

**RUSH UNIVERSITY
COLLEGE OF HEALTH SCIENCES**



PHYSICIAN ASSISTANT STUDIES PROGRAM

THIRD YEAR

CLINICAL HANDBOOK 2018-2019

Updated: June 2018

Jessica Vlaming, MS, PA-C

TABLE OF CONTENTS

Introduction	Page 1
PA Program Mission, Goals, and Vision Statements.....	Page 1
Rush PA Program Faculty and Staff Contact Information	Page 2
Clinical Rotation Preceptor Contact Information	Page 2
Clinical Year Rotation Calendar.....	Page 3
PA Professional Behavior and Professionalism Policy.....	Page 4
Professionalism Assessment.....	Page 4
Third Clinical Year General Policies	
Third Year Academic Standing and Performance Requirements	Page 5
Academic Honesty Policy and Ethical Behavior on Rotations Policy.....	Page 5
Academic Probation Policy	Page 6
Attendance Policy/Leave of Absence.....	Page 6
Chain of Command for Reporting Grievances and Student Appeals.....	Page 7
Communication Policy.....	Page 8
Criminal Background Checks & Drug Screen Requirements.....	Page 8
Dress Code and Identification Policy.....	Page 9
Hazardous Exposure Incident Policy.....	Page 9
Non-Hazardous Exposure Incidents Policy	Page 10
Student Incident & Emergency Policy	Page 10
Important Phone Numbers.....	Page 11
On-Call Responsibilities and Duty Hours.....	Page 11
Students Substituted as Employees.....	Page 12
Registration for Clinical Rotations.....	Page 12
Rotation Scheduling Policy.....	Page 12
Medical Mission Trips.....	Page 12
Rotation Travel and Commuting Policy.....	Page 13
Student Health Compliance Requirements	Page 14
Clinical Rotation Objectives and Competencies – General.....	Page 15
Clinical Rotation Objectives – Specific.....	Page 16
Tips and Suggestions for Students.....	Page 17
Clinical Rotation Required/Recommended Textbooks.....	Page 18
Clinical Performance Tracking System - E*Value.....	Page 19
Documenting Clinical Encounters and Procedures Using E*Value	Page 19
Completing Site and Preceptor Evaluations Using E*Value.....	Page 19
Completing Mid-Rotation Evaluations Using E*Value	Page 19
Clinical Rotation Grading Criteria.....	Page 20
Return to campus examination.....	Page 20
Oral Case Presentations.....	Page 20
Preceptor Evaluation of Student.....	Page 20
Professionalism.....	Page 21
Clinical Rotation Grading Rubric.....	Page 21
Clinical Rotation Grading Rubric Detail.....	Page 22
Academic Performance Standards and Progress.....	Page 23
OSCE (Objective Structured Clinical Exam).....	Page 24
Clinical Year Patient Minimum Requirements	Page 25
Appendix A (Professionalism Assessment).....	Page 26
Appendix B (Preceptor Mid-Rotation Evaluation of Student Performance).....	Page 29
Appendix C (Preceptor Final Evaluation of Student Performance).....	Page 31
Appendix D (Student Evaluation of Preceptor).....	Page 35
Appendix E (Student Evaluation of Rotation Site).....	Page 37

Appendix F (Clinical Rotation Assignment Requirements & Guidelines).....	Page 39
Appendix G (Oral Case Presentation Grading Rubric).....	Page 41
Appendix H (Outside Preceptor Information Sheet).....	Page 42
Appendix I (Preceptor Letter of Agreement).....	Page 44
Appendix J (Additional Program Policies).....	Page 45

Introduction

Welcome to your third clinical rotation year! This Third Year Clinical Year Handbook includes important information common to all required third year clinical rotations. If you have any questions about the information in this handbook, contact Jessica Vlaming, MS, PA-C at 312-942-9068 or Jessica_vlaming@rush.edu.

Being a student on clinical rotations is hard work. To be successful, you must have good critical thinking and communication skills, and you must demonstrate sound judgment capacity as a member of a healthcare team. Becoming a successful PA practitioner requires motivation, dedication, intellectual curiosity, and many hours of hard work. The effort required to become a PA is hard, but the rewards for your efforts will provide you both professional fulfillment and personal satisfaction. Congratulations on your completion of your core clinical rotations and welcome to your final major step toward graduation!

This handbook describes the policies and procedures specific to the third year of the Rush University Physician Assistant Studies program, and is a supplement to the PA Studies Program Handbook, as well as the Rush University and the College of Health Sciences (CHS) catalogs. The information contained in this handbook does not supplant or replace any other program, college, or university policy.

PA Program Faculty and Staff Contact Information

Rush University Physician Assistant Studies Program
600 South Paulina Street, 746 AAC
Chicago, IL 60612
Phone Number: (312) 563-3234
Fax Number: (312) 563-2805
Webpage: www.rushu.rush.edu/pa-program

Please contact the Program Director or Director of Clinical Education at any time with questions.

<p>Regina Chen, MS, PA-C, L. Ac., Dipl. C.H. Chair and PA Program Director, Chair Department of Physician Assistant Studies Office: 1021F AAC Phone: (312) 942-2068 Email: regina_chen@rush.edu</p>	<p>Jessica Vlaming, MS, PA-C Director of Clinical Education Office: 761 AAC Phone: (312) 942-9068 Email: jessica_vlaming@rush.edu</p>
<p>Janet A. Furman, MMS, PA-C Director of Academic Education Office: 761A AAC Phone: (312) 942-2131 Email: janet_furman@rush.edu</p>	<p>Kayla C. Martinez, MS, PA-C Faculty, Instructor Office: 761A AAC Phone: 312-942-1940 Email: kayla_c_martinez@rush.edu</p>
<p>Aleen Shah, MS, PA-C Faculty, Instructor Office: 765 AAC Phone: (312) 943-7431 Email: aleen_shah@rush.edu</p>	<p>Joshua Mueller, MPAS, PA-C Faculty, Instructor Office: 765 AAC Phone: 312-943-0984 Email: joshua_t_mueller@rush.edu</p>
<p>Amanda Persons, PhD Faculty, Assistant Professor Office: 765 AAC Phone: (312) 942-8281 Email: amanda_l_persons@rush.edu</p>	<p>Vin'Keia O'Neill Program Manager Office: 761A AAC Phone: (312) 943-7467 Email: vinkeia_f_oneill@rush.edu</p>
<p>Rene P. Carizey, DO Assistant Professor Medical Director Email: rene_p_carizey@rush.edu</p>	

Clinical Rotation Preceptor Contact Information

The specific contact information for all clinical sites and preceptors will be posted on Blackboard. All questions regarding rotations should be directed to the Director of Clinical Education.

Clinical Year Rotation Calendar 2018-2019

The following calendar outlines the required rotations and the start and end dates of each rotation period. Each student's specific rotation schedule will fall within these timeframes.

Advanced Rotation <i>(*rotations are 6 weeks in length)</i>	Rotation Dates
<p>PAS 593 Advanced Clinical Practice I PAS 594 Advanced Clinical Practice II <i>(options: Internal Medicine, Pulmonary and Critical Care Medicine, Primary Care, Pediatrics, Emergency Medicine, CVT Surgery, Orthopedic Surgery, Urology, Interventional Radiology, Neurosurgery, Geriatrics, Physical Medicine & Rehabilitation, General Surgery)</i></p>	<p>July 2—August 10, 2018 August 13—September 21, 2018 September 24—November 2, 2018 November 5—December 7, 2018</p>

Other Important Dates:

***all dates are subject to change*

Activity	Date(s)
Return to Campus #1	Wed. August 8, 2018 Thurs. August 9, 2018
Return to Campus #2	Wed. October 3, 2018 Thurs. October 4, 2018 Fri October 5, 2018
Return to Campus #3	Wed. November 28, 2018 Thurs. November 29, 2018 Fri. November 30, 2018
OSCE exam	Mon. November 16, 2018
PACKRAT exam	Thurs. December 14, 2018
On-campus Board Review Course	December 10-12, 2018

Rush University
Physician Assistant Studies Program
3rd Year Student Professional Behavior and Professionalism Policy

Professionalism relates to the intellectual, ethical, behavioral, and attitudinal attributes necessary to perform as a health care provider. Students in the PA program are expected to behave professionally, and in a manner appropriate to a clinician-in-training through all phases of the program. All students are expected to adhere to the ethical codes set forth in the Rush University Statement on Academic Honesty and the CHS Guide for Professional Conduct (see Appendices B and C, respectively). Additionally, PA students are required to behave according to the Code of Conduct published by the American Academy of Physician Assistants (available at the AAPA Website at: <http://www.aapa.org/advocacy-and-practice-resources/practice-resources/ethics> and included in this handbook.

In general, the PA program will adhere to the following professionalism policy for all its students. Additional professionalism policies in either courses or the clinical entity may also apply.

PROFESSIONALISM POLICY FOR ALL PA PROGRAM ACTIVITIES:

The PA Program believes that professionalism is an important quality of being a PA student and future practicing clinician. In addition to satisfying the grading criteria as specified in each individual course or rotation syllabus, the student must pass a professionalism component in order to successfully pass each course and rotation. Professionalism is evaluated by the PA Program Directors, Clinical Preceptors, or other designated agents of the program, on a pass-fail basis.

Criteria to be evaluated in the professionalism component will include, but not be limited to, the following areas:

- Honesty and academic integrity
- Attendance and punctuality to all scheduled events
- Behavior appropriate to a clinician-in-training in all University and PA program connected activities
- Preparedness for class, presentations, and other assignments
- Respectful and appropriate interaction with lecturers, faculty, staff, preceptors, and fellow students
- Respectful behavior in all clinical settings towards patients, their family, and their loved ones
- Ability to work effectively as a team member on group assignments and projects, and in the clinical setting
- Overall respectful attitude towards the faculty, staff, preceptors, and peers
- Handling of complaints and disputes including the following of established protocols and chain of command
- Communication skills
- Responding to all communication requests – from pages, emails, and phone calls – on a timely basis.
- Student work ethic
- Appearance and attire appropriate to place and situation as defined by faculty
- Compliance with departmental and University policies and procedures

PROFESSIONALISM ASSESSMENT: *policy as outlined in the PA program handbook*

**RUSH UNIVERSITY
PHYSICIAN ASSISTANT STUDIES PROGRAM
THIRD YEAR CLINICAL ROTATION GENERAL POLICIES**

Third Clinical Year Academic Standing and Performance Requirements

In order to progress to third year clinical rotations, a student must have met each of the following standards:

1. Passed all required second year clinical rotations and be in good academic standing in the program at the end of the second year of the program, in accordance with the PA program handbook.
2. Have an overall cumulative GPA of 3.0 or better.
3. Have successfully passed their second year OSCE examinations.
4. Must be in good standing in the program as outlined in the PA program handbook and in accordance with Rush University policies.
5. Must pass the PA Progress and Promotions Committee's formative evaluation for eligibility to progress through the program.

In order to remain a student in good standing during third year of the program, the student must meet all required clinical performance standards. These are:

1. Obtain a passing final preceptor evaluation from each rotation.
2. Pass each of the required return to campus third year examinations.
3. Obtain a passing grade on EACH required rotation component including to but not limited to documentation, case presentations and other rotation assignments
4. Obtain passing evaluations on any Master's research assignments.
5. Pass the third year OSCE examinations.
6. Maintain an overall cumulative GPA of 3.0 or better at all times.
7. Participate in ALL scheduled activities of the second clinical year including SIM lab and return to campus events.
8. Demonstrate professionalism and academic integrity throughout all clinical rotations.

Refer to the Clinical Rotation Grading Criteria section for details regarding rotation evaluation and grading standards and criteria.

In order to progress to the third year clinical rotations, students must be in good standing in the program with an overall "B" average per University standards and must successfully pass the second formative evaluation assessment conducted by the program's Progress and Promotions Committee. Refer to the PA Studies Program Student Handbook for details regarding the summative evaluation processes.

Academic Honesty and Ethical Behavior on Rotations

Students are expected to maintain academic honesty and ethical behavior throughout all clinical training activities. Any academic work submitted to the program – for example, patient case reports, clinical presentations, medical records submissions – must be the students' own, original work. Any submission that the faculty considers falsified, fabricated, or plagiarized will be returned for revision and resubmission, and the student will receive an academic warning. If a student submits suspected non-original work a second time, the faculty will conduct an investigation of the student's work and sources, and the student is at risk for being placed on

academic probation. The faculty will utilize TurnItIn[®], as well as EPIC reviews to verify the originality of all student submissions.

Inappropriate or unethical behavior towards fellow students, preceptors, clinical staff, or patients while on rotation is not tolerated. Any report of inappropriate or unethical behavior while on rotation will be investigated, and the student is at risk for academic probation and possible dismissal from the program.

Students on rotation shall not be subject to any act of inappropriate or unethical behavior by others. If a student believes an inappropriate or unethical situation may be occurring, they must do the following:

1. Under NO circumstances should a student on rotation try to manage any potentially inappropriate or unethical situation on their own.
2. If a student judges any incident in the clinical setting to be possibly inappropriate, she/he should contact the Director of Clinical Education at the earliest possible moment for investigation and management.

Academic Concern/Probation Policy

Students on clinical rotation are expected to maintain all performance standards outlined in the Third Clinical Year Academic Standing and Performance Requirements and Clinical Rotation Grading Criteria sections of this handbook. Any student who is unable to maintain satisfactory student performance, or who violates the program's standards for professionalism and ethical behavior, will be referred to the PA Program's Progress and Promotions Committee for review, which may result in the student being placed on academic probation, according to the policy standards outlined in this and the program handbook. Refer to the PA Program Student Handbook for details regarding academic concern/probation.

Remediation for performance violations while on clinical rotation may entail a variety of activities, depending on the nature of the problem. Due to the fast-paced nature of clinical rotations, performance issues in the clinical setting may require the student attend additional rotation hours, or prolong the duration of the rotation. This may delay the student's progress through the program and may delay graduation.

Attendance Policy

Attendance and punctuality in all curricular, clinical rotation, and university related activities is MANDATORY and is expected of all students during the PA program. Adherence to the program's clinical rotation attendance and punctuality are criteria within the program's standards for professional behavior (see Physician Assistant Professional Behavior and Professionalism Policy).

Attendance

Absences or tardiness from clinical rotations, return-to-campus events, or any other PA program activity will not be tolerated. Each clinical rotation has a requisite number of mandatory clinical hours, as determined by the preceptor and/or the PA program faculty. Any student not completing the required clinical hours during a given rotation is at risk for failing for that rotation. If an unforeseen circumstance arises (i.e. death in your family, serious illness or injury to you), it will be considered an excused absence. Students are expected to notify the Director of Clinical Education immediately via email if they are going to be absent. Weddings, family vacations, dentist appointments, going home to another town, baptisms, retirement

parties, stuffy noses, etc. are NOT considered excused absences. These are considered unexcused absences. Unexcused absences also apply to leaving class, clinical rotations, or return-to-campus events for any reason without prior program approval.

However, the program recognizes that “life happens” outside of PA school and matters are out of the student’s control. Therefore the program will allow students 2 personal days per year to use as needed. In order to use a personal day, students must notify the Director of Clinical Education at least two weeks in advance of the requested day. Once this request is approved, students must then notify their preceptor via email. The personal day cannot be the first day or last day of the rotation, nor can it be during a return-to-campus event or some other required program or clinical activity. Half-day requests will not be accepted. If a student needs to take time for any reason, they must take the entire day. Any violation of this rule will result in loss of the second personal day and possible academic concern/probation for professionalism violation.

If a student must take time off during a rotation, that time may need to be made up within a reasonable timeframe during the rotation, and at the discretion of the clinical preceptor, in order to progress to the next rotation. Clinical preceptors are not obligated to allow a student to make up missed days. If clinical absences are not made up, the student is subject to failing that rotation and being placed on academic probation.

Students are expected to be prompt and arrive on time to all clinical rotations, return-to-campus events, and PA program activities. Tardiness hampers all student assignments made for that day. Disruptions to clinical rotations or any other PA program activity due to late arrival will not be tolerated and is considered a violation of professionalism.

Any student exceeding two or more unexcused absence is subject to failing the rotation, regardless of other rotation performance, and may be subject to dismissal from the program.

Leave Of Absence

If a student requires a leave of absence, for example for medical or personal reasons, during clinical rotations, he/she is required to request the leave from the Director of Clinical Education and the Program Director in writing. The terms of the student’s duration of leave, as well their return to the program after a leave of absence, must be arranged prior to the student’s beginning the leave, and agreed to in writing, by both the student and the Program Director. Changes to the terms of the student’s return to the program after a leave of absence may be arranged with, and at the sole discretion of, the Program Director on case-by-case basis.

Requests for an extended leave of absence may significantly hinder a student’s progress through the program, and delay graduation. Depending on the duration of leave, it may not be possible for the student to remain in good standing in the program, and may require the student withdraw from the program.

The student is required to fill out the appropriate Leave of Absence forms including acquiring the appropriate signatures from the Registrar’s Office, financial aid, etc. as indicated according the Registrar’s Office and Rush University student policies. These forms are found on the University’s website under the Registrar section.

Chain Of Command for Grievances and Student Appeals

Students should address all issues or concerns regarding rotations with the PA Program’s Director of Clinical Education or Program Director. It is not appropriate for student’s to express

grievances regarding a rotation directly with the preceptor or a member of the clinical site. Violations of this policy will not be tolerated.

Students are encouraged to establish good communication with their preceptors, and to request feedback on their performance. However, it is not appropriate to dispute an evaluation or rotation grade with the preceptor, either during or any time after the rotation ends. If the student has concerns regarding their preceptor evaluation or grade, they should address their concerns with the Program's Director of Clinical Education immediately.

If the student perceives a communication or other issue may exist with the preceptor, he/she should contact the PA Program's Director of Clinical Education immediately. It is not appropriate to raise issues or concerns regarding a rotation site, after the rotation ends or after grades have been submitted.

All grievances or student appeals of grades or other Program decisions should be submitted in writing to the Director of Clinical Education or the PA Program Director in accordance with the policy outlined in the PA Program Handbook.

All written student grievances will be fully investigated by the Director of Clinical Education or the PA Program Director and any decisions made will be at their discretion.

Communication Policy

All students are required to check their Rush student email account and Blackboard for any clinical rotation updates on a daily basis. All students are also required to respond to all emails or phone calls from a Rush faculty member or clinical rotation contact within 24 hours.

To facilitate communication while on rotations, students will be issued a pager by the program prior to the start of the second year clinical rotations. Students are expected to carry these pagers for the duration of their clinical rotations as a student at Rush.

Students are required to return all pages from the program faculty or its administrators within 3 to 5 minutes after being paged. Failure to do so is considered a violation of professionalism. Violation of this policy may also result in the student being placed on academic probation.

It is the student's responsibility to make sure that their pager is in working order at all times (if applicable). If an assigned pager is lost or damaged, it is the student's responsibility pay for its replacement, in accordance with rules and regulations of the Rush Department of Telecommunications, regardless of the reason for the loss or damage. The cost of replacement is \$50.00, subject to change without prior notice

Criminal Background Checks & Drug Screen Requirements

All students are required to pass, without reservation, a nationwide criminal background check and a drug screening assessment prior to beginning their first clinical rotation. Both of these requirements are completed through www.certifiedbackground.com, at the student's expense.

Passing the criminal background check means not having any felony convictions for any criminal offense as reported by Certified Background. Failure to disclose an existing criminal offense to the program, either by direct report or on the centralized application form (CASPA), in advance of a positive criminal background report will be considered perjury by the student, and will result in immediate placement on academic probation, the inability to attend clinical rotations, referral to the Progress and Promotions Committee for review, and possible dismissal from the program. If a student has a pre-disclosed misdemeanor offense, or an offense that occurred while the student was an underage minor, the PA Program will review the situation on a case-by-case basis.

Passing the drug screen means having no positive reports for any of the substances as reported by Certified Background.

Students in the PA Program are expected to maintain the highest standards of professional and ethical conduct; any behavior that would constitute a positive criminal and drug use record will not be tolerated. The program reserves the right to conduct random criminal background checks or drug screening at any time during the student's training, if reasonable cause exists. Additionally, some clinical rotation sites may require recent criminal background or drug testing (or both) prior to the student coming on rotation. If additional testing is required, the student may not refuse and must comply in a timely manner. The student will bear the expense of any required additional assessment.

Failure to pass either a criminal background check or a drug screen will result in immediate placement on academic probation, the inability to attend clinical rotations, and possible dismissal from the program

Dress Code and Student Identification Policy

Whenever a student is in a clinical setting he/she is required to dress in business casual attire, as appropriate to the clinical setting. Students should also wear comfortable shoes, as work-hours are long and may require a lot of walking and/or long periods of standing. Footwear must always have closed-toes in the clinical setting.

Additionally, in any clinical setting, students are also required to wear a sport-coat-styled, short, white medical jacket with the University and the PA program's name and the student's Rush ID clearly visible

Students should also refrain from wearing any excessive jewelry or dangling items that may interfere with either their or patient's safety. This includes but is not limited to long necklaces, earrings, bracelets, rings or other clothing items that may interfere with patient care. Female students should have their hair pulled back and secure all times and male students should have their ties pinned or tucked in while involved in patient care.

Any student found not adhering to these standards is considered a violation of professionalism and may also result in the student being placed on academic probation; regardless of the student's overall performance.

Emergency Procedure Policies:

Hazardous Exposure Incident Policy

Exposure Incident Definition: Eye, mouth, mucous membrane, non-intact skin contact, or parenteral exposure to blood or potentially infectious or hazardous materials, that results from the performance of a duty related to a student's educational program.

Procedure at Rush University Medical Center

- Wash injured area with soap and water. If eyes, nose, or mouth, use water only.
- Immediately report the incident to your preceptor.
- Contact the PA Program Director of Clinical Education or Program Director as soon as feasible to report the incident.
- Report to Employee and Corporate Health Services (ECHS), 4th floor Atrium, 312-942-5878, as soon as possible for further evaluation. If after hours, leave a message reporting the incident.
- You MUST ensure ECHS is notified of the exposure incident in as timely manner as possible.
- Confirmation from ECHS that the incident is reported is essential to ensure payment for services is covered. Failure to report to ECHS in a timely manner may result in erroneous out-of-pocket expenses.
- If you leave a message with ECHS and do not hear back from them, continue to contact the office until you receive confirmation from their staff that the incident has been received.
- If ECHS is closed, immediately report to the Rush Emergency Room (ER), Rush Tower, 1st floor, 312-947-0100.
- Bring your student ID and indicate that you are a student in the PA Program and not an employee.
- If student is seen in ER, the student must report to ECHS on the next business day.
- Students will be counseled or treated as deemed appropriate by ECHS or ER personnel.
- Return to ECHS or to consultants as directed for follow-up lab work and treatment as indicated.

Procedure if off campus

Follow the protocol at your rotation facility and contact Rush ECHS, either in person or by phone at 312-942-5878, as soon as possible to report the incident. Notify Director of Clinical Education of PA Program.

Non-Hazardous Exposure Incidents Policy

Any incident that affects patient or staff well being, or a patient's prescribed care, must be reported to the preceptor and the Director of Clinical Education immediately. Filing a hospital incident report may be required, depending on the policy of the particular institution. A duplicate of any hospital incident reports, as well as a memorandum of explanation from the clinical instructor, will be placed in the student's clinical file and the Program Director or Director of Clinical Education will be notified immediately. Incidents involving gross errors in judgment or practice on the part of the student will constitute grounds for dismissal from the program.

Student Incident and Emergency Policy

Any incident that affects a student's well being must be reported immediately to both the rotation preceptor and the Director of Clinical Education. This includes, but is not limited to: student illness or injury, accidents, falls, and potential violent or non-violent events and encounters. If a student feels he or she is in immediate danger while on rotation, the student should calmly remove themselves from the situation at the soonest possible time, and immediately contact RUMC campus security at (312) 563-5678 or dial 911. The student should then immediately alert his/her preceptor and the Director of Clinical Education regarding the incident via the Rush PA program emergency pager at (312) 942-6000 pager #7398. Be cautious and aware of your surroundings when traveling around the Rush campus. Please note the following security recommendations:

- Always travel in groups in well lit areas or use the Rush Day Run and Rush Night Run shuttles to get to places around the campus. If off campus, have someone accompany you to your car or to public transportation.
- Refrain from using cell phones, ipods, or other listening devices when you are walking on the street or in public areas such as CTA trains, as you appear as a distracted, potential victim to criminals.
- Please contact Rush security at (312-942-5678) if you are traveling alone, even to the garage. A security officer will walk with you to your destination.
- If you need help immediately, call Security or use one of the new security call boxes around campus along Paulina Street and in the "mall" area south of Armour Academic Center. If you are off-campus and need help immediately, then you should dial 911.
- Please don't fight to retain your property. It's not worth getting hurt.

IMPORTANT RUSH PHONE NUMBERS:

Rush University Counseling Center 312-942-3687
RUMC Campus Security 312-942-5678
RUMC Emergency Room 312-947-0100
RUMC Employee & Corporate Health Services 312-947-0699

CRISIS LINES:

National Suicide Hotline 800-273-8255
YWCA Rape Crisis Hotline 888-293-2080
Alcoholics Anonymous 24-hr. Hotline 312-346-1475
Narcotics Anonymous 24-hr. Hotline 708-848-4884
Northwestern Memorial Hosp 24-hr. Hotline 312-926-8100
Domestic Violence Helpline (City of Chicago) 877-863-6338
Sarah's Inn Hotline (domestic violence) 708-386-4225
Chicago Police Department 911

On-Call Responsibilities and Duty Hours

Duty hours and work schedules on rotation:

During the clinical year, there is no fixed schedule during clinical rotations. Students must be adaptable, as duty hours and schedules will vary from one rotation to another, depending on the nature of the service. Students may work 6 to 7 days per week while on rotation, and will likely work nights, weekends, and on holidays.

The preceptor, at his/her sole discretion, sets the schedule for any given rotation. Students on a rotation may not alter or refuse to work clinical duty hours assigned by the preceptor. If a student must request time off for a valid reason, he/she must have both written approval from the Director of Clinical Education in advance of starting the rotation and inform the preceptor at the beginning of the rotation of any such limitations. The student is also required to make up the missed hours, as deemed appropriate by the preceptor. Being allowed to take off time from rotation for a valid reason does not mean you are released from those hours, you must still work the number of hours designated by the preceptor.

Regardless of a student's individual rotation hours, daily attendance and punctuality are part of the professionalism component of your rotation grade. Any violation of this policy may result in failing the rotation and possible dismissal from the program.

Students on any given rotation may also be required assume "on-call" responsibilities that require they be physically present in the hospital evenings, overnight, and on weekends for extended hours at a time. The preceptor determines the call schedule; again, the student may not alter or refuse the call schedule at any time. If you are scheduled for work or call on a holiday, then you are required to work.

If the student has a legitimate reason to request time off call-duty, he/she must receive both advance written approval from the Director of Clinical Education and notify the preceptor prior to the absence, and make up the missed call hours. Any questions or concerns about a call schedule should be directed to your preceptor or the Director of Clinical Education.

Duty and On-call Hours:

Duty hours are defined as all patient care and academic learning activities related to the clinical rotation. These include: all inpatient and outpatient care hours; time spent in the hospital for on-call activities; and scheduled academic activities such as attending conferences and lectures. Duty hours do not include required reading or exam preparation time, or time spent commuting to and from the rotation.

A student's total duty hours should not exceed 80 hours a week, including all in hospital on-call activities. However, there are no mandatory limitations or caps on student work hours.

In hospital call will occur at a frequency of no more than every 4th night, averaged over a four-week period. After an on-call duty, the student is expected to round the morning and is required to leave the hospital by 12 noon on the post-call day.

Students Substituted as Employees

Students are NOT permitted to substitute for paid employees on any given rotation. This includes all clinical and non-clinical duties. If a student is asked to substitute for an employee or suspects he/she is working as if the student were an employee then the student should immediately notify the Director of Clinical Education or the PA Program Director. If a student violates this policy at any time, the student will immediately be placed on academic probation and subject to dismissal from the program.

Registration for Clinical Rotations

All students are required to register for clinical rotations each Quarter, according to the published College of Health Sciences (CHS) Calendar. The CHS calendar may be found on the University Website under the Registrar's Office tab. All third year students must register each quarter during open registration times. The CHS registration times for the 2018-2019 academic calendar can be found at www.rushu.rush.edu

As stated above, students registering after the regular registration period ends will accumulate additional fees as outlined by the Registrar's Office. Students are responsible for any late fee incurred due to late registration. Not registering on-time is also considered a violation of professionalism and the student may be subject to being placed on academic concern/probation as well as being withheld from continuing on clinical rotations until the matter is resolved.

Medical Mission Trips

Students will be permitted to attend medical mission trips on one occasion during their third year of the program. All dates and timeframes must be submitted in writing to the Director of Clinical Education within 90 days in advance of the trip. Students may not miss more than 5 days of any rotation and the trips may not coincide with any required program or university activity. Students should not submit payment or make any arrangements for their trip until they have received official approval from the Director of Clinical Education. Students may also be required to make up the clinical rotation time missed if applicable. Students who choose to participate in a medical mission trip will be required to complete an assignment at the discretion of the PA faculty.

Rotation Scheduling Policy

The Director of Clinical Education makes all clinical rotation assignments **randomly** based on site availability. Any request to make changes to an assigned rotation schedule must be submitted in writing to the Director of Clinical Education within 1 week of receiving the schedule. Please see the document titled “Clinical Rotation Schedule Change Requests” for further information.

The PA Program considers its primary rotation area to be within a 90-mile radius or 90 minute drive from Rush. Student rotation assignments typically fall within this area. Requests for a rotation placement outside of the program’s established rotation area will be considered for second-year Elective Clinical Rotations only.

Rotation Travel and Commuting Policy

In order to provide students with a broad range of clinical experiences, rotations have been established throughout the greater Chicagoland area. While a portion of your rotations will be at Rush, every student is guaranteed to have rotations outside of Rush as well.

Students are expected to transport themselves safely to any assigned rotation, and therefore must have, and maintain in good working order, a car for commuting during rotations. For planning purposes, the program considers a reasonable commuting distance to be approximately 90 miles or a 90 minutes drive, not accounting for traffic conditions.

Factors outside the Program’s control may affect travel times to and from rotations. The Program does not assume responsibility for these external factors, nor will the program consider these factors when making rotation site assignments.

While on rotation, students may be asked to accompany physicians and their surgical teams to locations away from the primary rotation site. An example of such an activity is travel to a distant hospital for organ procurement while on cardiothoracic surgery. If a student is asked to participate in any off site activity, such as a procurement, he/she must inform the Director of Clinical Education via email immediately when requested to go and immediately upon the students return. The email must include the physicians name, surgical service, anticipated procurement site, mode of transportation, expected departure time, and expected return time. It should also include the students name, pager number, and cell phone number in case a member of the faculty needs to contact the student for any reason. This is to ensure that the program is aware of the student’s safety and location at all times. Any violation of this policy will be considered a violation of professionalism and may result in the student being placed on academic probation.

Student Health Compliance Requirements

The PA program requires that each student have medical clearance from his/her healthcare provider and a record of immunization currency on file before they register for classes and progress to clinical rotations.

The program requires students have documented immunity via titers to each of the following (*documentation that you received the vaccine does not count*):

- Measles, Mumps, Rubella
- Tetanus, Diphtheria, and Pertussis
- Hepatitis B Series
- Varicella (Chicken Pox, either by occurrence or vaccination)

Additionally, a student must document his/her tuberculosis exposure status, either by a negative 2-step PPD test or a negative chest x-ray, as appropriate.

The student is required to receive the influenza A vaccination and a PPD test on a yearly basis at a time designated by the program unless otherwise indicated.

Certain rotations may also require that students update their health record prior to starting clinical rotations at that site. The program will inform students of any necessary procedures to meet such requirements in advance to the start of clinical rotations. Students must comply with all clinical rotation site health maintenance requirements in order to remain in good standing in the program. Any student that is asked to repeat any vaccination verification or PPD test will be required to do so at their own expense.

The student's health records are confidential and will remain on file in the Office of the Registrar. However, each student is required to sign a release of information that permits the program to provide affiliated clinical practice sites, agencies, and preceptor's proof of the student's health status, as needed.

Students are also expected to keep copies of all health care compliance documents in case they are needed for any rotation. Any student failing to comply with this requirement is considered a violation of professionalism and the student may be subject to placement on academic probation.

Students are responsible to ensure that they are fit to endure the rigors of the program. These are expressed in the Technical Standards for PA Students. Students requesting reasonable accommodations based on a disability should contact the Office of Disability Services for additional information.

Students are responsible for maintaining their personal health and are required to have health insurance to cover the cost of all necessary medical care throughout the program. Refer to the Rush University Catalog for information regarding compliance with mandatory health insurance policies and the University sponsored health insurance program.

Program faculty, medical directors, and instructors are not permitted to act as healthcare providers, or offer healthcare services to students, except in an emergency situation in which no other healthcare providers are available.

THIRD YEAR ROTATION OBJECTIVES AND COMPETENCIES – GENERAL

Third Year Advanced Rotation Definition

Third Year Advanced Rotations are a unique 24-week clinical experience which develop and reinforce clinical competency at the highest level while fostering advanced clinical decision making skills and patient care. The goal is to train physician assistant graduates to function at an advanced level of primary care practice.

General Information

During the third year of the program, students will further develop and refine their clinical acumen and patient management skills by spending 9 months of practice in one clinical area of study. The purpose of these rotations is to provide students the opportunity to develop a greater depth of patient management skills and to develop a foundation for leadership as a PA in clinical practice. The total credits for the third year is 30 quarter credit hours.

The third year will be comprised of a 24-week block in a single focused area of clinical practice. Students, with guidance from the program, may choose their area of clinical practice from one of the following options: (additional training areas may be added at the discretion of the program): *Internal Medicine, Pulmonary and Critical Care Medicine, Emergency medicine, Primary Care, General Surgery, CVT Surgery, Orthopedic Surgery, Urology, Interventional Radiology, Neurosurgery, Geriatrics, Physical Medicine & Rehabilitation, Pediatrics.*

General Third Year Rotation Objectives

Following completion of the third year, the student will be able to:

- Apply the learned attitudes, skills and knowledge during training to diagnose, treat, and manage both simple and complex medical problems effectively.
- Demonstrate a comprehensive and sophisticated approach to the assessment and management of patients.
- Foster an appreciation of the differences in the presentation of medical conditions in a diverse group of patients.
- Recognize the larger system of health care and the need for consultation and collaborative work with other professionals involved in the care of patients. This will be achieved both through observation and direct participation with members of an interprofessional health care team.
- Develop an understanding of the spectrum of health care systems providing care for patients, through experiential learning in community, ambulatory, long-term and acute-care settings.
- Build upon knowledge and technical skills in specialty areas as well as primary care, and integrate these skills through teaching other PAs, health care professionals, patients, and families about patient medical problems.
- Demonstrate the ability to investigate and evaluate their care of patients, comprehend and synthesize scientific evidence, and to continuously improve patient care based on constant self-evaluation and continuing medical education.
- Demonstrate interpersonal communication skills in the effective exchange of information to patients, their families, and professional associates and the development of highly effective therapeutic relationships.
- Demonstrate a commitment to professional responsibilities and adherence to ethical principles, including: compassion, integrity, and respect for others.

- Integrate sensitivity and responsiveness to diverse patient populations, including but not limited to gender, age, culture, race, religion, disabilities, and sexual orientation.
- Establish collaborative and effective working relationships with other staff members involved in patient care including physicians, nurses, advanced practice providers (NPs, PAs), respiratory therapists, physical therapists, pharmacists, and dieticians.
- Maintain timely, comprehensive, and legible medical records.
- Participate in institutional programs provided by the clinical sites and adhere to established practices, procedures and policies of the institution.

Third Year Competencies

In addition to meeting the above objectives, the student must pass specific competencies to successfully complete the third year. Students must demonstrate proficiency in:

- Collecting and analyzing relevant information from all resources necessary to effectively address the questions of the clinicians involved in the care of the patient.
- Addressing patient and family needs, including an appropriate review of available medical documentation and records, history and physical examination, test results, and discussions with relevant providers involved in the patient's care regarding their opinions, perceptions, concerns, and goals of care.
- Developing an initial assessment of the patient's condition and a set of recommendations to present to clinicians, patients, and families, as deemed appropriate. Recommendations should address both the specific questions addressed in the consult, as well as include any additional concerns identified in the process of consultation with particular attention to symptom management, evidence-based practices, goals of care, and decisions regarding treatment options.
- Communicating effectively with patients and their families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- Communicating effectively with members of the health care team and working in interprofessional teams to enhance patient safety and improve patient care quality
- Communicating with other clinicians, patients, and family, to ensure proper implementation and continuity of care. Revising clinical recommendations, when appropriate, based upon the information acquired through these discussions.
- Demonstrating responsibility, reliability, accountability, and punctuality during performance of all responsibilities and duties.
- Demonstrating balance between clinical independence and recognition of limitations of clinical experience.
- Conducting oneself in an ethically and legally appropriate manner with respect to issues such as preservation of treatment boundaries, cultural awareness, patient confidentiality, informed consent, and good business practices and cost effectiveness.
- Communicating effectively with supervising attending physicians; gaining independence and responsibility as clinical experience grows.
- Demonstrating self-awareness through identifying strengths, deficiencies, and limitations in one's knowledge base.
- Receiving formative evaluation feedback from supervisors, advisors and peers and incorporating into daily practice

THIRD YEAR ROTATION OBJECTIVES AND COMPETENCIES – SPECIFIC

Please refer to Appendix Blackboard for each rotation's specific learning objectives and competencies.

TIPS AND SUGGESTIONS FOR STUDENTS ON CLINICAL ROTATIONS

- Familiarize yourself with the clinical rotation site location prior to the first day of your clinical rotation. Plan your morning commute time, so as to not be late on your first day on the rotation, taking into account traffic patterns and weather related delays.
- Know your student responsibilities at each rotation site and familiarize yourself with the preceptors practice on the first day. On most occasions you will NOT receive a formal first day orientation so be prepared to ask questions as appropriate.
- You should pace yourself throughout the duration of the rotation and study each day to avoid “cramming” at the end of your rotation. Clinical Rotation hours vary from day to day and you cannot predict how busy or quiet it will be. It is a good idea to bring reading material with you each day to take advantage of any down time that you may have available for studying.
- Display enthusiasm and willingness to go “above and beyond” normal student duties. Read and study all of your cases and ask informed questions about each after you have completed your reading.
- Become the best Physician Assistant student you can be. Recognize that you are responsible for your own learning. The more you put into the experience, the more you will get out of it.
- Develop a study plan. You need to find time to read and study rotation objectives. Plan to read at least a chapter or two on a daily basis. This will keep you from cramming for your end of your rotation exam.
- Be an ACTIVE student and incorporate yourself as an active member of your team. Learn by doing! Demonstrate to preceptors that you want to be there and want to learn as much as possible.
- Take ownership of the patients in your care. Know their pertinent historical, and diagnostic data, and try to formulate their plan of care.
- Don't complain! Be excited and ready for on-call duties! On-call offers a unique opportunity for you to do A LOT as a student.
- Be open to all learning moments that may occur in the clinical setting. Remember that some of the best learning comes from difficult or challenging encounters.
- Be open to constructive criticism. You are the student and have a lot to learn, even if you already know a lot.
- Manage your stress levels appropriately. Clinical year is a stressful time and you need to take care of yourself in order to take care of patients.
- Practice your research skills and prepare your PowerPoint presentation as if you were about to present your case to a group of attending Physicians and practicing Physician Assistants.

CLINICAL ROTATION REQUIRED/RECOMMENDED TEXTBOOKS (3rd year)

Clinical Rotation:	Required or Recommended Textbook:
Internal Medicine	<ol style="list-style-type: none"> 1. Goldman-Cecil Medicine, Goldman, L., et al, 25th Ed., Elsevier, 2015 (recommended) 2. Kochar's Clinical Medicine for Students, Loo, Lawrence K., et al, 6th Ed., iUniverse, 2016 (recommended) 3. The Washington Manual of Medical Therapeutics, Bhat, Pavan, et al, 35th Ed., Lippincott, Williams & Wilkins, 2016 (recommended)
Pulmonary & Critical Care Medicine	<ol style="list-style-type: none"> 1. The ICU book, Marino, Paul L., 4th Ed., Lippincott, Williams & Wilkins, 2013 (recommended) 2. Manual of Intensive Care Medicine, Irwin, Richard S., et al., 6th Ed., Lippincott, Williams & Wilkins, 2013 3. Critical Care Medicine: The Essentials, Marini, John J., et al., 4th Ed., Lippincott, Williams & Wilkins, 2009
Emergency Medicine	<ol style="list-style-type: none"> 1. Tintinalli's Emergency Medicine: A Comprehensive Study Guide, Tintinalli, Judith E., et al, 8th Ed., Tintinalli, McGraw-Hill Education/Medical, 2015 2. Tintinalli's Emergency Medicine Manual, Cydulka, Rita K., et al., 8th Ed., McGraw-Hill Education/Medical, 2017 (recommended)
Vascular Surgery	<ol style="list-style-type: none"> 1. Vascular & Endovascular Surgery: A Comprehensive Review, Moore, Wesley S., 8th Ed., Saunders, 2013 (recommended) 2. Manual of Vascular Diseases, Rajagopalan, Sanjay, et al, 2nd Ed., Lippincott, Williams & Wilkins, 2012 (recommended)
Cardiothoracic Surgery	<ol style="list-style-type: none"> 1. Manual of Perioperative Care in Adult Cardiac Surgery, Bojar, Robert M., 5th Ed., Wiley-Blackwell, 2011 (recommended) 2. Handbook of Perioperative Care in General Thoracic Surgery, Deslauriers, Jean, et al, Mosby, 2005 (recommended) 3. The ICU book, Marino, Paul L., 4th Ed., Lippincott, Williams & Wilkins, 2013 (recommended)
Orthopedic Surgery	<ol style="list-style-type: none"> 1. Essentials of Musculoskeletal Care, Armstrong, April D., et al, 5th Ed., American Academy of Orthopaedic Surgeons 2015 (recommended)
Urology	<ol style="list-style-type: none"> 1. Smith and Tanagho's General Urology, McAninch, Jack W., et al, 18th Ed., Mc-Graw Hill Medical, 2012 (recommended) 2. The 5-Minute Urology Consult, Gomella, Leonard G., 3rd Ed., Lippincott, Williams & Wilkins, 2014 (recommended)
Interventional Radiology	<ol style="list-style-type: none"> 1. Interventional Radiology: A Survival Guide, Kessel, David, et al, 4th Ed., Elsevier, 2017 (recommended) 2. Handbook of Interventional Radiologic Procedures, Kandarpa, Krishna, et al, 5th Ed., Lippincott, Williams & Wilkins, 2016 (recommended)
Neurosurgery	<ol style="list-style-type: none"> 1. Handbook of Neurosurgery, Greenberg, Mark S., 8th Ed., Thieme Medical Publishers, 2016 (recommended)
Geriatrics	<ol style="list-style-type: none"> 1. Office Care Geriatrics, Rosenthal, Thomas C., et al, Lippincott, Williams & Wilkins, 2006 (recommended) 2. Geriatrics Review Syllabus: A Core Curriculum in Geriatric Medicine, Medina-Walpole, Annette, et al, 9th Ed., American Geriatrics Society, 2016 (recommended)
Physical Medicine and Rehabilitation	<ol style="list-style-type: none"> 1. Physical Medicine and Rehabilitation Pocketpedia, Shatzer, Matthew, et al, 3rd Ed., Demos Medical, 2017
General Surgery	<ol style="list-style-type: none"> 1. Sabiston Textbook of Surgery: The Biological Basis of Modern Surgical Practice, Townsend Jr., Courtney M., et al, 20th Ed., Elsevier, 2016 (required) 2. Surgical Recall, Blackbourne, Lorne, 8th Ed., Lippincott, Williams & Wilkins, 2017 (recommended)
ALL ROTATIONS	<ol style="list-style-type: none"> 1. Essential Clinical Procedures, Dehn, Richard W., et al, 3rd Ed., Saunders, 2013 (required) 2. Goldman-Cecil Medicine, Goldman, L., et al, 25th Ed., Elsevier, 2015 (required) 3. Mosby's Manual of Diagnostic and Laboratory Tests, Pagana, Kathleen Deska, et al, 6th Ed., Mosby, 2017 (recommended)

Also highly recommended for ALL clinical rotations:

1. Maxwell Quick Medical Reference, 2012
2. Tarascon Pocket Pharmacopoeia, 2016 Classic Shirt-pocket Ed., Hamilton, Richard (or similar)
3. The Sanford Guide to Antimicrobial Therapy 2015, 45th Edition, Gilbert, David. (or similar)
4. Recall Series, Secrets Series, or similar question/answer format guidebook, by rotation specialty

CLINICAL PERFORMANCE AND GRADING POLICIES

Clinical Performance Tracking System – E*Value

The Program requires all students use an online performance monitoring system, called E*Value, to track all aspects of student performance while on rotation. Students will receive training on the use of the system prior to going on their first clinical rotation.

Documentation of Clinical Encounters and Procedures Using E*Value

Students are required to maintain a log of ALL patient encounters during their clinical rotation via E*Value. It is strongly recommended that you log onto E*Value everyday to record your patient encounters. All patients seen must be logged into E*Value within 48 hours of the last day of your clinical rotation in order to receive your final clinical rotation grade. Failure to do so is considered a violation of professionalism and may result in the student being placed on academic probation.

Completing Site and Preceptor Evaluations Using E*Value

Students are required to complete all rotation site and clinical preceptor evaluations using E*Value. All evaluations must be completed within 48 hours after the last day of your clinical rotation in order to receive your final clinical rotation grade. Failure to do so is considered a violation of professionalism and will result in point deductions from the overall clinical rotation grade and possibly failing the rotation, and may also result in the student being placed on academic probation.

Completing Mid-Rotation Evaluations Using E*Value

Students are required to print and complete the “Preceptor Mid-rotation Evaluation of Student Performance” form. This form should be completed by the student at the midway point of his or her rotation and then discussed with the student’s preceptor. Students should discuss their self-assessment with their preceptor in order receive formal mid-rotation feedback and find areas/ways to improve their clinical skills. Each student must then have their preceptor sign their form and bring it with them for submission at the next return to campus event. Once completed, students should enter their self-assessment into E*value so that they have an electronic copy of the mid-rotation evaluation. Failure to submit the form into E*value or failure to turn in the “signed” form is considered a violation of professionalism and will result in a 5 point deduction from the overall preceptor evaluation grade, possibly failing the rotation, and may also result in the student being placed on academic probation.

Clinical Rotation Grading Criteria

The following constitute the major components of student performance evaluation and grading while on 3rd year clinical rotations: return to campus examinations; 3rd year assignments, oral case presentations, preceptor evaluations of student performance, and professionalism. Descriptions of each are as follows:

Return to Campus Examinations

Students are required to pass a return to campus exam with a grade of “PASS” for each of three scheduled exams. Return to Campus exams will be given by members of the PA faculty at a time designated by the Director of Clinical Education and will follow all academic policies listed above and the testing policies listed in the PA Program Handbook.

Return to Campus exams are constructed at the discretion of the PA faculty and may include ANY material listed in the general or specific clinical rotation objectives as outlined in the Clinical Year Handbook or in the rotation learning objectives posted in Rush Blackboard.

If a student fails an end of rotation exam, he/she will be given a single opportunity to remediate the exam for a passing score. If the student then fails the remediation exam, the student will be immediately placed on academic concern and is subject to dismissal from the program regardless of other rotation performance. If a student fails more than two exams (first attempt or remediation exams), he or she will immediately be placed on academic concern/probation and be subject to immediate dismissal from the program regardless of other rotation performance. (see Clinical Rotation Grading Criteria).

Oral Case Presentations

Students are required to submit and give oral case presentations as outlined per the Director of Clinical Education. The specific criteria for each case presentation will be outlined and posted on Rush Blackboard. Any questions regarding this requirement should be directed to the Director of Clinical Education.

Additional Rotation Assignments or Activities

Some rotations may have additional written, oral, or competency based assignments or activities. These assignments are created and scheduled at the discretion of the Director of Clinical Education. All assignments and instructions will be posted on Blackboard.

Preceptor Evaluations of the Student

Preceptor evaluations of each student’s performance during their rotation will be submitted to the PA program using the E*Value system. The preceptors overall evaluation will contribute to the student’s final overall course grade of “pass” or “no pass”. Students will have an opportunity to review their preceptor evaluations once the rotation block is completed. Students are encouraged to discuss their performance with their preceptor at regular intervals throughout the rotation to improve clinical performance.

If a student fails a preceptor evaluation, the student will be immediately placed on academic concern/probation and will be subject to dismissal from the program, pending further examination of the situation. If such an event occurs, the student may not be permitted to continue with their other clinical rotation blocks until the situation is resolved. This may result in a delay of the student’s progress through the program, including a delay in graduation, and may result in additional tuition expense.

Professionalism

Professionalism includes several components throughout a rotation. This includes but is not limited to the following: submission of signed mid-rotation evaluation, participation in all return to campus event activities, completion of all E*value required logging, and professional behavior. Failure to pass any one of the components listed above may result in the student's immediate placement on academic probation and/or failure of the clinical rotation regardless of other performance scores on the clinical rotation.

Clinical Rotation Grading Rubric

The following grading rubric will be used to determine the student's final clinical rotation grade.

PHA 593 – Advanced Clinical Practice I (15 credits)

Preceptor Evaluation of the Student (2)	50% of rotation grade
Return to Campus Examination #1	30% of rotation grade
Assignment #1	10% of rotation grade
Oral Case Presentation	5% of rotation grade
Professionalism	5% of rotation grade
	<hr/>
Total	100% of rotation grade
Final Grade: PASS or NO PASS	

*Note: ***If NOT giving an oral case presentation, then Assignment #1 is worth 15% of your grade.*

PHA 594 – Advanced Clinical Practice II (15 credits)

Preceptor Evaluation of the Student (2)	50% of rotation grade
Return to Campus Examination #2 and 3	30% of rotation grade
Assignment #2 and 3	10% of rotation grade
Oral Case Presentation	5% of rotation grade
Professionalism	5% of rotation grade
	<hr/>
Total	100% of rotation grade
Final Grade: PASS or NO PASS	

*Note: ***If NOT giving an oral case presentation, then Assignment #2 is worth 15% of your grade.*

PHA 595 – Master's Research Project I (1 credit)

See Course Syllabus for more details **Final Grade: PASS or NO PASS**

PHA 596 – Master's Research Project I (1 credit)

See Course Syllabus for more details **Final Grade: PASS or NO PASS**

Clinical Rotation Grading Rubric Detail

Preceptor Evaluation of Student Grading Rubric

Preceptor Evaluation of Student Grading Criteria:

(out of 155 points maximum)

93 points – 155 points = PASS

Below 93 points = NO PASS

Return to Campus Exam Grading Criteria

69.5% – 100% = pass

69.4% or less = no pass

Oral Case Presentation Grading Criteria

(out of 10 points maximum)

Grading Rubric: 9-10 points = 100%, 7-8 points = 90%, 5-6 points = 80%,

3-4 points = 70%, less than 3 points = no pass

Professionalism Grading Criteria

(out of 10 points maximum)

*Grading Rubric: 10 points = 100%/pass, 7.5 points = 80%/no pass, 5 points = 70%/no pass,
less than 5 points = no pass*

Submission of mid-rotation evaluation = 2.5 points

Participation in all return to campus event activities = 2.5 points

*Completion of all E*value required logging = 5 points*

*****please note: professional behavior is graded on a pass/fail basis. Please refer to the professionalism policies in the PA program and the Rush University handbooks.***

Academic Performance Standards and Progress

The following information is a supplement to the PA Program Handbook regarding specific grading policies pertaining to the third year clinical rotations.

The PA program adheres to the following standards of academic performance throughout the third year of the curriculum:

Third Year Rotation Overall Grading Scale: *Pass or No Pass*

Satisfactory clinical performance is defined as passing each rotation with a grade of “pass” and maintaining a cumulative grade point average (GPA) of 3.0 or better at all times throughout the program. As a Master’s level program, attaining grades of “pass” in ALL curricular activities is considered passing and maintaining satisfactory performance. Assessment of satisfactory performance is done continuously throughout the program.

In addition to maintaining satisfactory academic performance, students must demonstrate ethical behavior at all times, and must comply with the program’s professionalism policy as set forth in this handbook (see Professional Behavior Policy), as well as the Rush University academic honesty and student conduct standards. Students may progress through the program only if they maintain satisfactory academic performance in all rotation activities.

Satisfactory progress on clinical rotation is assessed through the successful completion of ALL components of the rotation, including but not limited to:

1. Obtaining passing scores on all final preceptor evaluations;
2. Obtaining passing scores on each end of rotation examination;
3. Obtaining passing scores on each component of all rotation assignments.
4. Obtaining passing scores on any master’s research assignments.
5. Passing the second year OSCE examination.
6. Passing the ethical and professional behavior component of each rotation.
7. Participating in ALL scheduled activities of the second clinical year including SIM lab and return to campus events.
8. Demonstrate professionalism, ethical and academic integrity throughout all clinical rotations.
9. Maintain an overall cumulative GPA of 3.0 or better at all times.

In addition to all ongoing student assessment processes, at the end of each year of the curriculum, there is a formal evaluation process to determine the student’s eligibility to progress through the program, and to graduate. This process is known as the Formative Evaluation at the end of the first two phases, and the Summative Evaluation at the end of the third phase. (See Cumulative Competency Assessment for more information.)

Unsatisfactory clinical performance is defined as having any one, or a combination, of the following occur at any point during the third year clinical rotations:

1. Failing to obtain a final grade of a “pass” in any clinical rotation
2. Failing to maintain an overall cumulative GPA of 3.0 or better
3. Failing to comply with the professionalism, academic honesty, or ethical conduct standards of the program or of the University, at any time during the rotation

4. Failing to receive satisfactory “passing” preceptor evaluation at the end of a rotation block, regardless of other performance scores during the rotation
5. Failing to satisfactorily pass EACH required component outlined in the clinical rotation grading criteria.
6. Failing to satisfactorily “pass” any component of the cumulative competency assessment processes
7. The occurrence of an egregious lapse in patient care or clinical judgment during a rotation, regardless of prior academic performance or grade point average (GPA).

If a student fails to maintain satisfactory progress during clinical rotations, he/she will be placed on academic probation (see Academic Probation), which will result in convening the Progress and Promotions Committee (see Progress and Promotions Committee, PA Program Handbook) to determine further action, and may result in the student being denied permission to continue with clinical rotations and being subject to dismissal from the program. For information regarding Rush University dismissal policies, refer to the Academic Appeals and Rules of Governance policies provided in the Rush University Catalog.

The following are additional definitions and criteria regarding unsatisfactory performance during the 3rd clinical year:

- If the student does not attain a final passing grade for the rotation block, he/she will be placed on academic concern/probation, regardless of overall GPA or previous academic or clinical rotation performance.
- If a student fails a return to campus exam, he/she will be allowed one opportunity to remediate the exam. If the student fails the remediation, he/she may be placed on academic concern/probation, and may be denied permission to continue through other clinical rotation blocks or is subject to dismissal from the program. Refer to the Clinical Year Grading section for more information regarding grading and performance standards during the clinical phases of the program.
- Failing one or more return to campus examinations constitutes unsatisfactory performance and the student will be placed on academic probation, regardless of the final rotation grade or the student’s cumulative GPA in the program. The Progress and Promotions Committee will be convened to determine further action, and the student may be denied permission to continue through other clinical rotation blocks or dismissed from the program.
- If a student fails a PowerPoint case write up, or oral presentation, or any other rotation assignment he/she will be allowed an opportunity to re-write or re-present the assignment for a grade of “pass”. If the student fails the re-write or re-presentation assignment, or fails another written or oral presentation assignment, he/she may be placed on academic probation, and may be denied permission to continue through other clinical rotation blocks. Refer to the Clinical Year Grading section for more information regarding grading and performance standards during the clinical phases of the program.

OSCE (Objective Structured Clinical Exam)

All students are required to pass the 3rd year Objective Structured Clinical Exam (OSCE) in order to progress to graduation. OSCE exams are scheduled at the discretion of the Rush PA faculty and the student will be given at least 6 weeks notice of the scheduled OSCE date in order to prepare for the exam. The OSCE content and location of the exam will also be

structured at the discretion of the Rush PA faculty. It is the responsibility of the student to transport themselves safely to and from the location where the OSCE will take place. This location will not exceed a 90 mile radius from Rush University.

Students should be preparing for the OSCE throughout their entire clinical year. As a 3rd year student you should already be familiar with completing an accurate and efficient problem-focused patient history and physical. You should also be able to order and interpret lab & radiology results, differential diagnosis, assessment, and patient plan in an accurate and efficient manner. Continually practicing these standard PA competencies will help you achieve great success in your OSCE.

All students are required to pass the OSCE per program standards as outlined in the PA Program Handbook. If a student does not pass the OSCE according to the grading rubric outlined below, he or she will be granted one remediation OSCE, with the content at the discretion of the PA faculty. If the student needs to remediate, he or she may also have to bear the expense of the professional patient's time for the remediation of the OSCE. This will be determined in advance of the remediation OSCE and the student will be given the payment amount due at least 2 weeks prior to the exam. The remediation payment amount will be due in full on the day of the remediation exam.

If the student then fails the remediation exam, he or she will immediately be placed on academic probation and subject to dismissal from the program, regardless of his or her current GPA or program performances to date. This will result in convening of the Progress and Promotions Committee for recommendations for the student's future in the program.

OSCE Grading Rubric Third Year Rotations

The student must pass the OSCE exam with an overall score of 80%. Students will be graded on the following components: history taking, physical exam, communication, professionalism, and a post-encounter exercise. Each section will be reviewed by faculty, and a score less than 80% in any component may require remediation.

Clinical Year Patient Minimum Requirements

All students are required to meet patient minimum requirements as outlined by the program. These patient minimums are set by the program each year and meant to help develop your competency as a practicing physician assistant. Failure to meet these minimums by the end of your third year advanced clinical rotation may possibly delay graduation. Students are expected to keep track of all patient encounters, diagnosis, and procedures using E*value software as outlined in the handbook and are responsible for notifying the faculty if they feel that they may not meet minimum requirements. The following third clinical year patient minimum requirements are outlined on Blackboard.

APPENDIX A

Rush University Department of Physician Assistant Studies Professionalism Assessment

Student Name			
Setting	PAS-1	PAS-2	PAS-3
Date			
Name of Activity or Clinical Rotation			

Directions: This evaluation is designed to assist students in assessing their professional development and their goals of becoming a Physician Assistant. Please check the box of the most appropriate positive or negative behavior. If a negative behavior is chosen at any time, please include comments.

Communication and Self-Improvement	
<i>Positive Behaviors</i>	<i>Negative Behaviors</i>
<input type="checkbox"/> Displays a positive attitude	<input type="checkbox"/> Often has a negative attitude or outlook towards others
<input type="checkbox"/> Communicates clearly and effectively	<input type="checkbox"/> Has difficulty communicating with peers, faculty, or other members of the healthcare team
<input type="checkbox"/> Recognizes his/her own limitations as a student	<input type="checkbox"/> Has overstepped his/her boundaries with peers, faculty or other members of healthcare team
<input type="checkbox"/> Accepts feedback in a positive manner and makes changes appropriately	<input type="checkbox"/> At times confrontational or accusatory when given constructive criticism.
<input type="checkbox"/> Takes responsibility for his/her own actions.	<input type="checkbox"/> Makes excuses or blames others for one's own actions
<input type="checkbox"/> Aware of his/her own verbal and non-verbal body language	<input type="checkbox"/> Often makes faces, sighs, or displays inappropriate body language
Comments (if <u>any</u> negative behavior is chosen, please include specific comments): <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	

Honesty, Ethics, and Dependability	
<i>Positive Behaviors</i>	<i>Negative Behaviors</i>
<input type="checkbox"/> Completes assigned tasks/responsibilities without prompting	<input type="checkbox"/> Student needs continuous reminders to complete tasks
<input type="checkbox"/> Is on time and prompt for all academic and clinical sessions	<input type="checkbox"/> Student is often late and at times unreliable
<input type="checkbox"/> Projects a professional image to peers, faculty, patients, and other members of the healthcare team at all times	<input type="checkbox"/> Student is unprofessional in attire and/or mannerisms towards others
<input type="checkbox"/> Conducts themselves in an ethical, moral, and legally sound manner at all times	<input type="checkbox"/> The student's ethical or moral conduct was unacceptable on at least one occasion
Comments (if <u>any</u> negative behavior is chosen, please include specific comments):	

Ability to work with other members of the Team	
<i>Positive Behaviors</i>	<i>Negative Behaviors</i>
<input type="checkbox"/> Allows others to express their opinions	<input type="checkbox"/> Is insensitive to the needs or opinions of others
<input type="checkbox"/> Remains respectful and open-minded to others perspectives	<input type="checkbox"/> Is disrespectful and/or closed minded at times
<input type="checkbox"/> Actively participates at all times as an equal member of the healthcare team	<input type="checkbox"/> Only participates when prompted or not at all
<input type="checkbox"/> Is accepting of cultural differences and/or diverse populations	<input type="checkbox"/> Is insensitive to cultural differences and/or diversity issues
Comments (if <u>any</u> negative behavior is chosen, please include specific comments):	

Clinical Judgment, Presentation & Organization	
<i>Positive Behaviors</i>	<i>Negative Behaviors</i>
<input type="checkbox"/> Makes decisions based on factual information.	<input type="checkbox"/> Makes decisions based on inappropriate or incorrect information.
<input type="checkbox"/> Demonstrates rationale for decisions made	<input type="checkbox"/> Is not able to identify reasons or rationale for his/her choices.
<input type="checkbox"/> Delivers information in a thorough, organized, and concise manner at all times.	<input type="checkbox"/> Is often disorganized and scattered in delivery of information.
<input type="checkbox"/> Documents accurately in the patient's medical record and healthcare team materials at all times.	<input type="checkbox"/> Often makes mistakes and errors in documentation in the patient's medical record or healthcare team materials.
<input type="checkbox"/> Budgets time efficiently to meet peers, faculty, and/or preceptor expectations.	<input type="checkbox"/> Demonstrates issues with time management and/or fails to meet faculty or preceptor expectations.
<input type="checkbox"/> Is able to prioritize multiple commitments appropriately.	<input type="checkbox"/> Cannot prioritize commitments and often is scrambling to meet deadlines.
Comments (if <u>any</u> negative behavior is chosen, please include specific comments):	

Faculty's comments and plan of action (if applicable):

Student's Comments:

Student's signature: _____ Date: _____

Faculty's signature: _____ Date: _____

APPENDIX B

Rush University Department of Physician Assistant Studies Preceptor Mid-Rotation Evaluation of Student Performance

Student Name: Student Name
Evaluator: Preceptor Name
Rotation Site: Site Name
Dates of Rotation: Dates of Rotation
Evaluation Type: Mid-Rotation Evaluation of Student

Based upon your experience working with Physician Assistant student, please select the box that best describes this student's performance mid-way through their rotation.

	CLINICAL READINESS AND SKILLS	Did not observe	Requires Additional Attention	Making Progress	Achieves Successfully
1	Ability to obtain an appropriate history	0	1	2	3
2	Ability to perform an appropriate physical exam	0	1	2	3
3	Ability to interpret data gathered in and H&P	0	1	2	3
4	Effectively communicates necessary & expected information in oral presentations to the supervising physician or PA-C	0	1	2	3
5	Ability to develop an appropriate differential diagnosis	0	1	2	3
6	Ability to develop an appropriate treatment plan	0	1	2	3
7	Ability to correlate clinical and diagnostic test(s) findings	0	1	2	3
8	Ability to interpret diagnostic tests	0	1	2	3
9	Ability to counsel and educate patients and significant other(s)	0	1	2	3
10	Demonstrates basic medical knowledge	0	1	2	3

	PROFESSIONALISM	Did not observe	Requires Additional Attention	Acceptable	Excellent
1	Attendance and Punctuality (no absences permitted)	0	1	2	3
2	Professional appearance and demeanor	0	1	2	3
3	Self-Motivation	0	1	2	3
4	Understanding of PA's role in healthcare	0	1	2	3
5	Appropriate acceptance of responsibility for patient care	0	1	2	3
6	Effective interpersonal skills with patients and their families	0	1	2	3
7	Effective interpersonal skills with healthcare professionals	0	1	2	3
8	Acceptance of constructive criticism	0	1	2	3

Additional Comments:

Date this evaluation was completed: _____

Appendix C

Rush University Physician Assistant Program Third Year Clinical Student Evaluation & Competency Form

Please fill out the following evaluation regarding the performance of the Physician Assistant Student. For each objective, please select one of the six categories listed.

Student Name						
Preceptor Name						
Rotation Name						
Rotation Site Name						
Dates of Rotation						
<i>The student demonstrated:</i>						
Professionalism	Not Applicable	Poor	Poor but Improving	Average	Above Average	Excellent
A commitment and integrity to professional responsibilities and conducted themselves in an ethically, moral and legally sound manner.	0	1	2	3	4	5
An awareness and sensitivity to a diverse patient population including, but not limited to: age, gender, race, culture, religion and sexual orientation.	0	1	2	3	4	5
Responsibility, timeliness, legibility and accuracy in medical record documentation	0	1	2	3	4	5
Active participation in all aspects of the clinical experience	0	1	2	3	4	5
Punctuality, appropriate appearance and attendance during the clinical experience	0	1	2	3	4	5
The ability to follow through with assigned tasks and responsibilities	0	1	2	3	4	5
The ability to reflect and self-evaluate performance and recognize his/her limitations	0	1	2	3	4	5
Additional comments:						

<i>The student demonstrated:</i>						
Communication	Not Applicable	Poor	Poor but Improving	Average	Above Average	Excellent
The ability to communicate with compassion, integrity and respect with patients and members of the health care team.	0	1	2	3	4	5
The ability to contribute to the health care plan in the role as patient advocate and recognize when to communicate issues.	0	1	2	3	4	5
The ability to communicate effectively with individuals of the multi-disciplinary healthcare team	0	1	2	3	4	5
The ability to provide education to patients, families, and clinicians as appropriate, regarding commonly seen pathology within the student's scope of expertise.	0	1	2	3	4	5
Effective follow-up with the patient, family and clinical team regarding initiated care and therapeutic recommendations.	0	1	2	3	4	5
Effective communication with supervising preceptor(s) regarding clinical performance	0	1	2	3	4	5
Additional comments:						
<i>The student demonstrated:</i>						
Knowledge	Not Applicable	Poor	Poor but Improving	Average	Above Average	Excellent
An appropriate understanding of the underlying physiology of major signs and symptoms in commonly seen conditions.	0	1	2	3	4	5
The ability to select and interpret appropriate tests and diagnostic studies taking into account relevance and cost-effectiveness	0	1	2	3	4	5
A working knowledge and understanding of the management of patients in a variety of patient care settings	0	1	2	3	4	5
The ability to acquire and analyze clinical information to make clinical decisions and create an appropriate treatment plan.	0	1	2	3	4	5
The ability to identify current evidence based recommendations and assess how	0	1	2	3	4	5

to best implement them into practice						
The ability to use the available technology to support continuing education, patient education and patient care decisions	0	1	2	3	4	5
Additional comments:						
<i>The student demonstrated:</i>						
Clinical Skills	Not Applicable	Poor	Poor but Improving	Average	Above Average	Excellent
The ability to obtain a thorough medical history based on the patient's clinical presentation	0	1	2	3	4	5
The ability to collaborate and contribute in multi-disciplinary teams and has an awareness of various health care delivery systems and practice.	0	1	2	3	4	5
The ability to perform a thorough physical examination and create a reasonable and thoughtful differential diagnosis	0	1	2	3	4	5
Competency in technical skills including required procedures for the clinical rotation.	0	1	2	3	4	5
Appropriate selection and utilization of diagnostic modalities	0	1	2	3	4	5
The ability to manage complex patients in a longitudinal manner, including initial assessment, hospital admission, daily rounds, progress reports, discharge and follow-up.	0	1	2	3	4	5
The ability to receive constructive feedback and apply it to improve patient care	0	1	2	3	4	5
Additional comments:						
<i>The student demonstrated:</i>						

PA Practice Development	Not Applicable	Poor	Poor but Improving	Average	Above Average	Excellent
Scholarly activity through educating peers, preceptors via oral presentations, lectures, or collaborative efforts	0	1	2	3	4	5
The ability to identify ways to provide high quality health care with consideration of cost-effectiveness	0	1	2	3	4	5
Demonstrates initiative and responsibility	0	1	2	3	4	5
The ability to apply technology to access relevant, supported, and up to date medical information that best serves their patients and their own education	0	1	2	3	4	5
The clinical acumen and skills to provide health care services as a practicing Physician Assistant	0	1	2	3	4	5
Additional comments:						

How many weeks did you work with this student? _____ weeks

How many hours per week did you work with this student? _____ hours

Did the student have any unexcused absences or frequent tardiness? If so, please comment below:

Preceptor Signature: _____

Date: _____

Appendix D

Rush University Physician Assistant Program Student Evaluation of Preceptor

Student Name: Student Name
Clinical Preceptor: Preceptor Name
Rotation Site: Site Name
Dates of Rotation: Dates of Rotation
Evaluation Type: Rotation Site Evaluation

Based upon your experience working at this rotation site, please select the most appropriate response.

(Question 1 of 5 – Mandatory)

		Not Applicable	Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree
1	The preceptor or his/her staff provided adequate orientation during the first week of the rotation.	0	1	2	3	4	5
2	The preceptor was adequately prepared to handle a PA student.	0	1	2	3	4	5
3	The preceptor demonstrated adequate knowledge in their area of expertise.	0	1	2	3	4	5
4	The preceptor provided appropriate supervision.	0	1	2	3	4	5
5	The preceptor challenged my critical thinking and level of medical knowledge.	0	1	2	3	4	5
6	The preceptor conducted himself or herself in a proper and ethical manner.	0	1	2	3	4	5
7	The preceptor provided me with constructive criticism and regular feedback.	0	1	2	3	4	5
8	The preceptor was available for questions, concerns, or problems.	0	1	2	3	4	5
9	The preceptor adequately met rotation objectives.	0	1	2	3	4	5
10	I would recommend this preceptor to future students.	0	1	2	3	4	5

List the strong points of this clinical preceptor: (Question 2 of 5 – Mandatory)

List the weak points of this clinical preceptor: (Question 3 of 5 – Mandatory)

List any suggestions for improvement of this clinical preceptor: (Question 4 or 5 – Mandatory)

My overall evaluation of this clinical preceptor is: (Question 5 of 5 – Mandatory)

5	Excellent
4	Very good
3	Good
2	Average
1	Poor

Appendix E

Rush University Physician Assistant Program Student Evaluation of Rotation Site

Student Name: Student Name

Rotation Site: Site Name

Dates of Rotation: Dates of Rotation

Evaluation Type: Rotation Site Evaluation

Based upon your experience working at this rotation site, please select the most appropriate response.

(Question 1 of 5 – Mandatory)

		Not Applicable	Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree
1	The on-site orientation was adequate.	0	1	2	3	4	5
2	The facilities were clean and well-maintained.	0	1	2	3	4	5
3	I felt safe at the rotation site.	0	1	2	3	4	5
4	There was adequate space for studying in my downtime.	0	1	2	3	4	5
5	There was adequate space if changing clothes was required.	0	1	2	3	4	5
6	The on-call space was adequate (if applicable).	0	1	2	3	4	5
7	There was adequate access to technology and reference materials (i.e., journals, internet, etc.)	0	1	2	3	4	5
8	This site provided me with a diverse patient population.	0	1	2	3	4	5
9	This site provided adequate opportunities to strengthen my communication skills with other members of the healthcare team.	0	1	2	3	4	5
10	This site provided adequate opportunities to enhance my clinical skills and knowledge.	0	1	2	3	4	5
11	My work hours were appropriate and I did not violate the maximum 80-hr work week.	0	1	2	3	4	5
12	The rotation objectives were met at this site.	0	1	2	3	4	5
13	I would recommend this rotation site to future students.	0	1	2	3	4	5

List the strong points of this rotation: (Question 2 of 5 – Mandatory)

List the weak points of this rotation: (Question 3 of 5 – Mandatory)

List any suggestions for improvement of this rotation site: (Question 4 or 5 – Mandatory)

My overall evaluation of this rotation site is: (Question 5 of 5 – Mandatory)

5	Excellent
4	Very good
3	Good
2	Average
1	Poor

APPENDIX F

Rush University Department of Physician Assistant Studies

Clinical Rotation Assignment Requirements and Guidelines Third Year Rotations 2018-2019

General Assignment Requirements:

1. All assignments should be typed in 12 point, Arial font, single spaced.
2. All assignments should have your name listed under the title at the top of the page.
3. All PowerPoint presentations need to be in your OWN words! Anything not in your own words needs to have proper in-text citations and references to accompany them.
4. All in-text citations should be referenced in AMA format.
5. Any material not completed by the return to campus event will result in a loss of ONE letter grade for the assignment, and may result in deduction of points for the professionalism component of the rotation.

Overall Requirements:

1. **ORAL CASE PRESENTATION:** this is a case presentation that will be **assigned** to you once throughout the year. You will present the case to your fellow classmates and faculty at Return to Campus. Based on the date of assignment, you should choose one case from your rotation, and do a thorough case presentation from start to finish. Please try and choose cases that are challenging, unique, or medical/ethical dilemmas. The following information should be included in your case presentation:
 - a. The patient's history pertinent to the case. This includes the CC, HPI, ROS, PMHx, SurgHx, SocHx, FamHx, and PE.
 - b. The differential diagnosis with initial plan of testing.
 - c. Test results
 - d. Final diagnosis
 - e. Treatment
 - f. Patient updates/Hospital Course
 - g. Brief discussion/review of the patients final diagnosis and pearls for diagnosis and treatment

The case should be presented using a PowerPoint format, including the sections above. In line references are acceptable, and should be included throughout. A reference list should be included at the end of the power point. Please plan on 20 minutes for your case presentation, and 10 minutes for detailed questions. Remember, you should know your case well, and be prepared to answer detailed questions about your patient, the management of your patient, and the patient's diagnosis in general. You should present it to the faculty as though you are presenting to a group of your colleagues at a conference.

2. **Additional Assignments:** Every return to campus event will require a different assignment that will be turned in and graded by your assigned advisor. You will find the specific guidelines and requirements for all assignments posted on Blackboard under their respective course designation.

APPENDIX G

Rush University Department of Physician Assistant Studies

Clinical Year Oral Case Presentation Grading Rubric

Criteria	Excellent <i>(each worth 2 points)</i>	Good <i>(each worth 1 point)</i>	Poor <i>(each worth no points)</i>
Introduction: Does the introduction describe the nature of the case & presentation? Does the work follow logically from the introduction?	Excellent introduction that clearly and concisely conveys the purpose of the presentation. The rest of the work flows well from the introduction.	Generally well done introduction from which the presentation follows logically.	None or poor introduction. Disorganized. Does not give the audience a good understanding of the purpose of the presentation.
Organization: Does the paper & presentation maintain a logical structure?	Well organized, easy to follow & understand. Information appropriate to its importance. Ideas supported with data and/or examples.	Generally well organized. Generally easy to follow. Minor flaws in emphasis or logic.	Points not clearly presented. No logical organization to structure of the paper or the presentation.
Content: Does the paper & presentation provide a complete and accurate discussion of the relevant aspects of the case? Does the work demonstrate critical thinking?	Each point clearly relevant to topic and factually correct. Ideas are well supported and discussed. Impressive depth of insight and analysis. Excellent use of resources.	Points generally relevant to topic and most information factually correct. Discussion points well thought out. Ideas usually supported. Adequate analysis of subject. Little or no resources used.	Ideas not explained. Unsupported or erroneous assertions made. No demonstration of critical thinking throughout presentation.
Conclusion: Are the major issues of the topic summarized appropriately? Are the conclusions consistent with the information presented in the write up/presentation?	Effective conclusion that demonstrates complete integration of the points discussed in the presentation.	Appropriate conclusion, generally well written, that supports and summarizes the major points of the presentation.	No substantive conclusion made, with no integration of the points of the presentation.
Total Points:	____ points	____ points	____ points
Final Total Points: ____ points (out of 10 points maximum)			

Grading Rubric: 9-10 points = 100%, 7-8 points = 90%, 5-6 points = 80%, 3-4 points = 70%, less than 3 points = no pass

Student Name: _____ **Evaluator:** _____

Rotation Name: _____

Evaluator Comments:

APPENDIX H

Rush University Department of Physician Assistant Studies Outside Preceptor Information Sheet

General Information:

Preceptor Name: _____ MD DO PA-C APN (circle one)

Preceptor Email: _____

Practice Name: _____

Practice Address: _____

City: _____ State: _____ Zip Code: _____

Office Phone# _____ Office Fax#: _____

Office Preferred Contact Name: _____

Office Contact Phone: _____

Office Contact E-mail address: _____

Preceptor Information:

Preceptor Preferred Method of Contact: Email Phone

Preceptor Office Hours:

Mondays _____ to _____

Fridays _____ to _____

Tuesdays _____ to _____

Saturdays _____ to _____

Wednesdays _____ to _____

Sundays _____ to _____

Thursdays _____ to _____

Do you take Call? Yes No

State License# _____

Board Certified in Specialty: Yes No Specialty: _____

**For PAs and APNs, please list the name of your supervising physician and his/her specialty: _____

Have you served as a preceptor for other medical/PA/APN students before? Yes No

Practice Information:

Community Type: Rural Suburban Urban Inner City

Patient Population: Infants Children Adolescents Adults Elderly

Practice Setting(s): Inpatient Outpatient Operating Room Emergency Room

Additional Questions:

Do you see patients at a hospital or other health care facility? Yes No

Will you be taking students to these facilities, even to shadow or observe? Yes No

If yes, an additional affiliation agreement will be required for the hospital/facility. Please provide the contact information below:

Primary Hospital/Facility:

Contact Name for Student Education: _____

E-mail address: _____

Hospital/Facility Name: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Phone#: _____ Fax #: _____

Please Return Form via fax or email to:

Jessica Vlaming MS, PA-C
Director of Clinical Education, Assistant Professor
Department of Physician Assistant Studies
Rush University Medical Center
Director of Physician Assistant Clinical Practice
Medical Affairs
600 S. Paulina, Suite 761 AAC
Chicago, IL 60612
phone: 312.942.9068
fax: 312.563.2805
email: jessica_vlaming@rush.edu

APPENDIX I

Rush University Department of Physician Assistant Studies Preceptor Letter of Agreement

Preceptor Office Letterhead

[Preceptor Name]
[Street Address]
[City, ST ZIP Code]

[Date]

Jessica Vlaming MS, PA-C
Director of Clinical Education
Rush University, Department of Physician Assistant Studies
600 S. Paulina Ave, 761 AAC
Chicago, IL 60612

Dear Jessica:

I agree to be a clinical rotation preceptor for Rush University Physician Assistant students. I have completed the preceptor information sheet and agree to abide by all Rush University Department of Physician Assistant Studies policies as outlined in the clinical preceptor handbook.

Sincerely,

[Preceptor Name]
[Title]

APPENDIX J

The following additional program policies relevant to evaluating performance, assessment, and progression through the program are located in the Department of Physician Assistant Studies Student Handbook – Class of 2018:

Rush University Statement of Academic Honesty

Technical Standards for PA Students

College of Health Sciences: Guide to Professional Conduct

Physician Assistant Program Professionalism Policy

AAPA Guidelines for Ethical Conduct for the Physician Assistant Profession

NCCPA Competencies for the Physician Assistant Profession