otherwise shed into an open wound should be neatly gathered behind the head. For the sake of patients who may have allergies, perfumes should not be applied.

Failure to comply with this section is a violation of the Behavior and Professional Image Sections of the Physician Assistant Program Standards of Professional Conduct, subject to disciplinary review. (See Appendix D.)

**Back to Campus Attire**

When clinical year students return to campus for Back to Campus seminars, business casual dress is required as defined below:

For males: trousers/khakis and a shirt with a collar; blazer/sports/suit coat optional, belt, shoes with socks.

For females: Slacks/khakis, or knee-length skirt with a blouse or shirt with a collar.

Jeans, shorts, athletic wear, T-shirts, sweatshirts, flip-flops, and other leisure/beach wear are not permitted. This dress code extends to any professional activity.

**Attendance and Promptness**

Regular clinical rotation and Back to Campus seminar attendance is essential to student success. Attendance at all assigned clinical rotations is considered an aspect of professional responsibility and individual dependability. The student is expected to be in attendance and on-site daily and when asked or requested, to be available for evenings and/or weekends hours. The work schedule will be determined by the preceptor or his/her agent. College holidays do not apply in the clinical year. Preceptors are not obligated to give the student days off on weekdays or weekends. In addition, students are not permitted to arrive late to a rotation or leave early without the permission of their preceptor.
Promptness is another professionalism trait the healthcare practitioner must display. Students are expected to arrive on site on time, preferably 5-10 minutes early. Repeated tardiness is considered unprofessional conduct and at the discretion of the Clinical Coordinator or Preceptor, students may be referred to their assigned faculty advisor,) and/or Student Conduct and may result in conduct sanctions.

Failure to comply with this section is a violation of the Attendance and Promptness Sections of the Physician Assistant Program Standards of Professional Conduct, subject to disciplinary review. (See Appendix D.)

**Absence**

Students are not permitted to take “vacations” during the clinical year. Students must adhere to the schedule of the rotation/site/preceptor during the clinical year. Repeated absences are considered a reflection of unprofessional conduct and may result in conduct sanctions.

All students must notify the Clinical Coordinator and the Preceptor prior to the absence at a clinical site. Failure to notify the appropriate individuals in a timely manner may result in conduct sanctions. A Request for Time Off form must be completed for all time away from clinical rotations. This request is subject to approval or denial by the Clinical Coordinator.

The student is required to provide a medical note to the Clinical Coordinator from their medical provider (cannot be family members or friends) who saw, examined and treated the student in an office/clinic or hospital setting for absences due to illness of more than two days. Under some circumstances the student may be required to provide evidence of illness and medical clearance from the health provider who saw, examined and treated him/her before being permitted to return to class or the clinical setting.

In absences of three (3) or more days from a clinical site, students may be required to make up the missed time. If this cannot be achieved at the current clinical site, the program may require the student to complete an additional rotation.

Students may request to be excused for religious holidays however these dates must be discussed and approved by the Clinical Coordinator prior to the start of the first clinical rotation.

Failure to comply with this section is a violation of the Attendance and Promptness Sections of the Physician Assistant Program Standards of Professional Conduct, subject to disciplinary review. (See Appendix D.)

**Inclement Weather**

The University Inclement Weather policy does not apply to rotation sites as they are off campus. The student will follow the policies of the clinical rotation site regarding attendance during inclement weather and are responsible for exercising their own judgment concerning whether road conditions are safe enough for travel to the clinical site. The student is advised to discuss the inclement weather policy for the assigned rotation site with the preceptor at the time of start of the rotation. If the student
decides against attending a clinical site because of inclement weather, the student must notify the Preceptor and the Clinical Coordinator by phone as soon as possible regarding the absence.

If weather conditions during Back to Campus days are uncertain, students should check for cancellation of classes due to inclement weather announcements over radio stations WPRO-AM (630) and WWBB-FM (101.5) and television stations WLNE (Channel 6) and WJAR (Channel 10). Cancellations will also be posted in the emergency alerts section of jwuLink and the campus website.

In addition, Campus Safety & Security utilizes this number for school closings: 401-598-5555. Call it for the most current storm and cancellation information. Please refrain from calling other university numbers for information on cancellations or closings due to inclement weather.

*Leave of Absence* (PA Program Student Handbook, p. 27).

Under certain circumstances, students may request a leave of absence from the university. A “leave of absence” enables a student to remain enrolled in the university during their departure. Students may not request a leave of absence for academic reasons. Requests (including required documentation) will be reviewed in a timely fashion and either approved or rejected by Student Academic & Financial Services in consultation with the PA Program Director.

For more information about leaves of absence, please see: [http://catalog.jwu.edu/handbook/generalinformationandpolicies/withdrawalfromjwu/financialaidleaveofabsence/](http://catalog.jwu.edu/handbook/generalinformationandpolicies/withdrawalfromjwu/financialaidleaveofabsence/)

*Counseling, Health and Wellness* (PA Program Student Handbook, p. 28)

The Clinical Year is an intensive and rigorous program of experiential learning. The program requirements can be highly demanding and stressful, alone or in combination with other events in a student’s personal life. We strongly encourage students to utilize the resources available to them on campus, including Student Health Center and our Counseling Services.

Johnson & Wales University provides its students with free, comprehensive primary health care and prevention services as well as free confidential counseling services. Counseling Services provides free confidential services for JWU students, including individual and group counseling, emergency psychological services and sexual assault support services. For more information please visit: [http://www.jwu.edu/content.aspx?id=288](http://www.jwu.edu/content.aspx?id=288) or directly contact Counseling Services (401-598-1016).

In addition, we encourage students to inform their faculty advisors in the event they experience problems or stresses that may affect their academic obligations. Students **must** inform their faculty advisors in the event they are unable to maintain patient care responsibilities. The faculty advisor will endeavor to work with the student to try to arrive at a solution in which both the student’s and patients’ needs are met, within the parameters of the academic program.
**Discrimination and Harassment Policy** (PA Program Student Handbook, p. 32)

Johnson & Wales University prohibits discrimination on the basis of race, religion, national origin, ethnicity, age, sex, sexual orientation, gender identity or expression, genetic information, disability, veteran status or any other unlawful basis in admission to, access to, treatment of or employment in its programs or activities. Individuals found responsible for acts of discrimination or harassment will be subject to the Student Code and/or HR policies, as appropriate.

To review the university’s full Prohibited Discrimination and Harassment Policy, including contact information for our nondiscrimination officer and how to file a complaint, please see: http://catalog.jwu.edu/handbook/generalinformationandpolicies/discriminationandharassment/.

**Drug and Alcohol Policy** (PA Program Student Handbook, p. 30)

In accordance with the Federal Drug-Free Workplace Act and Drug-Free Schools and Communities Act, Johnson & Wales University prohibits the unlawful manufacture, distribution, dispensation, possession or use of narcotics, drugs, other controlled substances or alcohol at the workplace and in the educational setting. Possession or use of alcoholic beverages anywhere on university premises is prohibited except for lawful use at events, operations or programs sanctioned by university officials (see the Student Code of Conduct). Unlawful for these purposes means in violation of federal, state or local statutes, regulations or ordinances. Workplace is defined as either university premises or any place where university business is conducted away from university premises. Educational setting includes both university premises and approved educational sites off campus.

For more information on the university’s Drug and Alcohol Policy, please see: http://catalog.jwu.edu/handbook/generalinformationandpolicies/drugandalcoholpolicy/.

**Academic Misconduct**

Academic dishonesty constitutes a breach of academic integrity that violates the academic foundation of an institution and compromises the integrity and well-being of the educational program. It makes the learning and working environment hostile and offensive; it undermines the credibility of the educational process; it destroys opportunities for students to develop a strong sense of self-esteem and pride in accomplishment and the self-confidence that is an integral part of the educational growth and learning process. Students are obliged to adhere to the standards and expectations for academic integrity as defined in the PA Program Student Handbook, Academic Misconduct, p. 26 as well as the JWU Student Handbook at (http://www.jwu.edu/content.aspx?id=18192).
Complaints and Grievances (PA Program Student Handbook, p. 32)

The University maintains a complaint and grievance procedure for the resolution of conflict between members of the university community. This procedure is not intended to be a forum to redress inappropriate or prohibited conduct or challenge university policy. Rather, it is a means by which an individual can seek a timely and fair review of his or her concerns. For information on this procedure, including the types of grievances it covers and the steps to follow, please see: http://catalog.jwu.edu/handbook/generalinformationandpolicies/complaintsandgrievances/academicanadministrativecomplaints/
Section 4
GRADING AND EVALUATION

Program Grading Policy
The Physician Assistant Program requires a minimum 3.0 GPA per semester. While 70% is considered passing, scores below 80% are considered subpar performance in the Program.

Program Grading

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>95–100</td>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>90–94</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>87–89</td>
<td>A‐</td>
<td>3.70</td>
</tr>
<tr>
<td>83–86</td>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>80–82</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>77–79</td>
<td>B‐</td>
<td>2.70</td>
</tr>
<tr>
<td>73–76</td>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>70–72</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>W</td>
<td>0.00</td>
</tr>
<tr>
<td>Withdrawal/Fail</td>
<td>WF</td>
<td>0.00</td>
</tr>
<tr>
<td>Withdrawal/Pass</td>
<td>WP</td>
<td></td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>No Credit</td>
<td>NC (non-punitive withdrawal)</td>
<td></td>
</tr>
<tr>
<td>Grade Pending</td>
<td>GP</td>
<td></td>
</tr>
<tr>
<td>Audit</td>
<td>AU</td>
<td></td>
</tr>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td>S/U</td>
<td></td>
</tr>
<tr>
<td>No Grade</td>
<td>NG</td>
<td></td>
</tr>
</tbody>
</table>

Grades in *italics*, while passing, are considered sub-par performance in the PA program. Students will be evaluated both academically and professionally in a variety of ways during the clinical year. A grade of 70% or better is required to pass all clinical year courses.
Clinical rotation course grades will be based on the following components:

<table>
<thead>
<tr>
<th>Clinical Knowledge/Didactic</th>
<th>60%</th>
<th>Components of Professionalism</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor Evaluation</td>
<td>15%</td>
<td>Preceptor Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>End of Rotation Examination*</td>
<td>45%</td>
<td>Submission of Rotation Deliverables</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ALL FORMS</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Clinical Schedules</td>
<td>(2.5%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patient Logs</td>
<td>(2.5%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Evaluations of Preceptor &amp; Site</td>
<td>(5%)</td>
</tr>
</tbody>
</table>

*An End of Rotation Examination is not given for the elective rotations. During elective rotations, the preceptor evaluation will be worth 80% of the rotation grade (60% clinical portion, 20% professional) with 10% for completion and submission of required deliverable and 10% for submission of the forms as listed above. In the situation where a preceptor is unable to complete an evaluation through the electronic system, a verbal report may be given to the Clinical Coordinator. If the preceptor is unavailable due to illness, leave of absence or other unspecified reasons, the Clinical Coordinator may assign the final evaluation grade based on prior correspondence with the clinical site.

Physician Assistants are required to be detail oriented, accountable, meet deadlines, communicate effectively, document thoroughly and demonstrate intellectual initiative. Completed “FORMS” must be received by the PA program office no later than the designated due dates. Each “FORM” is worth 2.5% of the Professionalism grade. Submission of incomplete “FORMS” and/or failure to submit any “FORMS” by the designated due date is considered unprofessional conduct, will result in the loss of the corresponding percentage points and may result in referral to their assigned faculty advisor, the Clinical Coordinator and/or Student Conduct for possible conduct sanctions. Clinical rotation grades will not be released until all evaluations and surveys are completed.

**Rotation Grading and Evaluation Components**

1. **Student Early Check-In** – Students are required to fill out the “Early Check-In Form” in Typhon no later than FRIDAY, 5 PM, of the FIRST WEEK of each rotation (Refer to the Rotation Block Deadlines and Deliverables in Appendix A and Student Early Check-In Guidelines in Appendix B). Early Check-In is designed to ensure that the student is not encountering any difficulties with clinical preceptors or sites, and to monitor the professionalism of the student. **Failure to fill out the form by the designated time will result in a loss of 2.5% from the rotation grade.**

2. **Student Clinical Schedule** - Students are to submit a clinical schedule for each clinical rotation. The preceptor must develop, review, and sign this clinical schedule prior to the student submitting it to the Program. This form is to be uploaded into the Typhon folder “Schedules” no later than FRIDAY, 5 PM, of the FIRST WEEK of each rotation. Once submitted, the student must adhere to this schedule. **Any changes to this schedule must be reported to the Clinical Coordinator immediately.** Failure to upload the form in Typhon in by the designated time will result in a loss of 2.5% from the rotation grade. Please see Rotation Block Deadlines and Deliverables in Appendix A. A summary of clinical and didactic hours must be uploaded no later
than FRIDAY, 5pm on the LAST DAY of the ROTATION. This file should be uploaded to Typhon folder “Schedules” and titled: fname_lastname_type-of-rotation_final-total-hours.

3. Patient Logging - Utilizing Typhon, the student will keep a daily patient log. **Students must log all patient encounters.** Patient encounter logging windows will be open for 3 days only. This means the student must enter their patient encounter information within 3 days of seeing the patient. Otherwise, the window will close and the ability to log that day of patient encounters will be lost. “Case Log Total” reports will be submitted to the program, at the end of the rotation. The final “Case Logs Total” report shall consist of the entire rotation. **The student is to ensure they are meeting the “Minimum Patient Requirements” outlined in Appendix E.** The final “Case Logs Total” report must be uploaded into the Typhon folder “Case Logs” and titled: fname_lastname_type-of-rotation_final-case-log no later than FRIDAY 5 PM, on the LAST DAY of the ROTATION.

4. Mid-Rotation Evaluation – The mid-rotation evaluation form is completed by the Preceptor by the second Friday of the rotation. The purpose of the mid-rotation evaluation is to monitor and assess the student’s progress and clinical competency/ performance by identifying areas of weakness so they can be nurtured, as well as, showcase student’s strengths. All unsatisfactory evaluations shall be investigated by the Clinical Coordinator via correspondence with the student and/or preceptor. An unsatisfactory response on any mid-rotation preceptor evaluation will result in a meeting with the Clinical Coordinator (in person or via phone). At the discretion of the Clinical Coordinator, the student may be referred to the student’s advisor and/or Student Conduct for possible sanctions.

5. End of Rotation Evaluation - The end of rotation evaluation form is completed by the Preceptor at the conclusion of the rotation. The evaluation is completed online through Typhon. Each evaluation is divided into **two** sections. The first section evaluates the student’s clinical knowledge and competency. The second section evaluates the student’s professional behavior. Students must receive a **minimum score of 70% on each section. Failure of either section and/or overall failure of a Preceptor evaluation will result in failure of the rotation (course).** The student’s faculty advisor will be notified, and the student will be subject to academic progress policy and procedures.

**Guidelines for Obtaining and Submitting Preceptor Evaluations of Student Performance**

The designated preceptor(s) should observe you performing clinical functions such as history taking, physical examination, performance of procedures and clinical documentation. It is not necessary that the preceptor(s) observe you performing these functions for all patients in routine cases. You should be presenting cases to your preceptor(s). They should also observe you interacting with patients and be familiar with your professional behavior.

A. At some sites a preceptor or their representative may complete the form after obtaining input from several team members who have directly supervised the student.
B. The Program strongly encourages preceptors to complete the evaluation either with you present or to review it with you before you leave the site. Students may discuss a preceptor’s evaluation in a calm manner but should never be argumentative, aggressive or debate the evaluation. Preceptors do have the option to complete these forms without your presence, as well as, the option not to review them with you. In these cases, you will be given the opportunity upon completion of the clinical year, to review all evaluations.

Any falsification of evaluation forms, calendars, patient logs, or time logs, forgery of signatures, tampering with or destruction of evaluation material is a violation of the Student Conduct Code and PA Student Standards of Conduct, and will undergo disciplinary review.

6. Rotation Deliverables – Each rotation has a specific deliverable required to be completed and submitted by the student. Please refer to the rotation course syllabi for specific information. Please see Rotation Block Deadlines and Deliverables in Appendix A.

7. Student Preceptor/Site Evaluation - After completing each five-week rotation, students are required to fill out the “Final Site/Preceptor Evaluation” form in Typhon. It must be submitted by the first Monday, 8 AM, following the end of a rotation. This is an evaluation of both the preceptor and clinical site.

8. End of Rotation Examination – There will be a multiple choice type examination given at the end of each core rotation. These exams will be based on the rotation syllabus objectives. End of Rotation examinations will be administered on campus during Back to Campus days. Students must receive a grade of $\geq 70\%$ to pass the end of rotation examination.

If a student receives a grade below a 70% on the end of rotation exam the student may proceed on to the next rotation but will be scheduled for a retake examination within two weeks. In addition, correspondence between the student and the Clinical Coordinator via phone, or in person, shall occur. Although retake examinations will test the same body of subject material as covered by the original examination, they may be different in format than the original examination. The students may not review end of rotation examinations at any time. Students who fail the exam will be provided with keyword modifiers to assist in their preparation for the retake examination. A passing grade of 70% or above must be obtained on the retake exam. Failure to successfully pass the end of rotation examination on two attempts (with a grade of at least 70% will result in failure of the rotation (course). The final exam grade on all passing second attempts will be entered as a score of 70%.

Failure of any two end of rotation examinations on the first attempt will result in notification of the student’s faculty advisor, a meeting with the Clinical Coordinator and others as appropriate for review and action.

Failure of any three or more end of rotation examinations on the first attempt will result in referral to the student’s advisor and Faculty Committee for review and action. Please note: The
number of post rotation examination failures on the first attempt will be tallied cumulatively over the entire clinical year.

9. **Additional Grading and Evaluation Components** – These are the other requirements which occur during the clinical year.

**Master’s Course (PAS 6800)**

**Summative Evaluation** - All students will be required to complete and pass the three components of the summative evaluation which include the Master’s Presentation, a comprehensive written examination and an OSCE. These components are part of PAS 6800 Master’s Course; please refer to that course syllabus for more information.

**Site Visit** – All students will be required to pass a site visit in order to pass this course. Each student will be directly evaluated through a site visit at least once during the clinical year. The site visit is part of the PAS 6800 Master’s Course; please refer to that course syllabus for more information.

**Back to Campus Activities and Presentations** – All Back to Campus activities and case presentations are mandatory, unless excused by clinical faculty.

**Completion of the PA Program Competencies** – All competency requirements must be met to pass the Master’s Course (PAS 6800).

For additional information on **Academic and Professionalism Policies and Procedures** please refer to the JWU PA Program Student Handbook.
Section 5

CLINICAL PRECEPTOR RESPONSIBILITIES

The role and responsibility of the Preceptor is central to the clinical experience of the student. Along with the Program, the Preceptor plays a vital role in the educational process. The Preceptor must be a licensed healthcare provider and is responsible for the on-site supervision, training, assessment and evaluation of the physician assistant student. While on rotation, the physician assistant student must be supervised in all his/her activities commensurate with the complexity of care being given and the student’s own abilities. Rotations are designed to expose the physician assistant student to patient care in a variety of settings. The student shall be directly involved in the evaluation and management of patients to the extent that the clinical preceptor or supervisor is comfortable and based on the level of knowledge and skills of the physician assistant student. The responsibilities of the clinical preceptor and/or his/her designee are as following:

1. **Orientation** - A tour and orientation to the practice, which includes: staff introductions, operating practices, scheduling system, medical records and documentation systems should occur within the first day or two. It is also important for the preceptor and student to discuss expectations and goals at the start of the rotation and periodically throughout the rotation to ensure educational needs and responsibilities are being met for each.

2. **Student Schedule** - The Preceptor determines the student’s schedule. Students are expected to adhere to the Preceptor’s work schedule. Students are expected to work at the site approximately 40 hours per week but this can vary depending on the site. When a preceptor is seeing patients, it is expected that the student will be working as well. Students are expected to work nights, weekends, and be on-call if required by the site.

   There may be times when it will be necessary for the student to return to the campus for administrative and/or educational reasons. The program will notify the preceptor regarding these events.

3. **Clinical Experience** - Students should spend as much time as possible involved in supervised hands-on patient care activities by seeing a wide variety of complaints and diagnoses and diversity of patients as possible at the site to enhance their learning experience.

4. **Learning Objectives and Outcomes** - Students are given learning objectives and outcomes to guide their learning and to focus their study efforts for the end of rotation exam. The program acknowledges that it is not possible for the site to expose the student to every item in the topic list or provide experience in all the clinical skills; however, we do ask that the Preceptor review the learning outcomes for the rotation.

5. **Supervision** - The Preceptor is responsible for the overall supervision of the physician assistant student’s educational experience at the clinical site. The preceptor and/or his/her designee are to
supervise, demonstrate, teach and observe the student’s clinical activities to aid in the development of clinical skills and to ensure proper patient care. An assigned qualified practitioner (attending physician, resident physician, PA, NP) must be on the premises and available at all times while the student is performing patient care tasks. The student must know who this person is and how to contact them. Unusual or abnormal physical findings must be confirmed. Students require supervision for all procedures. All patients must be seen by a licensed provider PRIOR to leaving the facility.

6. **Assignment of Activities** - The preceptor should assign the students to appropriate clinically oriented activities to include but not limited to obtaining patient histories and physical examinations, recommending, ordering and interpreting diagnostic evaluation, developing a treatment plan, providing patient education and counseling, performing clinical procedures, searching and reviewing medical literature, topic presentations, etc. If the practice uses an electronic medical record system and the student does not have access to the system or if the system uses predominately checklists, the program encourages the preceptor to assign (and subsequently evaluate) written notes to the student and/or additional case presentations to the student. Students are not to be used to substitute for regular clinical or administrative staff.

7. **Oral Presentation** – On a regular basis, preceptors should have the student give an oral presentation on the patients they encounter. Students may also be assigned journal reading and be asked to present medical topics or cases.

8. **Documentation** - Preceptors must review and counter-sign all student documentation and charting. If student is unable to directly document on the patient’s chart or enter the data in the electronic medical record, preceptors should require the student to write up their note on plain paper and review it for accuracy and appropriateness.

9. **Teaching** - The Preceptor should allow time for teaching activities. This can be accomplished in a variety of ways such as structured teaching rounds, chart review periods, reading assignments or informal consultations between patient encounters and/or recommending specific conferences. It is expected that the preceptor will model, expose students to and teach in accordance with current practice guidelines and the accepted standards of care.

10. **Evaluation** - The preceptor, or his/her designee, must observe and assess the student performing clinical functions, including documentation, on a regular basis and provide constructive verbal feedback to the student periodically over the course of the rotation. The preceptor may also be asked to give feedback on student performance to faculty members during site visits. The preceptor will be responsible for completing an evaluation of student’s competency and performance mid-way through the rotation and again at the end of the rotation using the designated forms. Receiving honest critique and constructive feedback is critical to the academic and professional progression of a student.
11. **Problems** – Preceptors and students should initially attempt to handle minor problems directly with the student, however the Clinical Coordinator or the Program Director should promptly be informed of any circumstances that might interfere with the accomplishment of the items stated above or diminish the overall training experience.

12. **Vacation** – On site supervision is a critical component of the clinical experience, therefore it is imperative for the preceptor to inform the Clinical Coordinator if he/she will be taking a vacation of one week or greater while supervising a student. Student supervision may be delegated to another licensed healthcare provider during the period of absence with Program approval.

13. **Licensure** – All Preceptors must have active and current state licenses in place in order to work with students. Should licenses be expired or revoked for any reason, the Preceptor must notify the Program immediately.
Section 6

PROGRAM RESPONSIBILITIES

The Program maintains responsibilities regarding ensuring the educational environment and activities during the clinical phase of the program.

1. **Preparation** - The Program will adequately prepare the student for their clinical experiences.

2. **Assignment** - The Program will be responsible for assigning students to clinical sites that will provide a quality learning experience.

3. **Site Objectives and Rotation Syllabi** – Objectives and outcomes for each rotation will be provided to the student and preceptor as a guide of expected rotation experiences. Clinical experiences may vary depending on patient population and site variation. It is the student's responsibility to review the objectives and augment clinical experiences with independent study, research and discussion with the preceptor and clinical faculty.

4. **Affiliation Agreements** - The Program will develop and maintain affiliation agreements with all clinical sites.

5. **Insurance/Immunizations** - The Program will ensure that all students have current malpractice liability insurance and up-to-date immunizations.

6. **Grading** - The Program will be responsible for assigning a final grade to every student for all rotations.

7. **Problems** - The Program will interact with all preceptors, sites and students and be available to respond to any problems or concerns. In addition, should problems arise at the clinical site, the Program retains the right to remove a student from a rotation.

8. **Health and Safety** - The Program will work with the preceptor and site to ensure a healthy and safe clinical learning environment. Preceptors must notify the program immediately of any student whose actions directly or indirectly jeopardize the health and safety of patients, faculty, clinical site staff or fellow students. The Program retains the right to immediately remove the student from a clinical rotation if such behavior is demonstrated and/or reported.

The program provides and ensures each student has completed training in HIPAA and OSHA prior to beginning clinical rotations and that all students have received instruction regarding risk of exposure and reporting procedures should an exposure occur.
9. **Background Checks, Fingerprinting and Drug/Alcohol Screens:** The program requires Background Checks on all PA students prior to their matriculation to the program. Students are informed that additional background or testing, including drug and alcohol screening, may be required by a clinical site for which they must comply. Students are responsible for the cost of any additional screening.

10. **Student Advisors:** The Clinical Coordinator will keep student’s faculty advisors informed regarding the progress of their advisees during the clinical year.
REVISION OF CLINICAL YEAR POLICIES AND PROCEDURES

These policies and procedures are reviewed a minimum of one time a year and are revised as needed to facilitate the mission of the Program and the University. The Program reserves the right to make changes to any and all aspects of this Clinical Education Manual. Students will be notified of any substantial changes to the policies and procedures outlined here and will be provided copies of such changes. Students are expected to remain current in all policies and procedures.
APPENDICES
## Rotation Document Submission Deadlines

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<th>WEEK</th>
<th>DEADLINES</th>
<th>ITEMS DUE</th>
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<tr>
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<td>Early Check-In Form &amp; Clinical Schedule</td>
</tr>
<tr>
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<td>Rotation Documentation Note or Elective II Assignment</td>
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<td>Early Check-In Form &amp; Clinical Schedule</td>
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<td><strong>Friday, 5 pm</strong> uploaded into Typhon</td>
<td>Rotation Documentation Note or Elective II Assignment</td>
</tr>
</tbody>
</table>
Appendix B

Student Early Check-In Report
Each student on each rotation is required to fill out the “Early Check-In form” in Typhon as defined by the schedule (see Clinical Rotation Schedule). See form section for example of Early Check-In Form.

Appendix C

Needlestick/Bodily Fluids Exposure Guidelines
If a student believes he/she has been exposed, the student should:

1. **Immediately cleanse the affected area thoroughly:**
   - Wash needlesticks and cuts with copious amounts of soap and water.
   - Flush splashes to the nose, mouth or skin with copious amounts water.
   - Copious irrigate eyes with clean water, saline or sterile fluids.

2. **Immediately report the exposure to the supervising physician** or other supervisor and follow clinical site established protocols.

3. **Immediately seek medical evaluation and treatment. If there is no established protocol on-site, seek treatment at the closest Emergency Department.**

4. Notify the Clinical Coordinator within 2 hours.

5. Complete and submit the **Student Exposure Form** to the Clinical Coordinator within 24 hours.

This information is based on the Centers for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA)
Physician Assistant Program Standards of Professional Conduct

I. OVERVIEW

Professional conduct (the way a person behaves), along with academic standing and progress, holds equal importance in the determination of success in the program and assessing readiness for entry into clinical practice. The program encourages students to always strive for academic, professional and personal excellence in all things. Success requires certain behavioral attributes including empathy, discipline, honesty, integrity, the ability to work collaboratively and effectively with others in a team environment, and the ability to address a crisis or emergency situation in a composed manner. Additional qualities and characteristics include civility, accountability and commitment, demeanor and appearance displayed by the students to faculty, staff, preceptors, clinical site staff, peers, patients, and colleagues in health care, other educational settings and the public.

In addition to the JWU Student Code of Conduct, PA students are expected to consistently conduct themselves in a professional manner commensurate with the role and responsibilities of a healthcare professional to include: demonstrating respect, compassion and integrity, sensitivity to differences in all interactions and to meet the program technical standards on a continual basis, including demonstrate emotional resiliency, stability, flexibility and tolerance of ambiguity and anxiety. Such conduct is defined in Section III below, which may be modified from time to time by the university.

II. DISCIPLINARY PROCEDURE

Suspected violations of these Standards of Professional Conduct will be referred to the Physician Assistant Faculty Committee. The Faulty Committee will review and discuss the relevant circumstances and, if appropriate and necessary, meet with the student, other students, Faculty Advisor, Clinical Preceptor or other individuals as necessary to obtain additional information. Upon a review of all facts, the Faculty Committee will suggest a course of action to the Program Director. The Program Director will determine the appropriate outcome. There is no appeal.

Students who are found to have violated these Standards will be subject to disciplinary outcomes, including, but not limited to, suspension (which may delay graduation and increase costs to the student) and dismissal from the Physician Assistant Program. Further, the Physician Assistant’s Program will be required to provide all information related to such proceedings to any subsequent credentialing body, which may negatively impact the student’s ability to obtain or retain a job.
III. STANDARDS OF PROFESSIONAL CONDUCT FOR PHYSICIAN ASSISTANT STUDENTS

Behavior and Professional Image

Students are expected to behave in a mature, responsible, reliable and dependable manner that engenders the humanistic qualities of compassion, trust, integrity and openness. Student must project a professional image in manner, dress, grooming, speech and interpersonal relationships that are consistent with being a medical professional.

While engaged in academic activities, students are required to adhere to the dress code identified in the PA Program Handbook.

While engaged in clinical experiences, students must wear a short, white, clinical jacket while at all clinical sites unless instructed not to do so by the clinical site or the Program. Students must always wear their official nametag while at clinical sites. If they are instructed not to by their preceptor, they must immediately contact the PA program for further guidance.

Attendance, Promptness, Preparedness and Initiative

Students are required to attend all program-sponsored activities and remain through the duration of the activity. Student must be on-time. Repeated tardiness is a violation of these Standards.

Students are responsible for taking an active part in their education and experiential activities and for demonstrative initiative and an eagerness to learn. Students are responsible for following up in areas in which they need further review or explanation. Students are responsible for obtaining missing work.

Clinical experience: It is the responsibility of the student to report to clinical sites promptly at assigned times designated by the Preceptor and to comply with the clinical site and the Program defined policies regarding attendance, tardiness and absence. Students are obligated and required to contact BOTH the preceptor and the Clinical Coordinator prior their report time in case of absence. Students must report to clinical sites fully prepared for work with all necessary equipment (i.e. stethoscope, etc.).

Respect and Civility

Students are expected to treat all individuals whom they encounter during their academic and clinical experiences with respect (thoughtfulness and politeness) and civility (courteous, good manners, consideration). Students are expected to be sensitive and tolerant of diversity including socioeconomic status, physical stature, body size, marital status, legal involvement or political beliefs. Conflicts should be resolved in a diplomatic and reasoned manner. The program will not tolerate incivility. Examples of incivility include rude, sarcastic, obscene, disruptive or disrespectful remarks or behavior, verbal or physical threats, or damage to property.

Other forms of prohibited discrimination are addressed in the university’s Prohibited Discrimination and Harassment Policy.
**Integrity**

Integrity is the quality of consistency and steadfast adherence to a defined code of principles, conduct and/or ethics. It includes truthfulness, honor, and reliability. Students are expected to demonstrate integrity by following all policies and procedures defined by JWU, the Graduate School, the PA Program, and those of the clinical rotation sites in which they are placed. In addition, the student is expected to demonstrate integrity pertaining to academic dishonesty and unethical behavior, as well as display the highest ethical standards commensurate with a physician assistant student and as a future health care professional.

**Accountability and Commitment**

PA students are expected to exemplify the qualities of accountability, which includes accepting responsibility and being reliable and dependable through dedication to the follow-through and completion of tasks and responsibilities as defined and expected. Such behaviors may include offering to assist, willingness to stay longer than required, or taking extra steps to resolve a situation.

**Flexibility and Resiliency**

Physician Assistant training, like clinical practice itself, involves unpredictability. At times lectures, classes, examinations or clinical rotation placements or schedules may need to be adjusted on short notice. The ability to adapt and adjust to sudden change (flexibility) and manage the ambiguity and anxiety it creates (resiliency) are critical to successfully navigating this unpredictability both in the role of a PA student and ultimately as a healthcare provider.

**Confidentiality**

Students must respect the confidentiality of patients and fellow students. Academic assignments and presentations may not include patient identifying data, including name, initials, date of birth, or facility. Students are not permitted to discuss any patients by name outside the clinical encounter situation. Students may not discuss other students with preceptors.

Students are prohibited from discussing, recording, uploading, sharing or transferring any information, issues, images, videos or other information in social media (or any other technology unrelated to the PA program) without the express written permission of the clinical site and the Director of the PA Program.

**Health and Safety**

Students may not engage in any activities that threaten the health, safety, well-being or property of any individual, including self. This includes refraining from any behaviors, activities or action that result in mental, intellectual and/or physical impairments, such as the use of alcohol, drugs, injurious behavior, or carrying a concealed weapon. Effective self-care is a critical component of the provision of effective medical services.
Adherence to the PA Program Reporting Requirements and Clinical Site Policies and Procedures

The student must meet all procedural requirements issued by the PA program, including, but not limited to, clinical schedules, patient logs, rotation deliverables, evaluations, etc. The student must follow all policies, regulations and procedures set forth by the clinic locations, including any additional training and/or testing required by the facility.

Standard of Care / Due Regard for Student Function

Physician Assistant students must always identify themselves as Physician Assistant students to patients and site staff, and never present themselves as physicians, residents, medical students, or graduate Physician Assistants. While in the Program, students may not use previously earned titles (i.e. RN, DC, Ph.D., etc.) for identification purposes.

Students must adhere to the generally approved practices for Physician Assistant students. Students at clinical sites must always work under the supervision of the Preceptor. Students may not function in the place of an employee or assume primary responsibility for a patient’s care. Students must seek advice when appropriate and may not evaluate or treating patients without supervision from, and direct access to a supervising clinical preceptor at all times.

Unusual or abnormal physical findings must be confirmed by a licensed provider. Students shall perform only those procedures authorized by the preceptor. Students must adhere to all regulations of the Program and the clinical sites. The student is to contact the Program immediately with any questions or concerns about the student’s role at a site. Students shall not treat and discharge a patient from care without the patient being seen by the clinical preceptor. All patients must be seen by a licensed provider PRIOR to leaving the facility.

Communication

Timely and appropriate communication is key to the professional work of a physician assistant and paramount during the educational process of becoming a medical professional. Students must check their JWU email accounts daily as any and all communication to and from the Program will be through the University email system. Student should empty email mailboxes regularly to ensure space for incoming message from the Program, staff and faculty. “Not checking my email” is not an allowable excuse for missing a Program event or notification. Student must respond to Program emails within 24 hours. Communication is also critical while on rotation site between the student, the preceptor, the site staff and the program. The student and preceptor should communicate on a regular basis to discuss expectations, goals and performance.
MINIMUM CLINICAL YEAR REQUIREMENTS

The clinical curriculum was developed to ensure that the clinical year will provide sufficient patient exposure to allow each student to provide medical care to patients across the life span. Students will be exposed to infants, children, and adolescents in the required pediatrics rotation; to adults and the older adult population (elderly) in the required internal medicine, family medicine and surgery rotations. Age groups across the entire lifespan will be seen in the emergency medicine rotations. The program has developed a minimum number of patient encounters in age categories across the lifespan that a student is expected to achieve.

Infant (0-12 months): 20
Children (13 months-12 years): 50
Adolescent (13-18 years): 20
Adult (18-65 years): 200
Older Adult (>65 years): 50

The clinical curriculum was developed to ensure that the clinical year will provide sufficient patient exposure to allow each student to provide medical care to women that includes prenatal and gynecologic care. This will occur primarily in the Women’s Health Clinical Course. The program has developed a minimum number of patient encounters that a student is expected to achieve:

Prenatal: 10
Women’s health (gynecologic): 50

The required Surgery clinical course provides exposure and care for conditions requiring surgical management, including pre-operative, intra-operative, and post-operative care. The program has developed a minimum number of patient encounters in their required Surgery rotation that a student is expected to achieve:

Pre-operative care: 10
Intra-operative care: 20
Post-operative care: 30

The required Behavioral Health clinical course provides exposure and care for patients with behavioral and mental health conditions. The program has developed a minimum number of patient encounters in their required behavioral health rotation that a student is expected to achieve:

Behavioral/mental health: 35

All of the above experiences are logged by the student into the Typhon PAST system. Students are required to have logged all experiences into this system within 3 days of the encounter. These minimum requirements for each student will be monitored by the clinical team. “Case Log Totals” will be reviewed during each rotation. If a deficiency occurs, the Clinical Coordinator will meet with the student and develop a plan to enable the student to meet the goal.
FORMS
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Student Early Check In Form

1. Please answer the questions below:

   Name: 
   Date: 
   Faculty Name: 
   Name of Practice: 
   (ANSWER REQUIRED FOR EACH OPTION)

2. Rotation #: 
   [SELECT ONE - □ ]
   (ANSWER REQUIRED)

3. Rotation Type:
   - Family Medicine
   - Internal Medicine
   - Pediatric Medicine
   - Emergency Medicine
   - Surgery
   - Women's Health
   - Behavioral and Mental Health
   - Elective, Please Specify: 
   (ANSWER REQUIRED)

4. Has the student been oriented to the practice/made adjustments to the site?
   - Yes
   - No
   (ANSWER REQUIRED)

5. Has there been any direct patient contact?
   - Yes
   - No
   (ANSWER REQUIRED)

6. Has student seen patients alone?
   - Yes
   - No
   (ANSWER REQUIRED)

   Number of hours per week at the site:
7 (ANSWER REQUIRED)

8 Number of patients seen daily ____ or weekly ____? (Please specify)

(ANSWER REQUIRED)

9 Any issues or conflicts with the site?
   - Yes
   - No
   (ANSWER REQUIRED)

10 Comments:

(ANSWER REQUIRED)

Submit
Mid-Rotation Preceptor Evaluation of Student

1

MID-ROTATION PRECEPTOR EVALUATION of STUDENT

Your evaluation of the student’s progress at this midway point in the rotation is an important tool to communicate student strengths and opportunities for improvement. Please provide comments.

2

Please answer the questions below:

Student Name: 
Preceptor: 
(ANSWER REQUIRED FOR EACH OPTION)

3

Rotation Type:

- Behavioral and Mental Health
- Family Medicine
- Internal Medicine
- Pediatric Medicine
- Emergency Medicine
- Surgery
- Women’s Health
- Elective, Please Specify: 
(ANSWER REQUIRED)

4

KNOWLEDGE/SKILLS

Your evaluation of the student’s progress at this midway point in the rotation is an important tool to communicate student strengths and opportunities for improvement. Please provide comments.

Definitions:

MARKEDLY EXCEEDS EXPECTATIONS - Knowledge is well beyond expectations
EXCEEDS EXPECTATIONS - Knowledge is better than expected
MEETS EXPECTATIONS - Knowledge as expected
APPROACHING EXPECTATIONS - Knowledge not meeting expectations
BELOW EXPECTATIONS - Poor/Unacceptable performance
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<td>Ability to integrate data and formulate DOX and assessment</td>
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<td>Ability to perform clinical procedures (e.g. diagnostic &amp; therapeutic procedures, suturing, wound care, etc.)</td>
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<td>Ability to form and implement management and treatment plans</td>
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<td>Problem-solving/critical thinking skills; exercises sound judgment</td>
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(ANSWER REQUIRED FOR EACH OPTION)
### INTERPERSONAL SKILLS/PROFESSIONALISM

Please explain all "NO" and "Inconsistent" answers below

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<td>Manifests a humanistic approach to patient care</td>
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<td>Understands PA role on the team: recognizes personal/professional limitations; seeks help when needed</td>
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<td>Seeks additional learning opportunities, enthusiastic, self-confident and motivated</td>
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<td>Demonstrates appropriate response to criticism and feedback</td>
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<td>Team player, works, relates well with clinic staff and other clinicians</td>
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<td>Communicates and relates effectively with patients; develops rapport</td>
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<td>Attention to detail</td>
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<td>Reliability, dependability &amp; punctuality</td>
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<td>Completes tasks in a timely manner</td>
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(ANSWER REQUIRED FOR EACH OPTION)
6 Overall Impression: Do you feel that the student will pass this rotation:

- Yes
- No
- Other, Please Specify:

(ANSWER REQUIRED)

7 Comments and Explanation:

(ANSWER REQUIRED)

8 Have you discussed the content of this evaluation with the Student?

- Yes
- No
- Other, Please Specify:

(ANSWER REQUIRED)

Submit
End of Rotation Preceptor Evaluation of Student

1. **End of ROTATION PRECEPTOR EVALUATION of STUDENT**

   Your evaluation of the student's progress at this midway point in the rotation is an important tool to communicate student strengths and opportunities for improvement. Please provide comments.

2. Please answer the questions below:

   - Student Name:
   - Preceptor:
   - (ANSWER REQUIRED FOR EACH OPTION)

3. **Rotation Type:**

   - Behavioral and Mental Health
   - Family Medicine
   - Internal Medicine
   - Pediatric Medicine
   - Emergency Medicine
   - Surgery
   - Women's Health
   - Elective, Please Specify:
   - (ANSWER REQUIRED)

4. **KNOWLEDGE/SKILLS**

   Your evaluation of the student's progress at this midway point in the rotation is an important tool to communicate student strengths and opportunities for improvement. Please provide comments.

   **Definitions:**

   - **MARKEDLY EXCEEDS EXPECTATIONS** - Knowledge is well beyond expectations
   - **EXCEEDS EXPECTATIONS** - Knowledge is better than expected
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<thead>
<tr>
<th>BELOW</th>
<th>APPROACHING</th>
<th>MEETS</th>
<th>EXCEEDS</th>
<th>MARKEDLY EXCEEDS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPECTATIONS</td>
<td>EXPECTATIONS</td>
<td>EXPECTATIONS</td>
<td>EXPECTATIONS</td>
<td>EXPECTATIONS</td>
<td>EXPECTATIONS</td>
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<tr>
<td>Medical Fund of Knowledge (factual knowledge and concepts)</td>
<td></td>
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<tr>
<td>Additional Comment:</td>
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<tr>
<td>History taking skills</td>
<td></td>
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<tr>
<td>Additional Comment:</td>
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<tr>
<td>Physical Examination Skills</td>
<td></td>
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<tr>
<td>Additional Comment:</td>
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<tr>
<td>Ability to integrate data and formulate DDX and assessment</td>
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<tr>
<td>Additional Comment:</td>
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<tr>
<td>Oral presentation skills</td>
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<tr>
<td>Additional Comment:</td>
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<tr>
<td>Ordering and interpreting laboratory and diagnostic tests</td>
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<tr>
<td>Additional Comment:</td>
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<tr>
<td>Written documentation/patient medical record</td>
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<tr>
<td>Additional Comment:</td>
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<tr>
<td>Ability to perform clinical procedures (e.g. diagnostic &amp; therapeutic procedures, suturing, wound care, etc.)</td>
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<tr>
<td>Additional Comment:</td>
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<td></td>
</tr>
<tr>
<td>Patient education and counseling</td>
<td></td>
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<tr>
<td>Additional Comment:</td>
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<tr>
<td>Ability to form and implement management and treatment plans</td>
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<tr>
<td>Additional Comment:</td>
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<tr>
<td>Problem-solving/critical thinking skills; exercises sound judgment</td>
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<tr>
<td>Additional Comment:</td>
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</tbody>
</table>

(ANSWER REQUIRED FOR EACH OPTION)
## INTERPERSONAL SKILLS/PROFESSIONALISM

Please explain all "NO" and "Inconsistent" answers below

<table>
<thead>
<tr>
<th>INCONSISTENT</th>
<th>NO</th>
<th>YES</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates professional &amp; ethical behavior, protects confidentiality</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Additional Comment:</td>
<td></td>
<td></td>
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<tr>
<td>Manifests a humanistic approach to patient care</td>
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<tr>
<td>Additional Comment:</td>
<td></td>
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<tr>
<td>Understands PA role on the team: recognizes personal/professional limitations; seeks help when needed</td>
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<tr>
<td>Additional Comment:</td>
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<tr>
<td>Seeks additional learning opportunities, enthusiastic, self-confident and motivated.</td>
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<tr>
<td>Additional Comment:</td>
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<tr>
<td>Demonstrates appropriate response to criticism and feedback</td>
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<td></td>
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<tr>
<td>Additional Comment:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Team player, works, relates well with clinic staff and other clinicians</td>
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<td></td>
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<tr>
<td>Additional Comment:</td>
<td></td>
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<tr>
<td>Communicates and relates effectively with patients; develops rapport</td>
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<td></td>
<td></td>
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<tr>
<td>Additional Comment:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention to detail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Comment:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Reliability, dependability &amp; punctuality</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Additional Comment:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Completes tasks in a timely manner</td>
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<tr>
<td>Additional Comment:</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates cultural competency</td>
<td></td>
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<tr>
<td>Additional Comment:</td>
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<td></td>
<td></td>
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</tbody>
</table>

(ANSWER REQUIRED FOR EACH OPTION)
6 Overal Impression: Do you feel that the student should pass this rotation:

- Yes
- No
- Other, Please Specify: _______________________

(ANSWER REQUIRED)

7 Comments and Explanation:

______________________________________________________

(ANSWER REQUIRED)

8 Have you discussed the content of this evaluation with the Student?

- Yes
- No
- Other, Please Specify: _______________________

(ANSWER REQUIRED)
## Student - Final Site/Preceptor Evaluation

### Rotation Type:

- [ ] Family Medicine
- [ ] Internal Medicine
- [ ] Pediatric Medicine
- [ ] Emergency Medicine
- [ ] Surgery
- [ ] Women's Health
- [ ] Behavioral and Mental Health
- [ ] Elective, Please Specify: 

(ANSWER REQUIRED)

### Please answer the questions below:

- Preceptor Name:
- Clinical Site:
- Location:
- Dates:
- Student Name:

(ANSWER REQUIRED FOR EACH OPTION)

### Rotation Type:

- [ ] Family Medicine
- [ ] Internal Medicine
- [ ] Pediatric Medicine
- [ ] Emergency Medicine
- [ ] Surgery
- [ ] Women's Health
- [ ] Behavioral and Mental Health
- [ ] Elective, Please Specify: 

(ANSWER REQUIRED)

### Rotation #:

- [ ] SELECT ONE— ▼

(ANSWER REQUIRED)
**Evaluation of the Preceptor:** Using the following scale please indicate the appropriate number that best describes your preceptor.

**Please note that any response that is "Poor" or "Fair" will require a comment**

*The preceptor:*

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Very Good</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided effective/helpful teaching or guidance.</td>
<td></td>
<td></td>
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<tr>
<td>Communicated what was expected of me.</td>
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<tr>
<td>Used constructive criticism and offered positive reinforcement.</td>
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<tr>
<td>Was accessible when needed.</td>
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<tr>
<td>Provided ongoing supervision directly or through a designee.</td>
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<tr>
<td>Worked in an interactive manner that encouraged problem solving.</td>
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<tr>
<td>Provided time to discuss patients and patient care, answered questions.</td>
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<tr>
<td>Reviewed all medical documentation I had written.</td>
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<tr>
<td>Provided ongoing and/or periodic feedback.</td>
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<tr>
<td>Displayed and maintained a professional demeanor.</td>
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</tbody>
</table>

**Additional Comment (Optional):**

**What did your preceptor do exceptionally well that contributed to your learning?**

*(ANSWER REQUIRED)*
What, if anything, could your preceptor have done differently to better contribute to your learning?

(ANSWER REQUIRED)

**Evaluation of the Site:** Using the following scale please indicate the appropriate number that best describes your site experience.

*Please note that any response that is "No" or "Somewhat" will require a comment*

*The clinical site...*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Somewhat</th>
</tr>
</thead>
<tbody>
<tr>
<td>The clinical site was easily accessible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Comment (Optional):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The physical layout of the facility (space, # of rooms etc.) was adequate and conducive to learning.</td>
<td></td>
<td></td>
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<tr>
<td>Additional Comment (Optional):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The site had adequate access to references and resource materials (including computers).</td>
<td></td>
<td></td>
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<tr>
<td>Additional Comment (Optional):</td>
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<tr>
<td>The site ensured appropriate supervision was available on site.</td>
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<tr>
<td>Additional Comment (Optional):</td>
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<tr>
<td>The site patient diversity provided a challenging and stimulating learning experience.</td>
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<tr>
<td>Additional Comment (Optional):</td>
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<td></td>
</tr>
<tr>
<td>The site provided opportunities to interact and work with additional medical professionals.</td>
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<td></td>
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<tr>
<td>Additional Comment (Optional):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site policies and procedures were explained to me.</td>
<td></td>
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</tr>
<tr>
<td>Additional Comment (Optional):</td>
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<td></td>
</tr>
<tr>
<td>Staff was friendly and helpful.</td>
<td></td>
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<tr>
<td>Additional Comment (Optional):</td>
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<td></td>
</tr>
<tr>
<td>I was consistently able to participate in direct medical care.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Comment (Optional):</td>
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</tr>
<tr>
<td>Adequate time was given to see patients and provide oral presentations.</td>
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<tr>
<td>Additional Comment (Optional):</td>
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<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Somewhat</td>
</tr>
<tr>
<td>-----</td>
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</tr>
</tbody>
</table>
I was provided opportunities to perform procedures.

I was able to document my patient encounters directly in the EMR system.

Additional Comment (Optional):
I found the learning objectives (knowledge, skills and professionalism) in the rotation syllabus helpful in guiding my learning on site.

Additional Comment (Optional):
(ANSWER REQUIRED FOR EACH OPTION)

9. Would you recommend this rotation site to another student?
   - Absolutely
   - Probably
   - Maybe
   - No
   - If no, why?:
     (ANSWER REQUIRED)

10. What were the strengths of this site/rotation?
    (ANSWER REQUIRED)

11. What were the weaknesses of this site/rotation?
    (ANSWER REQUIRED)

12. Comments:
    (ANSWER REQUIRED)
Student Exposure Form

Students must directly report the exposure incident to the Clinical Coordinator Office 401.598.4578 or Cell 401.480.0235 within 2 hours of the exposure. This form is to be complete if there has been a needle stick or bodily fluid exposure to a student. Submit this form via e-mail (CGarro@jwu.edu) to the Clinical Coordinator within 24 hours of the exposure.

Date: ______________________

Name of Student: ______________________________________________________

Date and Time of Exposure: ____________________________________________

Rotation #:  [ ] 1  [ ] 2  [ ] 3  [ ] 4  [ ] 5  [ ] 6  [ ] 7  [ ] 8  [ ] 9

Rotation Type: [ ] Internal Med.  [ ] Family Med.  [ ] Pediatrics  [ ] Emergency Med.

[ ] Women’s Health  [ ] Behavioral Health  [ ] Surgery  [ ] Elective

Name of Clinical Site: _____________________________________________________

Name of Person Notified at the Site: ______________________________________

Date and Time of Notification:____________________________________________

Please provide a brief description of incident, including how the exposure occurred, and location (body part).

Continue to next page
Did you receive medical evaluation and/or treatment?  □ Yes  □ No

Did you notify the PA program (Clinical Coordinator)?  □ Yes  □ No

Name of person notified at the PA Program: ________________________________

Date and Time of Program Notification: ________________________________

Signatures:

Student: ________________________________

Clinical Coordinator/ Faculty: ________________________________

Program Director: ________________________________
Rotation Placement Preference Form

Student Name: __________________________________________________

Core Rotations: Behavioral & Mental Health/Emergency Medicine/Family Medicine/Internal Medicine/Pediatrics/Surgery/Women’s Health

Please list the first three core rotations you feel most comfortable doing first:
1.
2.
3.

Which clinical rotation do you feel least comfortable doing first?

ELECTIVES
Please provide your “wish list” for elective rotations. List your top three elective choices. An elective may be another core rotation, or a sub-specialty (please see elective list). Remember the program will assign and determine final placement. Requests do not guarantee placement at that site.

1.
2.
3.

Notes to Clinical Team and Things to Consider:
REQUEST FOR TIME OFF

Name: ________________________________  Today’s Date: ____________________

Requested Dates for Time Off: ________________________________

Scheduled Rotation: ________________________________

STEPS FOR REQUESTING TIME OFF:

• Request form for time off must be submitted to the Clinical Coordinator.
• Clinical faculty reviews the form and will approve or deny the request.

Student Illness or Emergency: Students should immediately notify their preceptor by speaking with him or her directly. Email and text messages to preceptors are NOT acceptable. Clinical faculty also need to be notified of absence. Student should submit the Request Form for Time Off within 24 hours. Clinical faculty can require this time to be made up if it exceeds two days.

Please indicate the dates you were off from the rotation:

_____________________________________________________________________________________

Request to Attend an Interview: Student should submit a Request form for time off to the Clinical Coordinator at least 3 weeks in advance to seek approval. Clinical coordinator can require this time to be made up if it exceeds two days. It is encouraged that student interviews are scheduled around your current clinical schedule. Please indicate the name of the meeting, location and dates you request off.

_____________________________________________________________________________________

_____________________________________________________________________________________

Non-Urgent Personal Reasons: Request form for time off for non-urgent personal reasons such as weddings, reunions, etc. are not guaranteed to be approved by the clinical faculty. These requests must be submitted at least 6 weeks in advance. Requests can be reviewed if you submit a request form for time off. The clinical faculty requires all of this time to be made up. Please justify why this event is more important than participating in a required rotation.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Student Signature: ________________________________  Date: ____________________

Clinical Faculty Signature: ________________________________  Date: ____________________

Action Taken:  Denied _________  Approved _________

All forms must be submitted to Christine Garro, Lead Clinical Coordinator by e-mail (christine.garro@jwu.edu), or in person.
STUDENT SIGNATURE SHEET

I attest that I have received, read, fully understand and agree to comply with all policies and procedures set forth in the JWU Physician Assistant Clinical Education Manual.

I understand the following:

1) HIPPA and patient safety is a priority and these protocols **must** be adhered to at all times.

2) The Program reserves the right to replace a student’s elective rotation with a program determined core rotation.

3) Body fluid/Needle stick injuries should follow appropriate protocol and seek immediate treatment. Notify the clinical coordinator within 2 hours. A completed Student Exposure Form is required within 24 hours.

4) Students have minimum patient requirements that are required for graduation. Students are responsible for tracking this data every rotation.

5) Students have a requirement to fulfill 200hr of clinical and didactic hours for each rotation.

6) All time off must be recorded by a Time Off Request Form and approved by the Clinical Coordinator.

7) All End of Rotation Evaluations and Clinical Year surveys must be completed in order for your rotation grade to be posted.

__________________________________________  ______________
Student Signature                                Date

__________________________________________
Student Name (Print)

This form is due back to the physician assistant office on **July 8th, 2016.** Email signed pdf to [kkruzel@jwu.edu](mailto:kkruzel@jwu.edu).