



Saint Elizabeth
University

PHYSICIAN ASSISTANT PROGRAM

Clinical Year Guide
2026

SEU PA Program Clinical Year Guide 2026



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PHYSICIAN ASSISTANT PROGRAM

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OVERVIEW

Introduction

The final year of the Saint Elizabeth University Physician Assistant Program consists of supervised clinical experiences (SCPE) also referred to as clinical rotations. These supervised clinical practice experiences provide each student with practical experience in the medical care of patients across the lifespan in a variety of settings. Under the supervision of a clinical preceptor, the student will apply and integrate knowledge, skills, and behaviors gained in the didactic phase to actual care of patients as a member of the interdisciplinary health care team. The emphasis of these experiences is on the coordination and collaboration of medical care and the student will become familiar with the diagnosis, treatment and management of the patients in the disciplines of Internal Medicine, Family Medicine, Women’s Health, Pediatrics, Psychiatry and Behavioral Health, General Surgery, and Emergency Medicine. These experiences are designed to build competence in fundamental clinical skills through practice and feedback, and to enhance confidence in preparation for graduation and practice.

Throughout the clinical year, SEU PA students must always remember that they represent themselves, the program, the university, and the PA profession.

Philosophy

Learning the skills necessary to become a competent and compassionate healthcare practitioner is best accomplished

through organized clinical experiences in a positive nurturing environment through direct observation, hands-on practice, constructive feedback, mentoring, and supplemental reading. This process is an active partnership between the students, the clinical preceptor, the PA Program, and Saint Elizabeth University.

Purpose

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

Preface

Many of the policies provided in this guide are the same referenced in the SEU Student Handbook and Academic Catalog. However, due to the nature of the SEU PA Program curriculum and education, some SEU PA Program policies are more stringent than those of the University. In the event that the PA Program policy differs, it will take precedence. In addition, some policies at affiliated clinical sites may also supersede those outlined here in the SEU PA Program Clinical Year Guide. Such policies are provided to the students during the orientation to the clinical year and electronically in the eMedley system.

All material in this guide is presented in a good faith effort to inform accepted and enrolled students of the SEU PA Program of current policies and procedures.

The SEU PA Program reserves the right; at its sole discretion; to make changes in the policies and procedures of the program, its academic calendar, admissions requirements, degree requirements, and standards necessary for successful completion of the program. It is the responsibility of each student enrolled in the SEU PA Program to read and abide by the rules, regulations, and policies outlined in this guide and within all SEU publications.

Students are required to sign an acknowledgement statement confirming that they have received a copy of this guide, have read, reviewed, and understand the information and program requirements described within, and agree to uphold the policies while a student in the SEU PA Program. The acknowledgement is located in *Appendix B*.

SEU PA PROGRAM CONTACT INFORMATION

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SEU PA PROGRAM MISSION

Mission

The mission of the SEU PA Program is to provide a collaborative, respectful, and spiritually enriched learning environment that educates PAs who are competent and ethical medical providers committed to high-quality patient care as responsible members of the healthcare team. Our graduates will promote the dignity and diversity of all patients, in the spirit of service, social justice, and leadership to the community and the PA profession.

Vision

The PA Program at Saint Elizabeth University will be recognized as a leader in graduating PAs committed to excellence, servant leadership, and social justice in the provision of medical care to all patients.

Values

The SEU PA Program affirms the values of Saint Elizabeth University: Integrity, Leadership, Social Responsibility and Excellence and the translation of these values into the provision of medical care for all individuals.

Program Goals

The program goals flow from the mission of the SEU PA Program and support a learning environment that emphasizes student achievement and service. The rigorous curriculum provides the student with the knowledge, skills and attitudes necessary for competent clinical practice with a strong focus on leadership and patient advocacy skills in the spirit of community service and social justice.

The SEU PA Program strives to achieve the following:

1. Prepare competent PAs who exhibit the knowledge, skills and attitudes consistent with entry level clinical practice.
2. Provide a learning environment that promotes academic excellence.
3. Foster the development of critical thinking skills.
4. Create a spiritually enriched atmosphere.
5. Support the academic, professional, and personal growth and development of the student.
6. Model the collaborative, respectful, and successful healthcare team approach to achieving goals.
7. Promote respect for patient diversity.
8. Endorse social justice for all individuals within the context of healthcare.

STUDENT LEARNING OUTCOMES (SLOs)

The SEU PA Program's Student Learning Outcomes (SLOs) are adapted from the *Competencies for the PA Profession 2012*,¹ which reflect the expected competencies for clinically practicing PAs in the areas of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, and systems-based practice. The SEU PA Program Competencies and SLOs have been set at the level of a new graduate.

Graduates of the PA Program at Saint Elizabeth University are expected to:

Medical Knowledge Competency: Employ critical thinking skills to incorporate medical knowledge, evidence-based principles, and patient information into the provision of medical care to patients across the lifespan and in a variety of settings.

1. Explain the etiologies, risk factors, underlying pathophysiologic processes, signs and symptoms, differential diagnosis, and management for medical and surgical conditions across all organ systems and across the lifespan;
2. Utilize an investigatory and analytical approach to knowledge acquisition, assessment and problem solving to diagnose and manage common medical, surgical and behavioral conditions;
3. Incorporate knowledge of basic and clinical sciences and principles of evidence-based medicine into the provision of preventative, acute, chronic, and emergent care to patients across the lifespan.

Patient Care Competency: Provide patient-centered medical care including assessment, evaluation and management of patients across the lifespan, as a responsible member of the healthcare team. Support patients in the achievement of optimal health and wellness, taking into account their personal situation.

4. Skillfully and competently perform comprehensive and focused interviews, and physical examinations on patients across the lifespan, develop a differential diagnosis, and initiate an assessment plan based upon the results;
5. Recognize when urgent or emergent care is warranted and initiate evaluation and management;
6. Interpret the results of laboratory tests and diagnostic studies in order to evaluate and direct patient care;
7. Develop, initiate, and monitor appropriate evidence-based treatment plans including pharmacologic and non pharmacologic modalities; incorporating the results of the patient assessment, clinical judgment, and the patient's personal situation;
8. Accurately organize, interpret, document, and record information regarding the patient encounter, and effectively communicate findings in written, electronic, and oral forms to all members of the healthcare team;
9. Recognize and address the psychological, behavioral, social, and cultural factors, and health disparities that impact the health of a patient;
10. Provide appropriate counseling and patient education aimed at preventing disease, promoting and improving health and/or optimizing the patient's current situation;
11. Perform medical and surgical procedures germane to general PA practice.

1 <https://prodcmsstoragesa.blob.core.windows.net/uploads/files/PACompetencies.pdf>

Interpersonal and Communication Skills Competency: Develop appropriate relationships with the members of the multidisciplinary healthcare team, and patients and their family members; utilize interpersonal and communication skills appropriate to a given context to effectively exchange information.

12. Engage in effective, sensitive, and respectful communication with patients and families to accurately obtain and use essential information to construct a patient-centered management plan;
13. Utilize appropriate interpersonal skills at all times to promote culturally and diversity-responsive care to patients from all walks of life;
14. Collaborate as a responsible member/leader of an interprofessional health care team to provide developmentally appropriate, effective, and evidence-based patient care.

Professionalism Competency: Exhibit exemplary professional and ethical behavior at all times and demonstrate respect and sensitivity to diverse patient populations.

15. Act with professional honesty and integrity at all times; demonstrating professional and ethical behavior in all in interactions with supervisors, colleagues, patients, families, and other members of the healthcare team;
16. Upon graduation, be prepared to enter the workforce as a clinically practicing PA with knowledge and skill to gain

employment, obtain and maintain state licensure, and achieve and maintain NCCPA certification.

Practice Based Learning and Improvement Competency: Engage in meaningful personal and professional self assessment and development activities to promote excellence in the practice of medicine and delivery of quality patient care.

17. Exhibit on-going self-reflection and actively engage in personal and professional growth and development to promote excellence in the provision of patient care;
18. Identify areas of individual practice needing improvement, design, and recommend strategies to improve to support development of effective medical practice;
19. Search the current body of literature, critically analyze the information, synthesize the results and apply it to the care of the patient.

System Based Practice Competency: Provide quality medical care and promote patient advocacy and social justice within the context of the larger healthcare system; participate in leadership and advocacy opportunities to support the delivery of healthcare to all individuals and advance the PA profession.

20. Promote health, wellness, and accessible care for all populations and recognize and develop strategies to address system biases and social justice issues that contribute to health care disparities;
21. Identify system failures and contribute to a culture of safety and improvement to support quality patient care;
22. Advocate for and support the patient and family in obtaining quality care as they navigate the complexity of the healthcare delivery systems;
23. Demonstrate the ability to participate as PA leaders at the local, regional, state and national levels, shaping future policy, and legislation to advance the PA profession.

CLINICAL PHASE CURRICULUM

Students in the SEU PA Program progress to the clinical phase of the program after they have successfully completed all didactic coursework, including a summative didactic evaluation as part of *PA 680 Didactic Capstone*. Students must also complete all clinical year requirements as defined in *PA 614 Professional Growth and Development for PA Practice*. Failure to complete these requirements by the due dates may result in a delayed start to the clinical year. This may, in turn, delay the student's graduation from the program. Some rotations have additional requirements, which students must complete prior to starting the specific rotations (e.g. drug tests, immunizations, site-orientation, or site-specific training).

In addition to the clinical rotations, seminar-based coursework focused on PA professional practice, leadership skills, social justice, and application to actual clinical scenarios, continues into the clinical portion of the MS PA Program.

Spring semester

- PA 615 Advocacy and Social Justice Seminar (1 credit)
- PA 663 Evidence Based Medicine Seminar (1 credit)
- PA 675 Applied Clinical Decision Making and Cost-Effective Patient Care Seminar (1 credit)
- PA 681 SCPE Core Internal Medicine (5 credits)*
- PA 682 SCPE Core Family Medicine (5 credits)*
- PA 683 SCPE Core Pediatrics (5 credits)*

Summer semester

- PA 616 Essentials of PA Practice Seminar (1 credit)
- PA 676 Applied Clinical Decision Making and Patient Safety Seminar (2 credits)
- PA 684 SCPE Core Women's Health (5 credits)*
- PA 685 SCPE Core Psychiatry (5 credits)*
- PA 686 SCPE Core General Surgery (5 credits)*

Fall semester

- PA 617 Leadership, Advocacy and Service in PA Practice Seminar (1 credit)
- PA 677 Applied Clinical Decision Making and the Transition to Practice Seminar (2 credits)
- PA 690 Summative Capstone (0 credit)
- PA 687 SCPE Core Emergency Medicine (5 credits)*
- PA 691 SCPE Elective (5 credits)*
- PA 692 SCPE Clinical Practicum (5 credits)*

* The order of the Clinical Rotation courses will vary by student placement & availability of clinical rotation sites

CLINICAL YEAR SCHEDULE

*****All dates subject to change**

Spring 2026 Semester (15 weeks / 18 credits)

Monday, January 5 through Friday, April 17, 2026

Rotation 1

Monday, January 5 – Friday, February 6, 2026;

Call back day: Friday, February 6, 2026

Holiday: Martin Luther King Day, Monday, January 19, 2026

Rotation 2

Monday, February 9 – Monday, March 16, 2026;

Call back day: Friday, March 13, 2026

Holiday: President's Day, Monday, February 16, 2026

Rotation 3

Monday, March 16 – Friday, April 17, 2026;

Call back day: Friday, April 17, 2026

Holiday: Good Friday, April 3, 2026

Break: Monday, April 20 – Friday, April 24, 2026

Summer 2026 Semester (17 weeks / 18 credits)

Monday, April 27 through Friday, August 7, 2026

Rotation 4

Monday, April 27 – Friday, May 29, 2026;

Call back day: Friday, May 29, 2026

Holiday: Memorial Day, Monday, 5/25/26

Rotation 5

Monday, June 1 – Thursday, July 2, 2026;

Call back day: Thursday, July 2, 2026

Holiday: Independence Day, Friday, July 3, 2026

Rotation 6

Monday, July 6 – Friday, August 7, 2026;

Call back day: Thursday, August 6, 2026

Packrat II: Friday, August 7, 2026

Break: Monday, August 10 – Friday, August 14, 2026

Fall 2026 Semester (18 weeks / 18 credits)

Monday, August 17 through December 11, 2026

Rotation 7

Monday, August 17 – Friday, September 18, 2026;

Call back day: Friday, September 18, 2026

****Callback day will consist of EOR, turn in assignment and PA 690 SUMMATIVE OSCE**

Holiday: Labor Day, Monday, September 7, 2026

Assessment/Review Week

PANCE Review: *Monday, September 21, 2026 - Thursday, September 24, 2026*

PA 690 End of Curriculum Exam: Friday, September 25, 2026

Rotation 8

Monday, September 28 – Friday, October 30, 2026;

Call back day: Friday, October 30, 2026

Rotation 9

Monday, November 2 – Friday, December 4, 2026;

Call back day: Friday, December 4, 2026

Holiday: Thanksgiving Break, Thursday, November 26 and Friday, November 27, 2026

Graduation Date: TBD

Commencement Date: TBD

Community Service Learning Requirement

All PA students are required to continue to participate in community service learning activities. Students are required to complete at a minimum 8 hours per semester. These experiences will foster a greater understanding of the social, economic, and cultural factors that may impact the health of the student's patients.

PA students are required to submit a *Community Service Record* to their PA Program faculty advisor at the completion of each semester (see *SEU PA Program Student Handbook Appendix L*).

SCPE GUIDELINES

The clinical portion of the program involves in-depth exposure to patients in a variety of clinical settings. The settings,

characteristics, assigned tasks, and student schedules vary depending on the site. The organization of the clinical experiences is outlined below, although the order of rotation will vary for each student based on preceptor availability.

The clinical year (12 months) of the PA Program consists of nine (9) five-week required clinical rotations, seven (7) of which are core rotations and two (2) are electives.

- PA 681 SCPE Core Internal Medicine (5 credits)
- PA 682 SCPE Core Family Medicine (5 credits)
- PA 683 SCPE Core Pediatrics (5 credits)
- PA 684 SCPE Core Women's Health (5 credits)
- PA 685 SCPE Core Psychiatry (5 credits)
- PA 686 SCPE Core General Surgery (5 credits)
- PA 687 SCPE Core Emergency Medicine (5 credits)
- PA 691 SCPE Elective (5 credits)
- PA 692 SCPE Elective Clinical Practicum (5 credits)

**inpatient experience will vary by clinical site*

- All clinical rotations are 5-weeks long and begin on a Monday or Tuesday unless otherwise noted. All rotations are assigned by the Director of Clinical Education/Associate Program Director.
- Each clinical rotation has a designated preceptor who is responsible for the coordination of the student's overall learning experience. Preceptors are licensed clinical providers (MD, DO, PA-C, NP, etc.) who have been assigned by the clinical site and approved by the PA Program to supervise students. The preceptor may delegate some of the teaching or coordination functions to other qualified clinicians throughout the course of the rotation.
- SEU PA students will only see and evaluate patients when their clinical preceptor is present on the site and available to see every patient. Preceptors will see and examine every patient seen by the PA student. All invasive procedures will be performed under the direct supervision of the preceptor or designee. All laboratory, radiological, and medical record notes (i.e. notes, orders) will be co-signed by the preceptor prior to implementation. PA students will not write prescriptions or order diagnostic tests without the direct supervision of the preceptor who is present and able to cosign the order(s). PA students may not provide patient education, discharge inpatient, outpatient, or emergency department patients until the supervising preceptor has seen the patient and discussed plans, instructions, and/or follow up care with the student and patient.

Students must respect boundaries and scope of being a PA student. Students will not misrepresent themselves or introduce themselves as independently practicing providers nor refer to themselves using a credential earned prior to attending the PA Program. Students may not perform the duties of their previously earned credential on an assigned clinical rotation.

- **Students are required to be available during a given rotation for a MINIMUM of eight hours per day and AT LEAST forty hours per week - This does NOT include transportation time. Some rotations may involve shorter or longer hours, (including scheduled 10-12 hour shifts), evening or on-call responsibilities, and weekend hours. The preceptor determines the student's on-site schedule and clinical responsibilities. Students must adhere to each rotation site schedule and all assignments developed by the sites and preceptors. Students DO NOT leave at the end of the day until released by the preceptor. Students are REQUIRED to work the same shift/shift times as their preceptors. Failure to do so will result in a professionalism violation.**

- Attendance on rotations is mandatory. Absences must be reported to the preceptor and the Director of Clinical Education/Associate Program Director. Any time missed must be made up at the discretion of the Director of

Clinical Education/Associate Program Director and/or preceptor.

- A preceptor must be present while a student is on a rotation, therefore in the event a student misses a day from a rotation due to preceptor absence (and another preceptor has not been designated), the student must notify the Director of Clinical /Associate Program Director to discuss the situation and ensure the required rotations expectations are able to be met.
- **Students are required to return to the SEU PA Program on the days indicated by the SEU PA Program and this handbook.** Additional required callback days may be scheduled throughout the clinical year. During this time, students will take a rotation specific examination, perform OSCE's, and/or participate in Grand Rounds presentations; and engage in activities in the concurrent seminar based courses.
- Physician Assistant students are responsible for their own transportation costs to and from all clinical rotation sites including core and elective rotations.
 - Students must comply with all health requirements of each clinical site including COVID-19 testing. Students must be prepared to provide evidence of such compliance directly to the clinical site if requested.
- The SEU PA Program will use Moodle for the delivery of course components for all clinical year SCPE courses, which are overseen by the Clinical Coordinator and principal/adjunct faculty course directors. Components include but are not limited to engagement with the course director/instructor, discussion boards, and additional reading assignments. Students are expected to actively engage in all Moodle course activities.
- Grading for each core SCPE course is based on multiple components including the preceptor evaluation of student performance, PAEA end of rotation examination, OSCE and/or PANCE presentation, written patient encounter note(s), patient log records, and submission of student mid-rotation self-evaluation and student evaluation of clinical site and preceptor. For elective SCPE courses, a Grand Rounds presentation will replace the OSCE/PANCE presentation and EOR examination. Please see individual course syllabi for further details.
- In the event that a student experiences any difficulty during a clinical rotation, he/she is advised to contact the PA Program **immediately**. The student may be given suggestions to manage the situation on their own, or if necessary, a faculty member will intervene. It is the student's responsibility to notify the program of the outcome whether or not resolution is achieved between the parties involved.

Upon completion of a rotation, students are not permitted to contact their preceptor or return to the clinical site for any reason other than potential job interviews for future employment, or requests for letters of recommendations for future employment. Students will acknowledge that preceptor feedback is taken under consideration for any remediation action, but that the final decision comes from the Director of Clinical Education/Associate Program Director and the PA Program Student Progress Committee. Students who approach their previous preceptors to discuss or review rotation final evaluations, are considered in violation of the SEU PA Student Professional Behaviors expectations and a Professional Incident Report will be submitted to the PA Program Professional Behavior Sub-committee .

Unauthorized participation: Upon completion of each rotation, the preceptor-student clinical relationship will be terminated, and the student will no longer be allowed to return to that site in any capacity while enrolled in the SEU PA Program, unless to make up hours per the approval of the Director of Clinical Education/Associate Program Director and preceptor or if assigned for a subsequent rotation. Students are under no circumstances to perform any independent work with preceptors in any capacity unless it is in the duration of their assigned and approved clinical rotation. Students who return to a clinical site in any such capacity, outside the assignment and duration of an assigned clinical rotation are considered in violation of the SEU PA Student Professional Behaviors expectations and a Professional Incident Report will be submitted to the PA Program Professional Behavior Sub-committee. Students engaged in such activities are not covered by the University-provided general and professional liability

insurance and may be considered to be practicing without a license. Consequences of such actions may include disciplinary actions by the PA Program and/or University, including dismissal from the program; and legal ramifications including denial of state licensure.

Callback days

After the completion of each five-week rotation, students are required to return to campus for mandatory scheduled events. These callback days include end-of-rotation testing, on-going review and assessment of clinical and presentation skills, as well as various education and professional events as part of the seminar courses, advisor meetings and summative evaluation. In addition, the students may be required to return to campus for additional meetings and assessment activities throughout the clinical year. Attendance is required for callback days and all scheduled events on those days.

General Goals of the Clinical Year

The clinical year takes students from the theoretical classroom setting to an active, hands-on learning environment to prepare them for a lifetime of continued refinement of skills and expanded knowledge as a practicing PA. To this end, the goals of the clinical year include:

- Apply didactic knowledge to supervised clinical practice
- Develop and sharpen clinical problem-solving skills
- Expand and develop the medical fund of knowledge
- Perfect the art of history taking and physical examination skills
- Sharpen and refine oral presentation and written documentation skills
- Develop an understanding of the PA role in health care delivery
- Promote respect for patient diversity
- Endorse social justice for all individuals within the context of healthcare
- Prepare for the Physician Assistant National Certifying Exam
- Develop interpersonal skills and professionalism necessary to function as part of a medical team

Clinical Year Common Outcomes

Each clinical year rotation course has discipline-specific course outcomes that are aligned to the program's overall student learning outcomes in the areas of medical knowledge, patient care, interpersonal and communication skills, professionalism, practice-based learning and improvement, and systems-based practice.

Specific course learning outcomes and instructional objectives are located in the individual course syllabi. The following represents a compilation of the outcomes for all SCPE courses, which will be met across the clinical year.

Medical Knowledge

1. Understand the etiologies, risk factors, underlying pathophysiologic processes, signs and symptoms, differential diagnosis, and management for the disease processes listed in the discipline-specific PAEA end of rotation exam topic list, as applicable.
2. Demonstrate sufficient working knowledge of diseases commonly seen in the clinical discipline medicine, including epidemiology, pathophysiology, presentation, diagnosis, and treatment; and integrate

this knowledge into the care of patients across the lifespan.

3. Apply critical thinking and decision making skills to patient assessment and management.

Patient Care

4. Elicit an accurate and thorough medical history from patients across the lifespan, and/or their caregiver/family, as appropriate.
5. Perform a comprehensive and/or appropriately focused physical exam on patients across the lifespan, recognizing normal and abnormal findings.
6. Using the results from the medical history and physical examination, develop a differential diagnosis and a plan for further diagnostic evaluation; for patients who present for acute, chronic, emergent, and preventative care as applicable in the discipline and setting.
7. Select and interpret the results of laboratory tests and diagnostic studies, in order to evaluate and direct patient care for patients who present for acute, chronic, emergent, and preventative care as applicable to the clinical discipline.
8. Develop, initiate, and monitor appropriate management plans, including pharmacologic and nonpharmacologic modalities; by incorporating the results of the patient assessment, evidence-based practice, clinical judgment, and the patient's personal situation; for medical conditions commonly seen during acute, chronic, emergent and preventative encounters in the clinical discipline.
9. Identify patients seeking care in the clinical discipline and setting who require referral and/or consultation; follow-up, review, and incorporate results/recommendations into the patient's management plan.
10. Recognize factors that can potentially impact the health of the patient, including psychological, behavioral, social, and cultural; and refer to resources and services, as appropriate.
11. Accurately organize, document, and record clinical patient encounter information in written and/or electronic format.
12. Accurately and confidently, present clinical patient encounter information to the preceptor and members of the healthcare team.
13. Provide patient education and counseling to patients across the lifespan, and their families and/or caregivers, as appropriate.
14. Under preceptor supervision, perform and/or assist with clinical procedures appropriate to the setting and clinical discipline.

Interpersonal and Communication Skills

15. Respectfully communicate with patients and families, adjusting communication style appropriately to the context of patient interactions.
16. Demonstrate empathy and sensitivity in all modes of communication with patients and families.
17. Integrate cultural competence and diversity-sensitive practices into patient care communications.
18. Engage in respectful interactions with the preceptor and all members of the interdisciplinary healthcare team.

Professionalism

19. Exhibit a strong work ethic as a dependable, engaged, and collaborative member of the healthcare team.
20. Demonstrate honesty and integrity at all times.
21. Understand and respect the privacy rights and confidentiality of all patients
22. Consistently identify him/herself as a PA student and articulate their role to patients, families, and other members of the healthcare team.
23. Present a professional attitude and demeanor towards the healthcare team, patients, families, and other clinical site constituents.

Practice Based Learning and Improvement

- 24. Exhibit an attitude of self-reflection, solicit and accept preceptor feedback, incorporate suggestions into practice.
- 25. Acknowledge limitations and mistakes; engage in self-directed learning to improve knowledge, skills, and behaviors.

Systems Based Practice

- 26. Act as an advocate for patients and their families.
- 27. Seek to understand the provision of cost effective quality care within the context of the healthcare payor

Clinical Year Requirements

Patient Encounters

Clinical rotation discipline specific **minimum** patient log expectations:

Internal Medicine: 8 patients per day inpatient setting; 10 patients per day outpatient setting

Family Medicine: 8 patients per day

Pediatrics: 8 patients per day

Women's Health: 8 patients per day

Psychiatry: 8 patients per day inpatient setting; 10 patients per day outpatient setting

General Surgery: 3 patients per day if in surgery; if rounding, 8-10 patients per day

Emergency Medicine: 10 patients per 12 hour shift

Elective and Clinical Practicum: 8 patients per day

Overall Clinical Year patient encounter type, **minimum** patient log expectations:

Acuity:

Preventative care: 44 patient encounters

Acute care: 160 patient encounters

Chronic care: 140 patient encounters

Emergent care: 72 patient encounters

Setting:

Outpatient: 320 patient encounters
Inpatient: 60 patient encounters
Emergency Department: 72 patient encounters
Operating Room: 20 patient encounters

Type:

Surgery

Pre-operative: 20 patient encounters
Intra-operative: 20 patient encounters
Post-operative: 20 patient encounters

Behavioral Health 24 patient encounters

Women's Health

GYN 20 patient encounters
Prenatal: 8 patient encounters

Lifespan: (MINIMUM requirements)

Infants (Birth to 2 years): 60 patient encounters total
Children (2 – 12 years): 131 patient encounters total
Adolescent (13 – 17 years): 81 patient encounters total
Adults (18 – 64 years): 964 patient encounters total
Elderly (65 years and older): 348 patient encounters total

Overall Clinical Year Emedley patient log expectations:

200 isolated patient logs per 5 week rotation

1800 isolated patient logs for the entire clinical year (7 Core rotations, 2 Elective Rotations)

Procedures

Prior to the clinical year, students will have practiced and demonstrated an ability to perform a variety of clinical procedures, including those listed below. During the clinical year, students are expected to observe (O), assist (A), and/or perform (P) the following procedures. It is the student's responsibility to discuss this list with the preceptor to determine availability and level of participation per the clinical site's policies.

Students must document all procedures (including those on the list below, and any other diagnostic, therapeutic, and surgical) in the SEU PA Program's eMedley platform.

Procedure	Number Required	Level
Fluorescein stain of the eye	1	A/P
Phlebotomy / IV access	10	P
Wound Care	10	P
Foreign Body Removal (any location)	1	O/A/P
Incision and Drainage of an Abscess	3	O/A/P
Suture Placement	3	P

Arterial Blood Gas	1	P
Splinting Upper Extremity	1	P
Splinting Lower Extremity	1	P
Injection: Intramuscular / subcutaneous	2	P
Injection: Intradermal	2	P
Digital Block / Local Anesthesia Administration	1	O/A/P
Staple Placement	1	P
Suture / Staple Removal	3	P
Electrocardiogram Interpretation (with Preceptor)	5	P
Nasogastric Intubation	1	O/A/P
Urethral Catheterization: Male	2	O/A/P
Urethral Catheterization: Female	3	O/A/P
Pelvic Examination	5	P
Urine Dipstick Interpretation	2	P
Obtain Throat Culture Specimen	2	P
Cardiopulmonary Resuscitation	1	O/A/P
Endotracheal Intubation	1	O/A
Central Venous Catheterization	1	O/A
Point of Care Ultrasound	5	A/P
Arthrocentesis	0	O/A/P
Paracentesis	0	O/A
Thoracentesis	0	O/A
Tube Thoracostomy	0	O/A
Lumbar Puncture	0	O/A

Additional Curriculum Requirements

In addition to the clinical rotations, seminar-based coursework focused on PA professional practice, leadership skills, social justice, and application to actual clinical scenarios, continues into the clinical portion of the MS PA Program.

Spring semester

- **PA 615 Advocacy and Social Justice Seminar (1 credit)**
The focus of this course is on continued leadership and advocacy development and engagement with social justice concerns within the student's sphere of influence with emphasis on the community, workplace, and professional organizations. Personal and professional growth and development continue to be supported as well as identification of resources and tools for success during the clinical year.
- **PA 663 Evidence Based Medicine Seminar (1 credit)**
During this third course in the research series, students will continue to work in groups with a faculty advisor to revise their research proposal and submit to the Institutional Review Board (IRB) and complete their study.
- **PA 675 Applied Clinical Decision Making and Cost-Effective Patient Care Seminar (1 credit)** This course provides the student with the opportunity to apply knowledge to the assessment and care of actual patients across the lifespan, including preventative care, impact of social determinants of health and psychosocial issues, and maximization of health and well-being. Review of actual patient cases with a faculty instructor allows for refinement of clinical decision making skills and judgment during supervised clinical practice experiences. The reimbursement unit of this course provides the student with the basics of coding, billing and the documentation necessary to meet the requirements for reimbursement of services rendered. Third party payers are compared and contrasted and the practice of socially responsible, cost-effective care is reviewed. Malpractice coverage and review of malpractice claims cases is provided to enable the student to consider how best to provide safe and effective

patient care.

Summer semester

- **PA 616 Essentials of PA Practice Seminar (1 credit)**
During this course, the student prepares a resume and cover letter appropriate for a graduate PA seeking a first clinical position. Practicality of the job search is explored along with state licensing and National Commission on Certification of Physician Assistants (NCCPA) certification requirements. The development of leadership skills within the context of clinical practice is emphasized along with the practical impact of social determinants of health on the practical care of patients. Personal and professional growth and development continue to be supported as well as identification of resources and tools for success during the clinical year.
- **PA 676 Applied Clinical Decision Making and Patient Safety Seminar (2 credits)**
This course provides the student with the opportunity to apply the knowledge gained throughout the curriculum to the assessment and care of actual patients across the lifespan, including preventative care, impact of social determinants of health and psychosocial issues, and maximization of health and well-being. Review of actual patient cases with a faculty instructor allows for refinement of clinical decision making skills and judgment during supervised clinical practice experiences. Board review presentations and simulation activities are used to allow the student to continue to develop the integration of the knowledge, skills and attitudes necessary for competent PA clinical practice. The safety unit of this course allows the student to explore the concepts of patient safety and medical errors as well as the use of complementary and alternative medicine (CAM) from the clinical perspective. The student will also identify, review and discuss current topics and events related to healthcare and PA practice with their peers.

Fall semester

- **PA 617 Leadership, Advocacy and Service in PA Practice Seminar (1 credit)**
During this course, the student continues to focus on the job search. Presentations, seminars and workshops on interviewing, responding to a job offer, consideration of benefits and salary, contract negotiations, and the credentialing processes are provided. Opportunities for leadership roles, advocacy, and service at the university, local, state and national levels are explored.
- **PA 677 Applied Clinical Decision Making and the Transition to Practice Seminar (2 credits)** The course continues to provide the student with the opportunity to apply the knowledge gained in the program to the assessment and care of actual patients across the lifespan, including preventative care, impact of social determinants of health and psychosocial issues, and maximization of health and well-being. Review of actual patient cases with a faculty instructor allows for refinement of clinical decision making skills and judgment during supervised clinical practice experiences. Board review presentations support the student to refine the integration of the knowledge, skills and attitudes in the transition to competent clinical practice as a PA.
- **PA 690 Summative Capstone (0 credit)**
Assessment of student knowledge, skills and behavior provides an overall summative measurement to determine readiness for clinical practice. This summative assessment will document individual achievement of student learning outcomes and evidence of competency expectations to determine if the student has the broad and specific knowledge, skills and behaviors expected of an entry-level clinical PA. The student completes the professional development plan and submits a professional portfolio.

ACLS

ACLS training will be provided for all students during the second or third semester of the clinical year. This training is provided by an outside agency and will take place during weekend hours. All students are expected to participate. Scheduling will take into account religious observances. If the student does not take the ACLS training on the scheduled day, they will be expected to complete ACLS on their own and will incur financial responsibility for their independent instruction.

CLINICAL YEAR POLICIES AND PROCEDURES

The following policies apply to all students while participating in supervised clinical practice experiences.

Course Instruction and Activity

In addition to the University's learning management system, Moodle, the SEU PA Program uses eMedley Solutions for the management of the clinical year. This solution includes scheduling, communication, patient logging, and evaluation systems. Further information regarding the clinical year and supervised clinical practice experiences courses can be found in the relevant syllabi. Students are expected to fully engage with all activities in Moodle as assigned or scheduled by the adjunct faculty.

Clinical Rotation Site Approval (A3.03)

The Clinical Site Manager is responsible for overseeing the identification and development of all sites to be used for the clinical rotation courses. The Director of Clinical Education/Associate Program Director, along with the Clinical Site Manager and Clinical team administrative assistant will assign students to the clinical sites for each clinical year course. These include the seven 'core' course/rotations and the two 'elective' course/rotations. The SEU PA Program does not permit students to participate in "external rotations."

PA students are not permitted to solicit a clinical site or clinician for a clinical rotation. Students will be allowed to suggest potential sites and preceptors to the Clinical Site Manager and Director of Clinical Education/Associate Program Director. However, the Clinical Site Manager and Director of Clinical Education/Associate Program Director are responsible for clinical site identification, contact, and evaluation as well as the evaluation of a potential preceptor. The

SEU PA Program must approve all clinical sites and preceptors prior to student placement. Students should not expect to be placed at a clinical site for which they make a suggestion.

At no time should a student reach out to a site or preceptor via phone, text, email or in person. Doing so will result in a professionalism violation. The only time a student should contact a preceptor/rotation is when the student is on rotation with that preceptor and the preceptor has approved a method of communication. However, any correspondence to the preceptor regarding hours worked, days off, etc needs to ALSO be sent to the Director of Clinical Education/Associate Program Director, Ms. Booth and Mrs. Kramer.

Student Placement

The Clinical Site Manager and Director of Clinical Education/Associate Program Director will assign all students to the clinical sites for each clinical rotation course. The Clinical Site Manager and Director of Clinical Education/Associate Program Director will take into consideration each student's academic performance and professional behavior during the didactic phase of the SEU PA Program and the expectations of each clinical setting when scheduling students.

Although every effort will be taken to meet student's specific needs or requests, this is not guaranteed, as the SEU PA Program must ensure each and every student has been given the opportunity to meet the SEU PA Program's expectations and acquire the competencies needed for entry into clinical PA practice.

PA students will not be placed at clinical sites in which a family member would or may serve as a

preceptor. **Family members cannot precept PA students, nor can they complete an evaluation on the student's behalf.**

Student Rotation Assignment

No rotation is guaranteed or promised to the students. Clinical Rotations may be reassigned at any time if the need arises, and the student will be placed on an alternate rotation that aligns with the course learning outcomes.

In the event a SCPE rotation warrants student reassignment due to detrimental findings from ongoing monitoring of the site or newly identified barriers to an optimal learning experience (e.g. staffing shortages, preceptor leaves the clinical site, etc), the PA Program will re-assign the student.

Students can be placed up to a 1 hour commute time (without traffic) FROM SAINT ELIZABETH UNIVERSITY. Regardless of where the student lives, the student will be responsible for getting to/from their sites and for being punctual, regardless of commute/traffic conditions. Failure to do so will be considered a professionalism violation.

Expectation of hours

During clinical rotations, students should expect to spend at least 40 hours per day and 200 hours overall on each 5-week rotation. Taking into account breaks and lunchtime, PA students are expected to spend a minimum of 35 active hours per week on average, (minimum of 175 active hours per 5-week rotation). Some sites may require additional hours, long shifts, nights, weekends, and on-call responsibilities. Students will be notified of each site's requirements in advance and must make arrangements to comply.

General Guidelines for Surgical rotations: The culture of surgical education has developed such that very long hours are put in each day by the very dedicated members of a surgical team. While the Program does not provide a strict limitation of hours for students when on rotations, it is suggested that a student work no more than 70 hours per week. However, it is up to the individual student to determine if he/she wishes to spend additional hours on the rotation. This guideline is meant to be beneficial to the student's education as it allows the student to work out his/her individual schedule with the team and allows a student to stay late by personal choice. The Program feels that by imposing a specific work limit, it may impede learning and impose a barrier between the student and the team. Students who are concerned about the required hours on a rotation should contact the Director of Clinical Education/Associate Program Director for guidance.

Travel and Housing

Clinical sites are located throughout the tristate area. During the clinical year, students must be able to travel to and from clinical rotation sites, regardless of the location. The student is responsible for all transportation, travel, parking, and incidental costs related to SEU PA Program related activities.

Estimated travel costs, including tolls, could be as much as \$3000/year.

Students are responsible for securing and paying for their own housing during the clinical year. This may include additional food, transportation, and housing costs, in addition to those of their primary or local residence.

PA Student Identification (A3.06)

PA students must be clearly identified in the clinical setting to distinguish them from physicians, medical students, and other health profession students and graduates.

The PA Program provides each student with a name tag that identifies them as a PA student. Students are required to wear their name tags during all on-campus activities and, when appropriate, on clinical rotations. If the name tag is not permitted at a clinical site, the clinical site will provide other means of such identification.

Students are required to wear a short white coat with embroidering that identifies them as St. Elizabeth University PA students. Students are required to wear these white coats during all patient encounters while on clinical rotations. Students are required to comply with clinical site requirements for identification. In addition, students are required to identify themselves verbally as a PA student and sign all documentation with the designation PA-Student (PA-S).

Clinical Site Safety (A1.02g)

The SEU PA Program considers the security of students while on clinical rotations to be a priority. Safety and security measures at each affiliated clinical site are as part of the initial clinical site evaluation, prior to student placement, and during the on-going clinical site evaluations.

Personal safety and security is addressed with all students during new student orientation and again during the orientation to the clinical year. Information regarding each site's safety and security measures is available for students in the eMedley system and is provided as part of the orientation to that clinical site.

If a student, PA Program faculty, or preceptor, has a concern about the safety and security at a clinical site, or if an incident occurs, the facility's security personnel or the local authorities should be contacted immediately, and the Director of Clinical Education/Associate Program Director made aware of the situation. If an incident occurs, the students must also submit a *Safety Incident Reporting Form (SEU PA Program Student Handbook Appendix K)* to the PA Program Coordinator.

COVID-19

Students are expected to adhere to all clinical site specific COVID-19 policies and procedures, including providing and wearing appropriate personal protective equipment.

Students as Clinical or Administrative Staff (A3.04, A3.05b)

While engaged in clinical rotations, PA students may not be used as clinical or administrative staff. Students are required to notify the Director of Clinical Education/Associate Program Director immediately if they are asked to perform these duties to address the situation.

Under no circumstance may a student accept payment or compensation for their time while assigned to a clinical rotation course as a PA student.

Cellphones and Social Media

Cellphones are required during the clinical rotation courses and may be used in the clinical setting to facilitate communication between members of the team per the discretion of the preceptor. Students should not use their cellphones in any patient care areas; this may include nursing stations and other areas where patients may be present. Clinical sites may have additional cell phone use policies that the student must follow.

PA students must adhere to all clinical site social media policies. Students must maintain patient and staff confidentiality at all times. Students are not permitted to take or share pictures of patients with their personal device. Departmental equipment should be used for this purpose.

The use of social media, chat rooms, instant messaging and/or "surfing" the web during supervised clinical practice experiences is unprofessional and subject to disciplinary action including Professional warning, Probation or dismissal from the SEU PA Program.

Insurance: Malpractice and Liability

In accordance with clinical rotation requirements, the University will purchase general and professional liability insurance for the PA students. If requested by a clinical site, the SEU PA Program will purchase additional professional liability malpractice insurance for each student through CM& F Group Inc. The cost of this supplemental insurance (\$86 per student per year) is included in the SEU PA Program student fee. PA students are required to contact the Clinical Site Manager in the event they believe they have been involved in an incident, which may trigger a malpractice claim.

PA STUDENT HEALTH POLICIES

Health Insurance

PA students are required to have health insurance while enrolled in the SEU PA Program and must provide documentation of health insurance that provides hospitalization coverage. Each student's personal health insurance policy must remain active throughout their participation in the program. Students are responsible for any costs incurred in treating injuries and illness during matriculation including during the clinical year (e.g. needle stick or bodily fluid exposure). Students are required to cover the cost of required testing and immunizations.

Students are financially responsible for the cost of all healthcare services they may require while enrolled in the SEU PA Program, including any health care services required as a result of their participation in scheduled program activities (e.g. TB testing, immunizations, treatment of injuries, pathogen exposure evaluation and treatment, etc.).

Health Requirements (A3.07a)

PA students must update their physical examination, immunizations, and ppd testing prior to starting the clinical year. Students must upload and submit required documentation into CastleBranch. Any student who fails to submit the required documentation will not be permitted at any clinical sites.

Please note: some clinical sites may require additional immunization and/or have more stringent tuberculosis screening requirements. Students will be notified of such requirements prior to clinical year placements. Students are responsible for providing additional documentation directly to the clinical site.

Confidentiality of Student Health Records (A3.19)

SEU Student Health Services and *Castlebranch* will maintain all student health records in accordance with HIPAA confidentiality regulations. These records will not be accessed by the SEU PA Program faculty, staff or other students, unless authorized by the student to do so.

Clinical Site Additional Requirements

Clinical sites may require students to complete their own medical and immunization forms. It is the student's responsibility to comply with such requests. Therefore, students should maintain copies of all their medical and immunization records. **Failure to supply requested documentation by deadlines provided by SEU staff or clinical rotation staff will result in delayed rotation start, delayed graduation, professionalism violation and any extra fees incurred by the university for delays (ex. Extra tuition, etc).**

Clinical sites may require additional screenings and testing in addition to those required by the SEU PA Program (e.g. background check, drug testing, fingerprinting, color blind test, respirator fit testing, etc.) to which the student must agree to participate and for which the student will be held financially responsible.

Technical Standards

The SEU PA Program's Technical Standards, must be maintained throughout a student's matriculation and progress through the SEU PA Program, and are required for graduation. It is expected that students be able to adhere to the technical standards throughout all aspects of the SEU PA Program including the classroom, small group, simulation, and clinical rotation courses and in all interactions with faculty, instructors, fellow students, preceptors, members of the healthcare team, patients and their families.

Disability

Students experiencing a short term or permanent disability should seek assistance and accommodations from the Office of Disability Services. The office is located on the second floor of Mahoney Library. The phone number is (973) 290-4261. For a full listing of services and information, the website is <https://www.steu.edu/academics/accessibility/service>

BLOODBORNE PATHOGEN PREVENTION AND EXPOSURE POLICY (A3.08)

Training

PA students are required to interact with patients as part of their clinical training and future practice. As healthcare providers, they will encounter the risk of exposure to infectious diseases. Therefore, students must follow routine practices for preventing the exposure, spread, and development of communicable diseases. Upon acceptance into the SEU PA Program, students are required to complete the OSHA training module for blood borne pathogens through *Castlebranch*. Clinical training sites may require additional on-site training as part of their specific orientation process.

Prevention

The PA Program faculty, staff and students are expected to follow Universal Precautions during all activities that present a risk of exposure to blood/body fluids or chemical exposures.

Precautions include:

- 1) hand hygiene;
- 2) use of personal protective equipment (e.g. gloves, gowns, masks);
- 3) safe injection practices;
- 4) safe handling of potentially contaminated equipment or surfaces in the patient environment; and
- 5) respiratory hygiene/cough etiquette.

Specifically, faculty, staff and students must:

- 1) Act as though all patients have a potentially contagious blood borne disease;
- 2) Avoid direct contact with blood, body fluids, secretions, excretions, mucous membranes, non-intact skin, and lesions;
- 3) Avoid injuries from all “sharps;”
- 4) Avoid direct contact with items, objects, and surfaces contaminated with blood or body fluids;
- 5) Dispose of all “sharps” promptly in special puncture resistant containers;
- 6) Dispose of all contaminated articles and materials in a safe manner prescribed by law.

Saint Elizabeth University Facilities Department will provide the SEU PA Program with sharps containers, red bags, and medical waste containers; and coordinate proper disposal.

Post Exposure

If a student experiences a needlestick or other sharps injury, or is exposed to blood or other body fluid, he/she should follow these steps as indicated:

- Remove contaminated clothing.
- Immediately irrigate eyes with clean water, saline, or sterile irrigants for 15 minutes.
- Immediately flush splashes to the nose, mouth, or skin with running water.
- Vigorously wash needlesticks and cuts with soap and water for one minute with antibacterial soap, if available

If during a supervised clinical practice experience:

- Notify the preceptor and the Director of Clinical Education/Associate Program Director;
- Follow the incident reporting and post-exposure plan in place at the clinical site; (several sites offer evaluation on site, while others refer students to an emergency room, urgent care center or to the provider of their choice); • Seek follow up care with University’s Student Health Services. If the student prefers, he/she may seek evaluation from their personal healthcare provider.

All costs associated with any incident or exposure are the responsibility of the student.

If there is a question about the appropriate medical treatment for occupational exposures, 24-hour assistance is available from the Clinicians' Post Exposure Prophylaxis Hotline (PEpline) at **1-888-448-4911**.

Incident Report

Students must submit a *PA Program BBP Exposure Incident Report (SEU PA Program Student Handbook Appendix H)* to the Clinical Administrative Assistant in the event of any BBP exposure during both the didactic and clinical years.

The SEU PA Program will review all BBP Exposure Incident Reports to review the circumstances of the exposure incident to determine if revision of procedures, protocols and/or training is warranted.

The student may obtain post-exposure medical care from Student Health Services or the provider of their choice. The information regarding the student's medical care must be kept confidential and not be shared with the SEU PA Program.

BACKGROUND CHECK POLICY

The SEU PA Program has contracted with *Castlebranch* a full background check, which includes:

- New Jersey State Police Unlimited County Criminal Record Search
- Nationwide Federal Criminal Records
- Residency History / SSN Alert
- National Record Indicator w/ Sex Offender Index
- Nationwide Healthcare Fraud and Abuse Scan
- US Patriot Act Search

Prior to the start of the clinical year, students will be referred to *Castlebranch* for a background re-check. In the event that a clinical site requires additional testing, the site will provide the student with that information.

Students are responsible for all costs related to the background checks.

Findings on the background checks that limit the SEU PA Program's ability to secure supervised clinical practice experiences may prevent a student from progressing in the SEU PA Program, completing all requirements for graduation, and obtaining a license to practice as a physician assistant. Applicants and students are encouraged to review the New Jersey Physician Assistant Advisory Committee homepage (<http://www.njconsumeraffairs.gov/pa/Pages/default.aspx>) to learn more about the requirements for licensure in NJ, including a required criminal background check.

The SEU Program Director will review the results of all background re-checks. Adverse findings that prevent a student from being able to complete the required supervised clinical practice experience and subsequently meeting the requirements for graduation will result in the student being dismissed from the SEU PA Program.

Students may be required to submit or have the SEU PA Program submit the results of their background check directly to a clinical site. Students will be required to sign a release of information form indicating that the SEU PA Program has the right to release this information to the clinical affiliates as appropriate. Clinical sites reserve the right to require additional background checks. Clinical sites are not obligated to take any students who have any adverse finding(s) on the background check report.

The results of the background checks will be kept separate from the other student educational and academic records in accordance with FERPA.

SUBSTANCE ABUSE POLICY & PROCEDURES

Saint Elizabeth University is committed to the full development of persons. Therefore, it will make every effort to provide an environment for students, faculty and staff that is conducive to the total health, education and wellbeing of the person. In light of this, the University recognizes its responsibility and the responsibility of each person within the University community to provide an educational and workplace setting free of substance abuse.

The statement of policy, procedure and regulations for assuring an environment free of substance abuse is established also to protect the rights of all within the University community, and to protect the health and safety of its students and employees. The document expresses the manner in which we intend to comply with the Drug-Free Workplace Act of 1988, and the Drug-Free Schools and Communities Act Amendments of 1989. This policy shall apply to all employees and students of Saint Elizabeth University.

The Substance Abuse Policy has the following purposes:

- to protect the rights and responsibilities of all members of the University community while involved in University activities;
- to adhere to federal, state and municipal laws;
- to reduce alcohol and other drug abuse;
- to provide safety to all persons involved in University activities and employment; and
- to improve the academic and social atmosphere of the campus.

Saint Elizabeth University recognizes that substance abuse may be a symptom of deeper personal and emotional

difficulties.

Information, counseling and referrals about this problem are available on a confidential basis to students through the Wellness Center and to employees through the Human Resource Office or Employee Assistance Program. In an ongoing effort to provide education and information relating to substance abuse, the University will bi-annually provide substance abuse awareness programs. Each year the Substance Abuse Policy will be distributed to all students and employees; it will be reviewed every two years.

The full Statement of Policy can be found in the SEU Student Handbook on pages 41-43

(<https://www.cse.edu/documents/20182/70189/SEU-student-handbook-18-19.pdf/1932ada0-6ee6-455c-8754-def9b491c9a7>).

PA students must thoroughly read the policy for clarity of all its procedures and regulations. PA students who believe they have a drug or alcohol problem are advised to contact the SEU Counseling Center at (973) 290-4175 for confidential services.

The use of alcohol or other controlled substances, while on supervised clinical practice experiences, is strictly prohibited. PA students who are found to be under the influence or impaired will be dismissed from the clinical site, resulting in a failing grade for the rotation. Any PA student or physician assistant who is engaged in the use of controlled dangerous substances or noted to be under the influence or impaired, is subject to denial of state licensure.

Drug Screening Policy

In order to ensure patient safety, and as a condition for participating in supervised clinical practice experiences, students must submit a negative urine drug screen. All PA students will be required to undergo urine drug screening prior to the clinical year. Students will be referred to *Castlebranch* for instructions for a 10-panel drug test via *LabCorp*. Students are responsible for all costs associated with the urine drug testing process. *Castlebranch's* Medical Review Officer (MRO) will review all non-negative results.

The PA Program Director will review the final results of all urine drug screening. MRO confirmed non-negative results will prevent a student from being able to complete the required supervised clinical practice experiences and subsequently meet the requirements for graduation, and will result in dismissal from the SEU PA Program. In addition, students who have a MRO confirmed non-negative report may also be subject to disciplinary actions by the University.

Students may be required to submit or have the SEU PA Program submit the results of their urine test results directly to a clinical site. Students will be required to sign a release of information form indicating that the PA Program has the right to release this information to the clinical affiliates as appropriate. Students may be required to undergo additional urine screening at the discretion of a clinical affiliate. In that event, the student is responsible for all costs.

Clinical sites are not obligated to take any students who have any positive finding(s) on the urine drug screen report.

The information obtained from the urine drug testing results will be kept separate from the other student educational and academic records in accordance with FERPA.

COMMUNICATION/ ACCESS POLICIES

Upon matriculation, PA students will be given an SEU email account. All email communication between the SEU PA Program and students will take place solely within the system.

Saint Elizabeth University and the PA Program use the learning management system, Moodle, for the administration of all courses, including the clinical rotation courses. Announcements and course messages created in the system use the SEU e-mail platform for dissemination.

Communication with PA Program Faculty

All e-mail communication between the SEU PA Program and students will take place solely within the SEU e-mail system. **Cell Phones and text messaging are not to be used for communication with the SEU PA Program faculty and staff.**

If there is a need to contact the SEU PA Program for an issue regarding a clinical site/preceptor, the student should send an email to the Director of Clinical Education/Associate Program Director, copying the Clinical Administrative Assistant (Mrs. Kramer) and the Program Coordinator (Ms. Booth). The staff will review the issue and decide on a plan of action. The staff will communicate the plan of action to the student in a timely manner. The student should refrain from reaching out to other students, preceptors, staff, or clinical site administrators until they have received communication from the SEU PA Program Clinical year staff.

PA students are expected to respond to faculty e-mail messages in a timely manner. It is also reasonable for students to expect faculty to respond to emails in a timely fashion, within normal business hours. **Students should not expect answers to e-mail messages from faculty late at night or during the weekends.**

Social Media, Internet Use and HIPAA

PA students should be mindful of the image they project of themselves, the SEU PA Program, Saint Elizabeth University and the PA profession over the Internet. PA students are expected to be professional and respectful, and use good taste and common sense when engaging in such activities. Students are reminded that employers typically conduct web searches on job candidates before extending offers.

Students are expected to adhere to HIPAA requirements and other applicable federal and state laws when using the Internet and all forms of electronic communication. Students must maintain the privacy of all standardized patients, classmates, faculty, and staff of the SEU PA Program and Saint Elizabeth University employees; as well as patients, preceptors, staff, and employees of all clinical affiliates.

Students should not post personally identifiable information about themselves or anyone else. This includes, but is not limited to, phone numbers, addresses, birth dates, e-mail addresses, etc.

ATTENDANCE POLICY

Attendance is required for all SEU PA Program lectures, activities and supervised clinical practice experiences. Students are required to arrive on time for all scheduled activities. Attendance and punctuality are components of professional behavior.

Absences

In the event of an absence during a clinical course, students must notify the Director of Clinical Education/Associate Program Director, clinical year administrative assistant, and the preceptor(s).

Personal Days

PA students are permitted to use a maximum of one (1) personal day during each semester of the SEU PA Program. Students must request these days off in advance (**1 week minimum**) using the *Personal Day Request (SEU PA Program Student Handbook Appendix J)*. In the event that a personal day is being used for an urgent or emergent situation, the student must complete and submit the form to the Director of Clinical Education/Associate Program Director as soon as possible, upon return.

Personal days may be used for all types of absences and students do not have to provide a reason for the absence. However, requests may not be accepted or approved in certain situations. Absences from any of the following days may be considered unprofessional behavior and may result in a Professional warning.

- Includes those stated in the SEU PA Program Student Handbook under the Didactic Year; and
- Days on which a student is scheduled to give a presentation;
- Days on which a site visit with a faculty member has been scheduled;
- The day prior to a call back day
- Scheduled callback days at the end of each rotation.

Sick days, medical appointments, emergency and urgent situations and personal time off all require the use of personal days and require submission of the *Personal Day Request (SEU PA Program Student Handbook Appendix J)*.

Attendance on rotations is mandatory. Students are not permitted to miss more than one day per **semester**. Any missed time must be made up and scheduled with the preceptor. The ability to make up the required contact hours

on a rotation may be limited and is subject to preceptor discretion and approval of the Director of Clinical Education/Associate Program Director.

If a student misses 3 or more days from a 5-week rotation s/he will be required to complete additional clinical days and/or the entire rotation at the end of the clinical year. Students must complete all required days before the degree will be granted. If a student misses a week or more of a 5 week rotation, that student will be required to repeat the rotation, regardless of the reason for absence, at the cost of the student.

Attendance is mandatory. Arrival on time is expected and leaving early without an official excuse is unacceptable. Lack of adherence to any aspect of the attendance policy will result in a point reduction as determined by the course director. Greater than two absences will result in the student's overall grade automatically being lowered by one letter grade and the student will be referred to the professionalism committee.

Religious Observances

A student who requests an absence due to religious observances will be given the opportunity to make up any examination, study or work requirement, which he/she may have missed because of such absence. No student will be penalized for absences due to religious beliefs and alternative means may be sought for satisfying academic requirements involved. Requested absences must be reasonable, be made at the beginning of the semester, be agreed upon by the course instructor, and allow for fulfillment of academic requirements. In order to meet the time requirements for the supervised clinical practice experiences, missed time on clinical rotations due to religious observances may be required to be made up at the discretion of the preceptor, course director, and Clinical Coordinator. Absences from class or supervised clinical practice experiences will not be accommodated on those holidays when work is permitted. Absences on days when work is permitted are considered unexcused; anything scheduled, including examinations, presentations, supervised clinical practice experiences will not be rescheduled. Each student missing a class is responsible for the coursework/assignments missed.

Inclement Weather

Saint Elizabeth University will notify the campus community of cancellation or postponement of University classes due to snow or other emergencies via the Send Word Now campus alert system.

The class cancellation / inclement weather policy may not apply to students who are on supervised clinical practice experiences. Students on clinical rotations should contact the preceptor to determine the operational status of the site. In the event the site is open, the student must make every attempt to go to the rotation, unless travel conditions are unsafe (defined as a declared State of Emergency"). Missed time on supervised clinical practice rotations due to inclement weather may be required to be made up at the discretion of the preceptor and the Director of Clinical Education/Associate Program Director. Alternative arrangements for student engagement in activities related to the supervised clinical practice experiences will be permitted at the discretion of the Director of Clinical Education / course director.

STUDENT WORK POLICY

External employment (A3.15e): Due to the full-time curriculum and intensity of the SEU PA Program, PA students are advised not to work. Any student who does undertake such employment must understand that the requirements of the SEU PA Program will not be altered to accommodate a work schedule.

In the event that a PA student does engage in employment outside the SEU PA Program, they should:

- Inform the PA Program Director;
- Acknowledge that they understand that under no circumstances will changes be made to the SEU PA Program requirements to accommodate their job schedule/duties; and
- Meet with the PA Program Director periodically to determine if their job obligations are having a negative impact on their academic performance.

Internal employment (A3.04): The SEU PA Program does not require PA students to work for the SEU PA Program. PA students may volunteer for SEU PA Program related activities such as interviews and tours, but are not required to do so.

Students as Instructional Faculty / Clinical or Administrative Staff (A3.05b)

PA students are not permitted to substitute for instructional faculty.

Clinical Year / supervised clinical practice experiences: While engaged in clinical rotations, PA students may not be used as clinical or administrative staff. Students are required to notify the Director of Clinical Education/Associate Program Director immediately if they are asked to perform these duties to address the situation. Under no circumstance may a student accept payment or compensation for their time while assigned to a clinical rotation course as a PA student.

Supervised Clinical Practice Experiences

PA students on clinical rotations must participate in all activities assigned by their clinical preceptor (e.g. attend lectures, conferences, educational programs, etc.). Failure of a student to participate in assigned activities may result in Professional warning or Professional probation. If a student believes an assignment or activity is inappropriate, he/she should discuss their concerns with the Director of Clinical Education/Associate Program Director.

EXAMINATION POLICY

The following guidelines for the administration of written examinations will apply:

End of Rotation examinations will be administered electronically using the PAEA end of rotation exams Exam Driver platform. Students must bring a laptop with them that has been configured to specifications of the PAEA Assessment Hub platform. Alternatively, the student may use a laptop provided by the PA Program. Students are expected to adhere to the PAEA Assessment academic integrity instructions and procedures for the exams per the acknowledgement provided when setting up their account.

Proctors will be present for all examinations.

- Proctors reserve the right to use a seating chart;
- Proctors reserve the right to video record the entire examination session;
- Proctors reserve the right to remove students from the examination room who are exhibiting inappropriate behavior;
- Proctors will provide all students with a piece of white paper and a pencil with eraser at the start of the exam. These items must be returned at the conclusion of the examination period; and

- Proctors will not entertain questions other than those related to technical issues or typographical errors.

PA students are expected to be present for all examinations. Students are expected to take examinations at the designated times.

PA students are expected to be in their seats ten (10) minutes prior to the start of the examination. PA students are not permitted to bring any personal belongings, food or beverages into the examination room.

- Study materials, backpacks, briefcase, audio equipment, electronic devices, watches with phone, calculators or earphones are not permitted; and
- Students are not permitted to wear hats or scarves (unless permitted for religious or medical reasons) or bulky outwear.

PA students are not permitted to leave the examination once the examination has begun until dismissed by the proctor.

- Students may not leave without proctor permission;
- Students are advised to use the restroom prior to the start of the examination;
- For examinations that last longer than 1-hour, students may be permitted to leave and reenter the room individually at the discretion of the proctor;
- Students may not remove any items from the examination room;
- Once a student has completed the examination, they may be dismissed and permitted to leave at the discretion of the proctor;

Any student who has an approved qualifying disability from the Office of Accessibility Services will be provided with the accommodations based on the documentation from that Office.

Missed Examinations

PA students who arrive late to an examination will forfeit missed time. Repeated tardiness is considered unprofessional behavior and may result in Professional warning and/or Professional probation.

In the unlikely event that a student has an approved personal day on the day of an examination, he/she must make arrangements for a make-up examination or equivalent in advance of the missed days. No early examinations will be given unless there are extenuating circumstances, which will be determined on a case-by-case basis

DRESS CODE POLICY

This dress code is implemented in order to promote professionalism and to ensure student and patient safety. The appearance of the PA student is reflective of the SEU PA Program and profession. The following applies to all students in all phases of the SEU PA Program. Students may be dismissed from class, laboratory activities, clinical sites, etc., if inappropriately dressed. Violation of the Dress Code may result in professionalism warning and/or professional

probation.

General

- Students must display an identification nametag (with their name and indication of their status as a PA student) while on campus and during all patient-related activities;
- Students must have their SEU IDs available at all times;
- Students are expected to wear a clean, short, white lab coat during all patient-related activities; • Students are expected to present a professional, clean and tidy appearance during all PA Program related activities; • Clothing should be clean, pressed and in good condition;
- Daily hygiene must include personal cleanliness, including use of deodorant; the use of fragrance should be limited; • Tattoos must be concealed during patient encounters;
- Hair should be well groomed and neat. Students with long hair should wear hair tied back when participating in patient care;
- Men may wear mustaches and beards, if neatly trimmed. Please note, some clinical sites may not permit facial hair due to respirator mask requirements;
- Nails should be clean and short to allow for proper hand hygiene and/or to prevent injury to the patient. Please note, some clinical sites may not permit artificial nails or colored nail polish.

The following are not permitted:

- Clothing that is torn, frayed, cut-up or slit;
- Bedtime attire, or undershirts, undergarments, jogging suits or spandex worn as outerwear;
- Clothing with plunging necklines, sheer material or that is strapless;
- Clothing that reveals the chest, exposes a bare midriff or buttocks, or exposes undergarments; including miniskirts;
- Clothing with prominent slogans or images that may cause offense;
- Shorts of any kind, except during the summer months (in the classroom), as permitted by the faculty;;
- Clothing, jewelry, accessories, or display tattoos that contain messages or images that are obscene, vulgar, or related to tobacco, drugs, alcohol, sex and/or violence;
- Scrubs are not permitted in the classroom setting; other than in anatomy;
- Flip-flops, beach/pool wear, or house shoes/slippers;
- Head coverings: headscarves, hats or other head coverings are not permitted with the exception of when such items are worn as part of medical treatment or religious observance.

Clinical Setting

In addition to the above, the following will apply to all clinical settings. Clinical sites reserve the right to have a separate

dress code or additional requirements. Students must be willing to adhere to the clinical site requirements in order to meet the course outcomes.

- No jeans, shorts, T-shirts, hats, caps or athletic clothing;
- No open-toed shoes, flip-flops, beach/pool wear, or house shoes/slippers;
- Jewelry, piercings and accessories, which pose a safety concern for the student or patient, are prohibited. No drop earrings are to be worn in the clinical setting;
- Fragrances are inappropriate in all clinical settings;
- Scrubs may be worn during patient contact as per the clinical setting requirements and guidelines. The scrub top and bottom should be of matching color. Please note some clinical sites require a specific scrub color depending on the location / service.

ADVISEMENT (A2.05e)

Advisors

Upon matriculation, each PA student is assigned to a SEU PA Program faculty advisor who will serve in this capacity throughout both the didactic and clinical portions of the program. The advisor will function as an academic counselor as

well as a professional role model and mentor.

SEU PA Program faculty advisors will officially meet with each of their advisees as indicated below during the clinical year. Students or advisors may request an unscheduled meeting as needed.

Scheduled Meetings

- Mid-way through each semester
- If indicated, at the end of each semester and/or at the beginning of each subsequent semester to review required documents and discuss academic performance and plans for improvement
- As part of the Summative Capstone course (PA 690)
- As needed to address academic, professionalism, or personal concerns

Early Identification of Academic Difficulty: Professional and Personal issues (A3.10)

Students who are experiencing academic or professional difficulty, or are experiencing a personal issue that may impact their progress in the SEU PA Program, are encouraged to contact the Clinical Coordination (and/or course director) and their academic advisor as soon as they begin to have a concern. Students should not wait to seek assistance; rather they should be proactive in the educational process. It is the student's responsibility to contact the Office of Accessibility Services at Saint Elizabeth University for assistance and accommodations, prior to matriculation to ensure their needs are met by the University and the SEU PA Program. Students may also contact the Conklin Academic Success Center (<https://www.steu.edu/academics/academic-support/>) for on-line tutoring and additional academic assistance.

Student Health, Wellness and Counseling (A1.04)

The clinical year is an intensive and rigorous program of experiential learning. The program requirements can be highly demanding and stressful, alone or in combination with other events in a student's personal life. The PA Program faculty and staff strongly encourage students to utilize the resources available to them such as the offices of Student Health Services, Counseling Services, and Campus Ministry. Students are encouraged to inform their faculty advisors in the event they experience problems or stresses that may affect the academic obligations. Students must inform the Clinical Coordinator and their advisor if they are unable to maintain patient care responsibilities. Together, they will work to arrive at a solution that is most advantageous to the student.

Office of Student Health Services

The SEU health service promotes comprehensive health and wellness, which includes health promotion, disease prevention, treatment for illness and injuries, consultations and collaboration with other healthcare professionals, and referrals to appropriate healthcare resources.

SEU does not provide urgent or emergent care. In the event of a sudden, life-threatening illness or injury, dial 911 to reach the local ambulance/EMS. The person will be transported to the nearest available hospital.

Health Services is housed in the Wellness Center, which is located on the Ground Floor of Founders Hall. Clinical hours are by appointment only Monday through Friday when the office is open.

During academic breaks, meetings, events, holidays and summer sessions, Health Services is closed. Appointments are necessary. Please call (973) 290-4175 for an appointment. Further information and details on: University Health Insurance, health Information Links and Hotlines, Important Medical Forms, Medical Emergency, Medical Requirements, Medical Services, schedule of Fees, Flu and Zika Information may be found at <https://www.steu.edu/student-life/health-services/>

Office of Counseling Services

Professional counselors are available on campus in Saint Elizabeth University's Office of Counseling Services to assist students in identifying and handling their stressors in healthy ways. The staff provides free confidential counseling for all students as well as educational programming throughout the academic year. The Office of Counseling Services is staffed by licensed mental health professionals, who can render care, provide crisis intervention, or provide referrals to a variety of community and individual service providers. PA students are able to use the full resources of the Office of Counseling Services. <https://www.steu.edu/student-life/counseling-services/>.

Campus Ministry

The Office of Campus Ministry is dedicated to building the community through worship, service, prayer, spiritual development, interfaith dialogue and outreach. Information on daily, weekly, and Sunday liturgy opportunities can be found at: <https://www.steu.edu/student-life/campus-ministry/>

HARASSMENT / DISCRIMINATION (A1.02j)

Saint Elizabeth University practices equal opportunity with respect to its students and its employees. No one will be denied employment at or admission to Saint Elizabeth University based on sex, race, creed, color, religion, disability, age, marital status, sexual orientation, gender identity or expression, or national origin.

SEU does not discriminate based on any of the aforementioned protected bases in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by federal and state law and regulations.

Saint Elizabeth University complies with Title IX of the Education Amendments of 1972, which prohibits all recipients of federal funds from discriminating based on gender in its educational programs and activities. The University also prohibits harassment based on sex, race, or other bases listed above, and prohibits sexual assault, dating violence, domestic violence, stalking or other forms of violence against its students and employees. Any of these acts or other acts of violence will not be tolerated.

The University will respond promptly, fairly, and impartially to all complaints of harassment, sexual assault, or violence. This policy applies to all members of Saint Elizabeth University community and describes an individual's rights as a student or employee with respect to sexual or other forms of harassment, sexual assault, dating violence, domestic violence and/or stalking. The Title IX Policy has been revised to improve its organization and formatting and to align the policy with new regulations recently released by the federal government.

- Revising the definitions of stalking dating/domestic violence, sexual harassment, sexual assault; in order to be in compliance with the recent federal regulations.
- Consent for sexual activity;
- Clarifying the role of an advisor during the complaint resolution process; and
- Adjusting investigative timelines to be consistent with new regulations.

The University policy remains within the parameters established by federal and state law including:

- Violence Against Women Reauthorization Act of 2013 :

<https://www.gpo.gov/fdsys/pkg/BILLS-113s47enr/pdf/BILLS-113s47enr.pdf>

- Preventing Sexual Violence in Higher Education Act

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3672&ChapterID=18>

2017 Title IX Guidance

<https://www2.ed.gov/about/offices/list/ocr/docs/qa-title-ix-201709.pdf>

The University uses a "preponderance of the evidence" standard in determining whether the facts support a finding of responsibility for violation of our sexual misconduct policies. This is consistent with the standard we use for other policy violations.

Saint Elizabeth University is also committed to promptly, impartially, and equitably addressing and resolving all reports of sex discrimination, sexual harassment, and sexual misconduct. When the University discovers that such behavior has occurred, we will take steps to stop the behavior, to prevent its recurrence, and to remedy its effects.

Creating a safe campus environment and a culture of respect is the shared responsibility of all members of the Saint Elizabeth University community. This must continue to be among our highest priorities.

Full information regarding Title IX at Saint Elizabeth University can be found at: <https://www.steu.edu/title-ix>.

GRADING AND EVALUATION

Evaluation and grading during the clinical phase is based on the following criteria:

Core Rotations (PA 681, PA 682, PA 683, PA 684, PA 685, PA 686, and PA 687)

Evaluation Method: Percentage:

PAEA end of rotation examination: 50%

Preceptor evaluation of student performance: 15%

Written patient encounter note: 10%

Patient Emedley case log record: 5%

Blueprint EOR Review Test Completion: 2.5%

Blueprint Mock PANCE Test Completion: 2.5%

PANCE prep lecture/assignment/OSCE: 15%

Submission of mid-rotation self-evaluation P/F

Submission of evaluation of clinical site and preceptors P/F

***All components except exam and PANCE lecture/assignment/OSCE will be due by a date provided by the clinical team OR by the business day PRIOR to the call back day (due the Friday before a Monday call back day). If a component is turned in late, up to 24 hours after the deadline, the student will receive a 10% reduction in grade for that component. If turned in between 24-48 hours late, the student will receive a 20% reduction in grade for that component. Anything turned in >48 hours after the deadline will receive a grade of zero.**

Elective Rotations (PA 691 and PA 692)

Evaluation Method: Percentage:

Preceptor evaluation of student performance 40%

Grand Rounds Presentation: 50%

Written patient encounter note: 5%

Patient log report: 5%

PAEA Assigned Questions P/F

Submission of mid-rotation self-evaluation P/F

Submission of evaluation of clinical site and preceptors P/F

Grades will be determined after the results of all evaluation methods have been submitted and reviewed. All assignments and evaluations must be completed before a final course grade will be issued.

A student failing (<70) one EOR examination will be allowed a single retest of that examination as part of the remediation plan (after time is allotted to implement a focused learning plan). The remediated test must be paid for by the student at a cost of \$35. The timing of this retest is based on the student's rotation schedule and is at the discretion of the DCE/Associate Program Director and Program Director. An effort will be made to have re-testing occur within 1-2 weeks of the exam failure, allowing for remediation activities to promote success on the re-take exam.

Failure (<70) of the EOR remediation exam will result in failure of a clinical rotation (course grade of "Unsatisfactory") and will require the student to utilize one of his/her elective rotations to prove competency in the failed discipline. This failure will also result in consideration for academic probation by the PA Student

Progression Committee (SPC).

Should the student pass the EOR remediation exam, he/she will receive a final grade of a 70 for the EOR score of their final grade, regardless of the grade received on the remediated exam.

*****Students can remediate a maximum of 2 EOR exams during their entire clinical year. Failure of a 3rd EOR exam will result in dismissal from the program.**

*****Initial Elective Wish Lists are due by 11:59pm on 3/31/26; Final Wish lists/elective rotation requests are due by 11:59pm on 6/30/26. Any correspondence regarding changing of elective rotation requests after 6/30/26 will receive a response that requests can no longer be modified.**

Satisfactory performance in all SEU PA Program courses is a “B-” or better. If the student receives a final course grade of C/C+, even if the student passes each evaluative component, the student must remediate the course material. Remediation of a clinical rotation course may include repetition of the course before a degree will be conferred.

A final course grade of C or C+ is considered unacceptable performance and the student must successfully remediate the course in accordance with the SEU PA Program remediation policy; however, students may only successfully remediate a maximum of two courses. A student who receives a third final course grade of C or C+ will be dismissed from the SEU PA Program. Failure to successfully remediate the course material will result in dismissal from the SEU PA Program.

A final course grade of F is considered failing and may not be remediated. A student who receives a final course grade of F will be dismissed from the SEU PA Program.

Any student who is experiencing difficulty with the course material should contact the course director and their advisor as soon as possible to develop a plan for improvement.

Methods of Student Evaluation

PAEA end of rotation examination

At the conclusion of each core clinical rotation course, students will be given the objective, multiple choice, discipline specific PAEA end-of-rotation exam. The links to the PAEA examination blueprint and content list are provided in individual syllabi and can be accessed at:

<https://paeaonline.org/assessment/end-of-rotation/content/>

The SEU PA Program requires a minimum passing raw score of 70% on end of rotation exams. Re-examination must take place for students who fail an examination on their first attempt. The student must schedule an on-campus review of their examination to assist with the remediation with the course director.

The student must take the second version of the applicable PAEA 120 question end of rotation exam within 14 days of the initial exam and earn a raw score of 70% or better.

The maximum exam score a student will be assigned for rotation grade calculation after successfully passing a makeup exam will be 70.

Failure of both the end of clinical rotation exam and makeup exam will result in the student being referred to the

SEU PA Program Student Progress Committee for evaluation, which will include review of the student's overall performance in the course and overall academic record, and determination of the student's suitability for continuing in the program.

Preceptor evaluation of student performance

At the end of the rotation, the preceptor evaluates student performance in the areas of medical knowledge, patient care, interpersonal and communication skills, professionalism, practice based learning and improvement, a systems based practice, as well as the discipline specific learning objectives defined above

PA students are expected to achieve a 3.5 (meets expectations) or greater on all components of the preceptor evaluation. In the event a student receives a 1 (did not meet expectations) or a 2 (needs improvement) from a preceptor in one or more areas, the course director will contact the student. The student's performance will be reviewed with the preceptor, the Director of Clinical Education/Associate Program Director and the PA Program Director, and a remediation plan, if deemed necessary by the Director of Clinical Education/Associate Program Director, will be developed. In the event the student continues to have difficulty meeting the expectations of a subsequent clinical rotation course, the student will be referred to the SEU PA Program Student Progress Committee for evaluation, which will include review of the student's overall academic record and determination of the student's suitability for continuing in the program.

A student will be placed on professional probation for the receipt of any "2" or below rating on any professionalism component of a clinical year *Preceptor Evaluation of Student Performance*

PANCE prep lecture/assignment/OSCE

Students will either be given a PANCE prep lecture/assignment or be required to complete an OSCE at the conclusion of the core rotation courses, designed to evaluate the student across the six domains of the learning objectives within the context of a directed patient encounter. The passing score for the Assignment/OSCE is a 70. In the event a student does not pass the either the Assignment or the OSCE, the student will be given a 2nd chance to either complete a 2nd Assignment or 2nd OSCE. Should the student fail to achieve a grade of ≥ 70 on the remediation assignment the student will be dismissed from the program. The maximum Assignment/OSCE score a student will be given for rotation grade calculation after successfully passing the remediation will be 70.

The following "critical failures" will result in immediate failure of the OSCE: unprofessional behavior, No introduction, no hand washing, inappropriate physical examinations.

Students must read and acknowledge the Simulation Honor Code prior to all OSCEs.

A student failing one OSCE will be allowed an attempt to pass with a new OSCE case as part of the remediation plan (after time is allotted to implement a focused learning plan). The timing of this is based on the student's rotation schedule and is at the discretion of the DCE/Associate Program Director and Program Director. An effort will be made to have re-testing occur within 1-3 weeks of the OSCE failure, allowing for remediation activities to promote success on the re-take. Students may only remediate 2 failed OSCE. Failure of a 3rd OSCE will result in dismissal from PA Program.

Each of the following describes performances that will result in failure of a clinical rotation (course grade of

“Unsatisfactory”) and consideration for academic probation by the PA Student Progression Committee (SPC).

A student who fails to demonstrate competency in a Core Rotation discipline (PA681-687) by obtaining a grade of a C/C+ will have the option to request to be placed in that discipline for one of their elective courses (PA 691/692) in order to prove competency by obtaining a grade of a B- or higher. This option will be given to any clinical year student who receives an overall rotation grade of C or C+, OR any student who fails the initial core rotation EOR and fails the remediated EOR or who fails the initial core rotation OSCE and fails the remediated OSCE. If choosing this option, the student must complete all course requirements for the elective course PLUS all course requirements from the initial course where competency was not demonstrated.

Should the student choose that they do not want to be placed in the discipline in which they failed to demonstrate competency for one of their elective courses, the student will be required to retake the core discipline following the completion of their clinical year, which will delay their program completion date. Should this option be chosen, the students accept responsibility for extra costs incurred in delaying the program completion date.

*****Students can remediate a maximum of 2 OSCEs during their entire clinical year. Failure of a 3rd OSCE exam will result in dismissal from the program.**

Submission of written patient encounter notes

During each rotation course, students are required to submit patient encounter notes documenting care patients per the following. Patient encounter submissions are expected to contain all components of the care provided to the patient, as appropriate to the specific discipline.

PA 681 SCPE Core Internal Medicine

Two patient encounter notes:

One documenting care of an adult patient

One documenting care of an elderly patient

One of these notes must be an acute encounter

One of these notes must be a chronic encounter

PA 682 SCPE Core Family Medicine

One patient encounter note:

Documenting a preventative care encounter

PA 683 SCPE Core Pediatrics

Three patient encounter notes:

One documenting care of an infant (0-12 months)

One documenting care of a child (1 - 10 years)

One documenting care of an adolescent (10 - 18 years)

PA 684 SCPE Core Women's Health

Two patient encounter notes:

One documenting care of a gynecology patient

One document care of an obstetric patient (prenatal)

PA 685 SCPE Core Psychiatry

One patient encounter note:

Documenting care of a patient with a behavioral/mental health disorder

PA 686 SCPE Core General Surgery

One patient encounter note:

Documenting the surgical management of a patient and includes:

Pre-operative care

Intra-operative care

Post-operative care

PA 687 SCPE Core Emergency Medicine

One patient encounter note:

Documenting care of a patient presenting for emergent care

PA 691 SCPE Elective

One patient encounter note:

Documenting care of a patient within the elective clinical discipline

PA 692 SCPE Elective Clinical Practicum

One patient encounter note:

Documenting care of a patient within the elective clinical discipline

eMedley report of patient encounter logs:

Students are required to record every student-patient interaction wherein the student conducted a clinical assessment or rendered a clinical service. The course director will monitor the student's submission and if it is determined that inadequate numbers of patients are logged by the student, the course director will discuss the situation with the student. If students are seeing a limited number of patients for any reason, they should contact their academic advisor and the course director to discuss the situation as soon as possible.

If inadequate numbers of patients were evaluated by the student, the student may be required to attend additional hours in the same rotation category which may result in a delayed graduation from the SEU PA Program.

Submission of required mid-rotation self-evaluation and student evaluation of clinical site and preceptor

Students must submit a self-evaluation mid-way through the rotation to gauge their self-reported progress in meeting the course learning outcomes.

At the conclusion of each rotation, the student must complete a course evaluation, which includes evaluation of the rotation, site and preceptor.

Grand Rounds presentation

For each elective rotation, students will prepare and present an oral grand rounds presentation for the SEU PA Program faculty, students and invited guests (preceptors, members of the healthcare team, etc). The presentation will be given on campus and videoed to permit synchronous and asynchronous viewing of the audience participants.

PA students are expected to achieve a 3 (meets expectations) or a 4 (exceeds expectations) on all components of the presentation rubric. In the event a student receives a 1 (did not meet expectations) or a 2 (needs improvement), The student's performance will be reviewed by the Director of Clinical /Associate Program Director and the PA Program Director, and a remediation plan, if deemed necessary, will be developed.

Remediation Policies (A2.05f)

Remediation is a process that allows PA students the opportunity to demonstrate satisfactory achievement of learning outcomes. Remediation plans are individualized and can be implemented through all phases of the program as required, based on academic performance and / or as determined by the PA Program Student Progress Committee.

Clinical Rotation Course Remediation

Required remediation of a clinical rotation course may include, but is not limited to, retaking a failed end of rotation examination, remediating a failed component on the *Preceptor Evaluation of Student Performance*, remediating an OSCE, and/or repeating the entire clinical rotation course. Repetition of the course will delay the student's expected completion date and must be successfully completed before a degree is conferred.

The PA Program reserves the right to replace an elective rotation with a core rotation if there are concerns about a student's progress towards meeting the program learning objectives and competencies. Recommendations for such action may be made by the Director of Clinical Education/Associate Program Director and approved by the PA Program Student Progress Committee.

Graduation Requirements

Saint Elizabeth University will confer the Master of Science in Physician Assistant (M.S.) degree upon students who successfully fulfill all the requirements of the SEU PA Program. In order to be recommended for graduation, the PA student must:

- Be in good academic standing;
- Successfully complete and pass all coursework;
- Sign their completed *MS PA Degree Plan Worksheet (SEU PA Program Student Handbook Appendix G)*; • Achieve an overall GPA of 3.0 or higher (a student, who is on academic probation at the start of the final semester, must have achieved the required overall GPA of 3.0 by the end of the final semester.
- Be in good professional standing;
- Demonstrate they have met all program level Student Learning Outcomes (SLOs);
- Complete and pass all components of the summative evaluation;
- Complete the community service learning requirement;
- File an application for a M.S. degree with the Registrars' Office;
- Complete all requirements for graduation within six years of the original date of matriculation; and • Have no financial obligations with Saint Elizabeth University.

SEU STUDENT GRIEVANCE POLICY (A3.15g)

Saint Elizabeth University (SEU) Student Grievance Policy outlines the process by which students may express and

resolve grievances that they have with any University employee, fellow student, or third party associated with the University not explicitly covered by another university policy.

A student may use this procedure if s/he believes that a University employee, fellow student, or external party has violated a University policy or has acted in a discriminatory manner or perceives he/she has been treated in an unequal, unjust or unfair way. Students should first try to resolve grievances through informal means. If their concerns are not resolved satisfactorily, they may submit a formal grievance.

The full Grievance Policy is provided on the University website at <https://www.steu.edu/web/guest/current-students/seu-student-grievance-policy>.

Academic Grievances

The SEU PA Program follows Saint Elizabeth University's academic and grade grievance procedures, except where indicated (*). The following policies are located in the Academic Catalog available at <http://steu.smartcatalogiq.com/2020-2021/academic-catalog/academic-policies>.

Academic Review Board: Grievances and Grade Appeals

The Academic Review Board (ARB) provides undergraduate and graduate students with a means of resolving serious academic disputes that cannot be settled directly with the faculty involved, or by the Program Chairperson, or the appropriate academic Dean. Grade appeals will not be heard by the ARB unless they are based on misapplication or arbitrary application of the professor's grading policy or unusual circumstances.

The ARB has established the following arbitration process to settle disputes fairly and to the satisfaction of all parties involved.

To prepare for a grade appeal, students are encouraged to review the [Student Request for Grade Appeal form](#) and the [Student Grade Appeal Flowchart](#) for guiding the appeal process.

1. Before a grade appeal is referred to the ARB, students must first inform the professor about the disputed grade, and submit a Student Request for Grade Appeal form to the professor, with a copy of this form to the Student Support Specialist in your School within 14 (*) calendar days of the grade being posted by the Registrar.
2. The student must then set up a meeting with the professor within the first week of the beginning of the next semester.
3. If the meeting with the professor does not resolve the dispute, the professor will initiate the [Grade Appeal Tracking Report](#) and forward it to the next level within 24 hours. If the appeal remains unresolved, the designated

representatives of the University at each subsequent level will forward the report to the next level.

Graduate students in Theology, Psychology and Education, will arrange a meeting with the Director of the Graduate Program and provide her/him with the relevant documents and the Student Request for Grade Appeal form. If there is no resolution, the Director of the Graduate Program will notify the Program Chair within 24 hours.

4. Students in academic programs other than Theology, Psychology and Education will arrange a meeting with the PA Program Director and provide her/him with the relevant documents.
5. The PA Program Director will arrange and meet with the parties involved within three (3) calendar days of receiving

notification of the grade appeal. If there is no resolution, the PA Program Director will notify the School within 24 hours, providing her/him with the relevant documents.

6. The Academic Dean will arrange a meeting and meet with the parties within seven (7) calendar days of receiving the relevant documents to attempt to reach a satisfactory resolution.
7. If the matter remains unresolved after the Academic Dean's intervention, the Academic Dean will inform the Chairperson of the Academic Life Committee within seven (7) calendar days and provide her/him with the relevant documents.
8. The Chairperson of the Academic Life Committee will notify both parties (faculty and student) in writing that the grievance has been received.
9. The Academic Life Committee Chairperson will initiate the mechanism for the selection of the Academic Life Committee members who will serve on the ARB. This five-member board will consist of three faculty members and two student representatives, who will be selected by the two parties involved in the grievance, with each party selecting one faculty member and one student member. The third faculty member will be a member of the Academic Life Committee designated by the Academic Life Committee Chairperson and will serve as the Chairperson of ARB. If either party fails to select members for the ARB, the Chairperson of the ARB will select the members.

During the summer, faculty and students will be on call to serve on the ARB. Preference will be given to Academic Life Committee members, but if necessary, non-Academic Life Committee members will be asked to serve during the summer. This list will be drafted during the spring semester by the Chairperson of the Academic Life Committee.

10. The Chairperson of the Academic Life Committee will consult with those involved to determine the hearing date(s). Members of the ARB will meet prior to the hearing to establish procedures for the review and to select a chairperson and determine a timetable for the completion of the Board's work.
11. The ARB will then convene a hearing with both parties. Board members must keep the proceedings and all other matters related to the hearing in the strictest confidence. Counsel for the parties or the University will not attend the hearing.
12. The ARB will listen to the statements of the parties involved in the grievance, ask questions, review appropriate materials, deliberate, and recommend in writing a resolution to the grievance. This recommendation must be determined within 30 calendar days of when the Academic Life Committee Chairperson was informed of the grievance.
13. The Chairperson of the ARB will sign the proposed resolution and forward to the Vice President of Academic Affairs within seven (7) calendar days. She/he will accept or reject the recommendation and notify the parties of the decision in writing. Only the Vice President for Academic Affairs may change grades. A record of the hearing will be maintained in strict confidentiality in the Office of the Vice President for Academic Affairs

Academic Non-Grade Appeal Process for Students

Undergraduate and Graduate students have the right to appeal to cause any decision affecting their progress toward their degrees.

- Students dissatisfied with academic programmatic decisions have 30 calendar days following the disclosure of those decisions within which to file a complaint. Undergraduate students need to file their complaints with the relevant

Program Chair. Graduate students need to file their complaints with their Graduate Program Director.

- If the matter remains unresolved after meeting with the Program Chair/Graduate Program Director, students should then proceed to the next level of Program Chair for graduate student complaints or on to the appropriate Dean if the matter remains unresolved.
- If there is still no resolution after a meeting with the Dean, the student may file an appeal with the Vice President of Academic Affairs (VPAA) within 7 calendar days of that meeting.
- The VPAA will review all documents deemed necessary and schedule a meeting with all parties in a timely fashion, typically within 30 calendar days of the receipt of the written appeal. The student may attend the meeting and present her/his case directly if she/he chooses to do so. No legal counsel for any party will attend the meeting.
- The VPAA will then communicate his/her decision, along with its rationale, in writing to the student in a timely manner, typically within 30 calendar days of the meeting. If the student's appeal is denied, there will be no further avenue of appeal available to the student. All documentation of the appeal process will be kept in file in the office of the VPAA.
- In any case where a decision or action by the VPAA is the subject of the appeal, the Vice President for Student Life will substitute for the VPAA in the appeal process described above.

The full policies as well as instructions and guidelines can be found at: <https://www.steu.edu/web/guest/current-students/seu-student-grievance-policy>.

PROFESSIONAL BEHAVIOR EXPECTATIONS

Academic Honesty and Integrity

Academic Integrity

Academic integrity is a demonstration of respect for the scholarship and the intellectual and creative efforts of others. Membership in the academic community of Saint Elizabeth University implies a high regard for human dignity and the expectation that ethical conduct be understood and practiced. We recognize that every individual has the right to the fruits of her/his own labor and is entitled to the appropriate acknowledgement of that labor. Consequently, academic integrity is a vital part of the relationship among the University's faculty, administrators, staff and students.

Each member of the academic community must recognize her/his individual responsibility to uphold academic integrity. The University will not accept academic dishonesty, which includes but is not limited to plagiarism, cheating in any form, theft of educational materials, the falsification of data, and illegal production of computer and audio/video software. Penalties will be imposed for violations of academic integrity.

Students in the SEU PA Program are expected to have read, be familiar with, and abide by the full SEU Academic Integrity Policy and its violations and sanctions:

<https://steu.smartcatalogiq.com/2021-2022/academic-catalog/academic-policies>

Students who are found to be in violation of the SEU Academic Integrity Policy may also be in violation of the SEU PA Program's professionalism policies described below.

Professionalism

Professional Standing

PA students must demonstrate appropriate professional behavior at all times as outlined in the *SEU PA Student Professional Behaviors* in order to remain in good professional standing.

Students must be in good professional standing as part of the requirements for the awarding of a M.S. in Physician Assistant degree. Failure to adhere to the *SEU PA Student Professional Behaviors* may result in a professionalism warning, professional probation, and/or dismissal from the SEU PA Program.

SEU PA Student Professional Behaviors

Students in the SEU Physician Assistant Program are expected to demonstrate the following professional behaviors. Each student is expected to:

Attendance and participation

- Adhere to the SEU PA Program [Attendance Policy](#);
- Actively and consistently participate in class-related discussions and activities, including on-line requirements; and •

Actively and consistently, participate and engage in all supervised clinical practice experiences.

Professional Dress

- Adhere to the appropriate dress code as outlined in the SEU PA Program [Dress Code Policy](#), defined below;
- Wear an appropriate short white lab coat during all patient encounters both on and off campus; and
- Wear proper identification during all PA Program activities; including a name tag identifying them as a physician assistant student.

Ethical Behavior

- Demonstrate honesty and integrity at all times;
- Report witnessed unprofessional behavior to the appropriate supervisor;
- Respect the confidentiality of other students, faculty, and staff;
- Maintain patient confidentiality at all times; including standardized patients;
- Report incidents with patients to appropriate member of the healthcare team;
- Acknowledge role as a PA student; and
- Identify themselves as a PA student in all interactions and sign all written documentation with the designation of PA student or PA-S.

Attitude and Demeanor

- Consistently display a professional attitude in all classroom, laboratory, small group and other required activities, including SCPE;
- Demonstrate respect and non-discrimination towards others including classmates, instructors, faculty, staff, patients, families and other members of the healthcare team;
- Maintain an attitude of compassion and empathy for patients;
- Demonstrate emotional stability in all interactions;
- Exhibit appropriate responses to all situations;
- Remain courteous and non-confrontational in all interactions;
- Be sensitive and respectful of others feelings and opinions; and
- Be cognizant and respectful of diversity.

Responsibility and accountability

- Consistently demonstrate flexibility and initiative throughout their education including patient care responsibilities;
- Be reliable and dependable; complete all assignments including those during supervised clinical practice experiences;
- Use appropriate and healthy coping mechanisms in the face of uncertainty;
- Take responsibility for actions and use appropriate problem solving skills;
- Recognize limits and seek help when needed, in a timely manner; and
- Exhibit a commitment to personal growth and development.

Collaboration

- Be cooperative and open-minded during group and patient care activities;
- Remain respectful of differing opinions;
- Use appropriate conflict-resolution tactics; and
- Be a responsible and engaged team member in all group activities and supervised clinical practice experiences.

Assessment of Professionalism

End of semester

At the conclusion of each semester, PA students are required to complete a *Personal Professional Evaluation (SEU PA Program Student Handbook Appendix D)* with which they will self-evaluate their professional behavior within that semester. The student will submit their *Personal Professional Evaluation to their* advisor for review and confirmation. In the event, the student is experiencing difficulty with professionalism, an action plan for improvement may be developed or a student may be placed on professionalism probation.

End of Academic Year

At the conclusion of the didactic and clinical phases, as part of PA 680 Didactic Capstone and PA 690 Summative Capstone, respectively, the advisor will complete an *Assessment of Student Professional Behavior (SEU PA Program Student Handbook Appendix E)*. This global assessment of the student's professional behavior for the year will take into account information from each semester's *Personal Professional Evaluation* submission, as well as the advisor's direct observation of student behavior. Data from the professional behavior portion of the student's preceptor evaluations for each clinical course is included in the summative capstone. The PA Program's Student Progress Committee will use the results of the summative evaluation as evidence of student performance to demonstrate student achievement of the professional behavior program level SLOs.

Clinical Rotations

Evaluation of PA student professional behavior is included as part of the *Preceptor Evaluation of Student Performance* completed during each clinical course.

Professionalism Actions

Professional Improvement Plan

Students must receive a score of 4 or higher (on a 5-point Likert-type scale) on all components of the *Personal Professional Evaluation* and *Assessment of Student Professional Behavior* evaluations. During the clinical phase, students must receive a score of 3 or higher (on a 4-point competency Likert-type scale) on all professionalism components of the *Preceptor Evaluation of Student Performance*.

In the event evaluation of student performance does not meet the level of competency expected, the student is required to meet with his/her advisor to discuss ways to improve his/her behavior. The student and advisor will collaboratively create a professional improvement plan that may include but is not limited to, targeted actions for improvement, referral to student services, and creation of a behavior modification contract. The professional improvement plan must include a timeframe and expected outcome. The advisor will evaluate the student's professional behavior at the conclusion of the period.

Incident of Unprofessional Behavior

In the event that a PA student exhibits unprofessional behavior outside of the context of the above formal assessment

process, the incident is to be reported to the PA Program Director using the *Professional Behavior Incident Report (SEU PA Program Student Handbook Appendix F)*.

The PA Program Director and PA Program Professional Behavior Sub-committee will discuss all professional behavior incident reports on an as-needed basis. After a full investigation is made, the Professional Behavior Sub-committee will make a formal recommendation to the PA Program Director who will notify the student of the result. The determination of whether or not a PA student will receive a professional warning or be placed on professional probation after receipt of a notification of *Professional Behavior Incident Report* and subsequent investigation is done by the Program Director and PA Program Professional Behavior Sub-committee.

Professional warning / Professional probation

A professional warning (at a minimum) may be given in the following instances:

- 1 report of a verified *Professional Behavior Incident*; or
- As per the attendance policy

PA students may be placed on professional probation for any of the following professional behavior violations:

- Receipt of more than three “3” or below scores on either the student’s *Personal Professional Evaluation* or the *Assessment of Student Professional Behavior*;
- Receipt of any “2” or below ratings on the *Assessment of Student Professional Behavior* or on any professionalism component of a clinical year *Preceptor Evaluation of Student Performance*
- 2 reports of a verified *Professional Behavior Incident*;
- As per the attendance policy;
- Failure of a student to meet the requirements of the specific professional development plan; • Recommendation of the PA Program Professional Behavior Sub-committee in the event a student receives multiple professional warnings; or
- Recommendation of the PA Program Professional Behavior Sub-committee for a serious professional behavior violation.

In order to return to good professional standing, a PA student must refrain from demonstrating any professionalism deficiencies during the subsequent semester. In addition, the student and advisor will collaboratively create a professional improvement plan that may include, but is not limited to, targeted actions for improvement, referral to student services, and creation of a behavior modification contract. The advisor will monitor and document the student’s professional behavior throughout the semester.

If the student fails to achieve professional good standing at the end of the subsequent semester, the student will be dismissed from the SEU PA Program.

If the student achieves good professional standing status at the end of the subsequent semester, he/she will be removed from the professional probation. However, if at any time during subsequent semesters the student demonstrates unprofessional behavior, he/she will be dismissed from the PA Program.

Professional Dismissal

The following behaviors warrant immediate dismissal of a PA student from the SEU PA Program:

- Blatant disregard for and/or refusal to adhere to the professional and ethical behavior necessary for practice as a

physician assistant;

- Conduct that will make a student ineligible to participate in supervised clinical practice experiences; or •
- Behavior that puts a patient's safety at risk.

All dismissal actions are reviewed and confirmed by the SEU PA Program Student Progress Committee.

PA students who feel they have not been treated fairly may initiate a grievance in accordance with the policies and procedures outlined in the **Grievance** section.

CLINICAL PRECEPTOR RESPONSIBILITIES

Definition of Preceptor Role

The preceptor is an integral part of the teaching program. Preceptors serve as role models for the student and, through guidance and teaching, will help students perfect skills in history taking, physical examination, effective communication, physical diagnosis, succinct recording and reporting, problem assessment, and plan development including a logical approach to further studies and therapy, and overall clinical decision making skills.

Preceptor Responsibilities

Preceptor responsibilities include, but are not limited to, the following:

- Orient students at the onset of the rotation with the practice/site policies and procedures and review the expectations and objectives for the rotation
- Provide ongoing and timely feedback regarding clinical performance, knowledge base, and critical thinking skills. • Supervise, demonstrate, teach, and observe clinical activities in order to aid in the development of clinical skills and ensure proper patient care
- Delegate to the student increasing levels of responsibility for clinical assessment and management as appropriate to the student's experience and expertise
- Participate in the evaluation of clinical skills and medical knowledge base through the following mechanisms:
 - Direct supervision, observation, and teaching in the clinical setting
 - Direct evaluation of presentations (including both oral and written)
 - Assignment of outside readings and research to promote further learning
- Audit and co-sign charts in order to evaluate the student's ability to write appropriate and complete progress notes, histories, physical examinations, assessments, and treatment plans
- Promptly notify the SEU PA Program of any circumstances that might interfere with the accomplishment of the above goals or diminish the overall training experience
- Maintain an ethical approach to the care of patients by serving as a role model for the student • Demonstrate cultural competency through interactions with patients
- Spend a few minutes each week in a candid summary discussion with the student as to whether each is meeting the other's needs and expectations, and what changes need to be made in the roles and relationship • Provide timely feedback to the student and the SEU PA Program regarding student performance

The Preceptor–Student Relationship

The preceptor should maintain a professional relationship with the PA student and at all times adhere to appropriate professional boundaries. Social activities and personal relationships outside of the professional learning environment should be appropriate and carefully selected so as not to put the student or preceptor in a compromising situation. Any relationship outside of the preceptor - student professional relationship may not be established or developed until after the student concludes their clinical rotation at this site. Contact through web-based social networking sites (e.g., Facebook, Instagram) should be avoided until the student fully matriculates through the educational program or completes the rotation where the supervision is occurring.

If the preceptor and student have an existing personal relationship prior to the start of the rotation, this relationship must be disclosed to the Clinical Site Manager, and a professional relationship must be maintained at all times in the clinical setting.

Orientation and Communicating Student Expectations

Orientation of the student to the rotation site serves several purposes. Orientation facilitates a quicker transition in allowing the student to become a member of the medical team. It also establishes a feeling of enthusiasm and belonging

to the team as well as helping students develop the functional capability to work more efficiently.

On the first day of the rotation (**or when possible, prior to the rotation**), the student should take care of any administrative needs, including obtaining a name badge and computer password, and completing any necessary paperwork, EMR training, and additional site-specific HIPAA training, if needed.

The preceptor should also communicate his or her expectations of the student during the rotation. Expectations can include:

- Hours
- Interactions with office and professional staff
- General attendance
- Call schedules
- Overnight/weekend schedules
- Participation during rounds and conferences
- Expectations for clinical care, patient interaction, and procedures
- Oral presentations
- Written documentation
- Assignments
- Write-ups
- Anything additional that the preceptor feels is necessary

Informed Patient Consent Regarding Student Involvement in Patient Care

The patients are essential partners in this educational endeavor as well. All efforts must be made to observe strict confidentiality, respect patient privacy and dignity, and honor their preferences regarding treatment. All students complete HIPAA training prior to their clinical year. However, patients must be informed that a physician assistant student will participate in their care, and the patient's consent must be obtained. This may be done through standardized forms at admission or on a person-by-person basis. The students should be clearly identified as PA students and must also verbally identify themselves as such. If the patient requests a physician and refuses the PA student's services, the request must be honored. Patients must know that they will see their regular provider, and they should have an explicit opportunity to decline student involvement.

Additionally, PA Students are not allowed to function independently. PA Students may see patients only when their supervising clinical preceptor is physically present in the office/hospital and available to see patients. PA Students must remember that their clinical preceptor must see all patients prior to implementing a treatment plan, and again must see all patients prior to discharge. PA Students are not allowed to see patients and initiate or implement any treatment plan without their clinical preceptor seeing and evaluating the patient first.

Student Evaluation

Student evaluation is designed to promote communication between preceptor and student. Preceptors are encouraged to discuss strengths and weaknesses throughout the rotation, so as to encourage students about their strengths as well as provide opportunities to improve upon weaknesses.

Mid rotation evaluation

Midway through the rotation preceptors are asked to evaluate the student's performance in relation to progress towards meeting the course learning outcomes. This evaluation is used by the Course Director to monitor student

progress and assist the preceptor in providing opportunities for the student to improve upon weaknesses.

End of rotation evaluation

The evaluation should also reflect on student knowledge and skills as well as their improvement throughout the rotation, and assess progress in comparison to other students at the same level. The preceptor's evaluation of the student is tremendously important. On required rotations, a passing evaluation from the preceptor is mandatory. If deemed “not passing,” the preceptor will be contacted by the Course Director to discuss the student’s performance, and the student may be requested to repeat the rotation or undergo procedures specified by the program. The final grade for a clinical rotation and the decision to pass or fail a student are ultimately made by the program faculty. The program will designate how often evaluations need to be completed.

Feedback to Students

While students only have two formal evaluations during the clinical rotation, it is imperative that they receive regular positive and constructive feedback on a daily basis from their preceptors to help improve their clinical performance.

Appendix A

GETTING THE MOST OUT OF YOUR CLINICAL ROTATIONS

The program has prepared your preceptors for their role as your teacher. We have contacted each of your preceptors and discussed their responsibilities, the role of a PA student, the objectives of your clerkship, and the evaluation guidelines. In addition, your rotation folder has tips and topics that we hope will be covered during your rotation.

How do you ensure, as much as possible, that you get the most out of your clinical experience? Preceptors inevitably test their students: How serious are you about your education? How much initiative are you willing to take? Do you expect to be spoon-fed? Do you demand constant direction to meet your educational goals? During a short five-week rotation, in a busy practice, the preceptor usually will not get to know you in depth, so first impressions concerning your assertiveness and responsibility for your own education are very important. Obviously, for some students this is more difficult to learn and do than for others. However, it is an invaluable and necessary skill.

Prior to your first day on the rotation:

Review all information about the site on eMedley; including requirements, reporting information; and driving and parking directions. Bring all required documents with you on the first day. If indicated, contact the preceptor/administration in advance to ensure you confirm the following:

- What time to report on the first day
- Where to report on the first day
- To whom you should report on the first day
- If there are any other requirements you need to do before the first day
- If you need any documents from the program
- The appropriate attire for the office (i.e.: Scrubs/business casual/white coat)
- Where to park
- The address
- I am confirming you have received everything from my program to start?
- Is there anything I need to do prior to my arrival?
- Where can I obtain my badge?

Important information/Suggestions:

- You will always display your SEU PA Student Badge and Health System Badge when on site. • You will wear your white coat if appropriate.
- You need to blend in with the environment.
- Take a sack lunch/snack/water for the first day as you do not know when the lunch hour is, what is available on site or in town, or if there will be time to run out to purchase something.
- Internet access on site may be limited or not allowed. Take a journal and any documentation the program has provided necessary to aid in your rotation.
- Remember you are representing SEU, SEU PA Program, as well as the profession, in person and during all communication exchanges (email and phone)
- Remember to smile when you are on the telephone, writing an email, or speaking in person • Have fun, and enjoy each opportunity!

During the Rotation

You must take an active role in defining your educational goals and creating an educational experience in which you

achieve these goals. What you learn is going to depend upon you. The preceptors will quickly realize how serious you are about your education and how much initiative you are going to take. They want to determine how much of a demand you will place on them and if you expect to be told every little thing to do. You are the one who is going to determine what you get out of a rotation. Not all rotations will be your “ideal” but you can learn from each and every one of them. You may never intend to go into pediatrics but the skills and patience you develop from dealing with cranky children and anxious parents will stick with you for life. Another rotation may be “slow” but at the same time give you an opportunity to read and examine patients at a leisurely pace. The preceptor may be able to give you more of his/her time to discuss an interesting topic. You all will not have the same experiences at each site but it is up to you what you make of it. You are going to have to learn to fit into the healthcare team, learn how to be assertive but not obnoxious. Here are a few suggestions to make the most out of your clinical experience:

- On day one, review your objectives and rotation objectives with your preceptor:

State what educational background and experience you already have, your strengths and weaknesses, and areas on which you would like to focus. This is also a good time to quickly finish your onboarding and orientation evaluation.

- Continue to review your objectives and PAEA topic list:

It may be useful to review your objectives with your preceptor two or three times during the rotation. If there are skills or conditions you are not familiar with, point out that you would like to focus on those areas where possible within the scope of the practice.

- Organize your own seminar series with your preceptor:

For example: “Dr. /Mr. / Ms. _____ I’m still confused about the treatment for “X”. Tonight I plan to read up on “X”. Tomorrow can we take ten minutes to answer some questions I might have? Can you suggest some good articles for me to read?”

- Ask questions:

Clinical instructors need to know that you are interested in learning. Asking questions is the primary way the preceptor measures your initiative and your involvement in your education. However, make sure you ask questions at appropriate times. Ask your preceptor to identify suitable times for him or her to take your questions. **(Note: It is inappropriate to ask questions in front of a patient or while the surgeon is operating).**

- Do not be confrontational:

You are in a clinical setting to learn. If you have an ethical concern, politely present it to your preceptor. If you do not feel comfortable with the outcome of the conversation, call the Clinical Site Manager or Clinical Coordinator.

- Take advantage of resources within the facility:

Consider asking your preceptor if you can spend time with a specialist who seems particularly interested in teaching: radiologists, gastroenterologists, pulmonologists who have consulted your patient. Ask to spend an afternoon in the lab reading U/A’s and CBC’s. **Find out what conferences are available, and attend them.**

- Practice your patient presentations:

Practice as much as you can while on rotations. Get together with other students and critique each other. If you are unsure of how to present a patient, ask the preceptor. This helps you develop your organizational skills and your ability to make basic decisions about the importance of different information.

- Read daily:

You may be asked to attend and participate in conferences or present on assigned topics during your clerkship. Also, remember that it is your responsibility to read and fill in the gaps between what you see at the site and the objectives on which you will be tested. It is not possible for a clinical site to provide you with experiences for every objective.

- Seek out the interns, residents, and medical students:

When you work in a teaching hospital you will often be in contact with residents, interns, and 3rd and 4th-year medical students. Seek out the help and advice of some of these individuals. Often you will find someone who's interested and good at teaching. Often there will be a classmate in the same facility. Be "on call" for each other to share exciting cases.

- Organize your own "mini-courses:"

Read about a few drugs each week. Focus on a disease process that you want to understand. Spend extra time with a patient who presents with a disease that you are interested in and learn about the patient's presentation, the physical exam findings, the lab results and special studies.

- Do your own hospital rounds:

Be sure you are familiar with all the patients on your service – not just YOUR patients. List their basic diagnosis, physical findings, labs, studies and treatment. When you have free time, and with preceptor permission, go listen to the hearts of all the patients. If a patient has had a stroke, do a complete neurological exam on him daily to note the changes in findings. Re-examine patients as they get better or worse.

- Do other "work":

Start IV's, get lab test results, find lost charts, and arrange for patient transportation. This will save time for your preceptor and help make his/her life easier in return for all the extra time s/he spends teaching you. It will also show him/her that you can work as a team player. Be especially nice and polite to nurses, secretaries, clerks, and housekeeping staff. Nurses can become vital allies. Secretaries and clerks know the paperwork system and can save you much time in locating forms, charts, and lab work. As for housekeeping staff, you may not need their help often, but you will be eternally grateful to the person who can arrange a rapid clean-up when some sort of mess occurs as a result of an ill patient.

- Knowing your Limitations

Students must be aware of their limitations as students, and of the limitations and regulations pertaining to the Physician Assistant profession. **Students must seek advice when appropriate and must not evaluate or treat patients without direct supervision from and access to a supervising physician at all times. When in doubt, ask**

for help. At no time is a student permitted to make any decisions on medical care for any patient. This means that you should not be admitting or discharging or changing treatment plans without permission from your preceptor. All such documentation must be documented in the chart. **Students must follow clinic institutional policies about co-signing orders/progress notes/H&P/discharge summaries.** If an entity does not have such a policy, the student needs to discuss the parameters with the preceptor of record in regards to the timeliness of the co-signing of the records. EVERY MEDICAL DECISION SHOULD BE APPROVED BY THE PRECEPTOR OF RECORD OR HIS DESIGNEE.

- Don't forget the standards we taught you:

You will be exposed to many variations on the theme of physical examinations, including shortcuts, omissions, and legitimately different approaches. **Remember the way we instructed you and before you omit - think.** Reason through what information each part of the physical examination gives you before leaving out parts of the exam

solely to speed up. If you omit an exam element, it should be because it is not necessary, not because you forgot it or don't know it. There are acceptable ways to speed up and streamline techniques. When in doubt, talk to your preceptor. Besides maintaining your technical proficiency, you must continue to master full and directed physical examinations. To do this effectively, you must have a good knowledge base in pathophysiology, and you must practice the thinking process for a wide variety of patient problems. We will continue to work with you on these skills on Call Back Days to strengthen your thinking process, but the burden to practice lies solely with you. It is up to you to develop, maintain, and broaden your knowledge base in medicine.

Above all, conduct yourself in a professional courteous manner at all times, displaying respect for the privacy, confidentiality and the dignity of patients, preceptors, healthcare workers and fellow students.

***At any time during your clinical year, if the Student Progress Committee evaluates your performance and feels that you are not ready for clinical practice, they have the right to delay your graduation, have you repeat your clinical year in its entirety or dismiss you from the program.

***All policies in this handbook are subject to change and you will be notified via email should any changes be made during your clinical year.

SEU Physician Assistant Program
Clinical Year Guide Acknowledgement

Appendix B

I have received a copy of the *Saint Elizabeth University Physician Assistant Program Clinical Year Guide*.

I have read, reviewed and understand the information contained in the *SEU PA Program Clinical Year Guide*, including all rules and regulations, policies and procedures, and expectations of a student enrolled in the SEU Physician Assistant Program.

I agree to uphold all the policies stated herein for as long as I am enrolled as a student in the SEU Physician Assistant Program.

Name:

Signature:

Date:

This form must be submitted to the SEU PA Program office prior to starting clinical rotations.