**POLICY: Supervised Clinical Practice Experience**

**Preparation for Supervised Clinical Practice Experiences**

End of Didactic Phase: time is designated on the schedule for Clinical Preparation Time. During this time:

- Students identify their top elective choices at this time and submit these via email to the DCE.
- Students document their desire to complete an overseas rotation (American Samoa).
- Students re-engage with Castle Branch to complete the following:
  - Background Investigation Update
  - Urine Drug Screen
  - OSHA Training
  - HIPPA Training
  - Blood Borne Pathogen Training
- Students receive an orientation to Typhon®.
  - This orientation will include, but is not limited to, patient encounter logging and document upload (i.e., pre-rotation and post-rotation self-assessments and patient encounter notes).
- Students receive an orientation to Clinical Rotation Expectations upon/before SCPE start including:
  - Use and access to local resources including facilities, computers, and internet
  - Clinical site patient care practices including identifying which patients students are allowed to see
  - Safety issues including exposure to hazardous materials, exposure control, and procedures to be followed in event of exposure (including needle sticks and body fluid exposures)
  - Policies addressing student security and personal safety at each clinical site
  - Access to/use of patient health records and medical documentation policies and procedures
  - Student’s schedule
  - Immediate notification of the Program if/when:
    - Student behavior/performance is judged to create risk for the clinical site or its patients.
    - The site determines it will be unable to provide a previously agreed upon student rotation/clinical experience.
- Students complete OR Scrub Training.
- Students will be up-to-date on all vaccinations, titers, and TB surveillance consistent with Program policies.
- Students will complete ACLS Training before beginning the clinical phase of the Program.
- Students must have active BLS certification prior to ACLS training and must maintain this through Program graduation.
- Students will sign a release of information form allowing the Program to provide health, immunization, training, and drug screening information to clinical sites.
SCPE Selection
All supervised clinical practice experiences will be arranged by the PA Program. Students shall not be required to provide nor solicit clinical sites or preceptors.

- Students may request elective rotations in the specialty and location of their choice.
  - The Program will review, evaluate, and approve all rotations for educational suitability and may not be able to provide elective rotations requested.
- Students may provide an alternative elective request at any time during the clinical year.
- Students are permitted to request specific clinical sites or preceptors, however, while every attempt is made to accommodate student requests, rotation assignments are at the sole discretion of the Director of Clinical Education.

Student Travel and Expenses
Students are responsible for arranging their own housing accommodations, transportation, and any expenses associated with travel and relocation occurring as a requirement of the Program.

- During the didactic phase of the Program, students may need to perform travel as deemed necessary by the Program to attend activities arranged/required by the Program.
- During the clinical phase of the Program, students will need to travel to all clinical sites, Call Backs, and other activities arranged by the Program. Students are responsible for all expenses related to SCPEs. Students are responsible for lodging, meals, transportation, and parking, as applicable.
- The majority of these rotations will occur at healthcare facilities within 50 miles of the Program, however, students must be prepared to travel to sites outside of this radius.

Nepotism Policy
Students are not allowed to request or participate in a rotation at a clinical site associated with a family member, friend, or any other person who may be influenced by factors other than the clinical performance of the student.

Preceptors
Preceptors are chosen for their commitment to PA Education, their academic and professional background, their board certification (as applicable), their specific training, and their ability to educate.

- In each location to which a student is assigned for SCPEs, there will be an assigned preceptor who will be designated by the Program as an instructional faculty member. This preceptor will assess and supervise the student’s progress in achieving learning outcomes.
- The Program will inform students which instructional faculty member is serving in this role for each SCPE. Contact information for each preceptor is available in Typhon®. Students are expected to contact their assigned preceptor prior to starting each rotation.
- If a student is unable to contact their preceptor prior to the start of a SCPE, the student must contact the Director of Clinical Education.

Rotation Schedule & Important Dates
See Class of 2019 Clinical Phase Schedule (2018-2019) [attachment 1]
Required Courses
PA 601: Inpatient Internal Medicine Supervised Clinical Practice Experience (4SH)
PA 602: Outpatient Internal Medicine Supervised Clinical Practice Experience (4SH)
PA 603: Family Medicine Supervised Clinical Practice Experience (4SH)
PA 604: Surgery Supervised Clinical Practice Experience (4SH)
PA 605: Pediatrics Supervised Clinical Practice Experience (4SH)
PA 606: Obstetrics and Gynecology Supervised Clinical Practice Experience (4SH)
PA 607: Psychiatry Supervised Clinical Practice Experience (4SH)
PA 608: Emergency Medicine Supervised Clinical Practice Experience (4SH)
PA 609: Orthopedics Supervised Clinical Practice Experience (4SH)
PA 610: Dermatology Supervised Clinical Practice Experience (4SH)
PA 611: Elective Supervised Clinical Practice Experience (4SH)
PA 612: Mini Clinical Supervised Clinical Practice Experience (4SH)

Medical Diagnostic Equipment
Students should bring their own diagnostic equipment to each rotation.

Requirements for Graduation
See “POLICY Requirements for Progression In and Completion of Program”

Clinical Site Visits
The Director of Clinical Education or his designee will perform a site visit at every clinical site on an annual basis. During the site visit, the DCE should engage with the preceptor(s) and any students currently on the rotation. A Clinical Site Evaluation Form [attachment 2] will be completed. The most recent completed form will be uploaded to Typhon®. Results/findings will be documented in the Summary of Faculty Evaluation of Clinical Site table.

Honor Code
Students must abide by the Bryant University PA Program Honor Code. Violations of the Honor Code will result in disciplinary action as outlined in the POLICY Code of Conduct.

Professional Behavior on Clinical Rotations
The designated preceptor, instructional faculty, and the DCE will monitor student behavior and professionalism throughout each rotation. If a preceptor reports issues with student conduct, they will call the DCE and a meeting will be arranged with the student and the DCE to discuss the matter. If the behavior is determined to be detrimental to the Program, the clinical site, or a patient, the student will be removed from the site and the matter will be investigated by the DCE.

- In the event a preceptor suspects that a student is participating in a rotation under the influence of any substance that affects their clinical performance, the DCE shall immediately remove the student from the rotation, perform an investigation of the matter, and work with Castle Branch to perform a drug/ETOH test on the student at the student’s expense.
- Should a student fail a drug or alcohol screen they shall be dismissed from the clinical rotation, an investigation shall be performed, and the student will be disciplined in accordance with the POLICY Code of Conduct.
Academic Standards

• Progression in the Clinical Phase
  • In order to progress through the clinical phase of the Program, students must maintain a 3.0 GPA and must pass each SCPE with an overall minimum grade of “B” (83%).
  • If the student fails to meet criteria for progression and decelerates, all coursework/required Program components must be completed within five years of initial matriculation. Only courses taken and credits received in the Bryant University PA Program are included in the computation of the Program GPA.
  • All students are required to pass a clinical summative examination within four months of graduation before the Program Director can grant a recommendation for Program graduation.
    ▪ Remediation for failure of the clinical summative examination is required for Program completion and will consist of a supplementary assignment followed by retesting of information similar in both content and construction to the original clinical summative examination. Students will be referred to the Academic Support and Remediation Committee with a recommendation for dismissal for failure to successfully complete the clinical summative examination.

• Grade Replacement Policy – Supervised Clinical Practice Experiences (SCPEs)
  • During the clinical year, the minimum required grade to pass each SCPE is a “B” (83%). Failure to obtain a “B” will necessitate repeating the failed rotation. Failing the repeat clinical rotation will result in dismissal. No more than one clinical rotation may be repeated; failing more than one clinical rotation will result in dismissal. The repeated SCPE is subject to this Grade Replacement Policy:
    ▪ This policy can be applied to a maximum of one SCPE – no more than one SCPE may be repeated.
    ▪ For purposes of GPA calculation, the grade earned during the first SCPE enrollment will stand until the recording of the final grade in the second enrollment is completed. When the second enrollment is completed, the grade for that second enrollment will become the grade used in all GPA calculations.
    ▪ The transcript will record both course enrollments and the grade earned in each enrollment. The first attempt will be marked with an X to indicate grade replacement (e.g., XF, XC).
    ▪ Students will not be allowed to apply the grade replacement policy to a course in which there has been documented academic dishonesty that has not been reversed on appeal.
    ▪ If a student takes an approved leave of absence from the PA Program during a clinical rotation, the student will receive a grade of “Incomplete (I)” for that SCPE and may not restart the PA Program prior to the start of the next term; the soonest the student could resume clinical rotations would be whichever established SCPE block occurs first in the next term. The Incomplete SCPE must be repeated prior to completion of the Program and will likely take place at the same clinical site.
    ▪ This Grade Replacement Policy is unique to the SCPE (clinical rotation) courses in the PA Program and is applied automatically upon completion of the repeated (remediation) SCPE.

• All PA Program courses and requirements must be completed within five (5) years of matriculation.
• Remediation
  • Remediation for a failed Supervised Clinical Practice Experience (SCPE)
    ▪ During the clinical phase, the minimum required grade to pass each SCPE is a “B” (83%).
    ▪ Failure to obtain a “B” will necessitate repeating the failed rotation after the remediation plan has been successfully completed. The student’s faculty advisor, the Director of Academic Success, and the Director of Clinical Education will develop the remediation plan. Failing to successfully complete the remediation plan or failing the repeat rotation will result in dismissal. No more than one (1) clinical rotation may be repeated.
    ▪ During the clinical phase, the student who fails a rotation and remediates successfully will have a delayed graduation date, but does not have to furlough for a year to rejoin clinical rotations as is necessary in the didactic year.
    ▪ All students requiring a remediation (repeat) SCPE will incur additional tuition expenses that may not be eligible for federal financial aid assistance. Any student that requires this remediation must present to the university financial aid office to discuss financial obligations for course completion and graduation. Failure to comply with university financial obligations could delay certification for graduation.
  • Remediation for a failed Clinical Summative Examination
    ▪ Completion of a clinical summative examination is required within four months of Program graduation. Each student is required to complete the examination with a minimum grade of 80%. Remediation for a failed clinical summative examination will follow the algorithm of the failed course as discussed in POLICY Progression Completion. Failure of remediation of the clinical summative examination will result in dismissal from the Program.

Personal Safety
During initial clinical site visits, facilities are evaluated for student safety and security. This is re-evaluated annually during site visits, and students report issues related to their experiences on their end of rotation site evaluation. Compliance is documented on the Clinical Site Evaluation Form. Any student who encounters an issue related to security and personal safety, in addition to following clinical site policy, must promptly report this to the DCE. Students are covered for exposure, illness, or injury that occur on rotation by the mandatory Bryant University Physician Assistant Student Health Insurance Plan. Each clinical site is evaluated for compliance with the following:
  • Security & Personal Safety
    o Clinical site has policy regarding security and personal safety
    o This policy covers students
    o Students are made aware of the policy upon/before rotation start
  • Infectious & Environmental Hazards (including needle stick & body fluid exposure)
    o Policy exists regarding evaluation and treatment of healthcare worker injuries, including needle sticks and body fluid exposure
    o This policy covers students
    o Students are made aware of the policy upon/before rotation start
Blood-Borne Pathogen Training and Exposure
All students complete Blood-Borne Pathogen training provided by Castle Branch before starting clinical rotations.

- Participating in SCPEs is a necessary component of the PA Program. Students understand that there is a risk for exposure to infectious and environmental hazards such as blood or body fluids during the Program. The Program procedure surrounding exposure to these hazards is guided by the 2017 Bryant University Campus Exposure Control Plan.
- Information regarding exposure policies will be provided to students during Program orientation, prior to any course where exposure may occur, and prior to beginning the clinical phase of the Program.
- Students must agree to participate in activities that have the potential for exposure to infectious or environmental hazards and are aware that student health insurance may not cover all aspects of care secondary to such exposures.

When a student has experienced an exposure to an infectious or environmental hazard, the student must follow the process outlined in POLICY Student Health Care.

Liability Insurance
Students are covered for malpractice as outlined by the Certificate of Liability Insurance [attachment 3].

Illness or Injury
Any student who sustains an injury while on clinical rotation should follow any policy, if applicable, at the clinical site and is encouraged to seek prompt evaluation and treatment at the nearest appropriate healthcare facility. Clinical sites and preceptors have no obligation to evaluate and treat students. The student should notify the DCE promptly.

If an injury or illness is significant enough that the student must miss SCPE time, the student should notify the DCE and preceptor promptly. Opportunity for make-up time is outlined in POLICY Attendance. Illness and Injury are covered by the mandatory Bryant University Physician Assistant Student Health Insurance Plan.

HIPAA
Students are required to be trained in the Health Insurance Portability and Accountability Act (HIPAA). HIPAA outlines the regulations governing medical privacy. Students are required to understand this Act and demonstrate ongoing compliance throughout the Physician Assistant Program. Failure to do so may result in immediate removal from a clinical site and potential dismissal from the Program, in addition to other punitive legal action as enforceable by law.

SCPE Dress Code & Student Identification
Students must follow the POLICY Dress Code, however SCPE specific dress codes take precedence over the Program policy. The following policies may not be superseded by SCPE-specific policy:

- All students in the clinical setting must be clearly identified as PA Students and must wear the Bryant University PA Program issued Name Tag.
- Students must wear designated hospital-issued identification badges at appropriate sites. Students should not wear hospital-issued or other university/facility-issued identification badges when not at the designated site.
  - The Bryant issued short white coats emblazoned with the Bryant University logo/Bryant University PA Program logo should be worn at all times unless specifically prohibited/discouraged by the clinical site.
• Students should wear Bryant PA Program issued scrubs when scrubs are required. Hospital-issued scrubs may be substituted for use in the operating room.
• Students must return all hospital issued scrubs and property prior to departing the rotation.
• Students must always clearly identify themselves to both patients and staff as a PA Student.
  • Students should introduce themselves as PA Student (Last Name) from the Bryant University PA Program working with (Preceptor Title & Name).

Employment during Supervised Clinical Practice Experiences
• Clinical employment may not be performed while enrolled in Supervised Clinical Practice Experiences.

• Students who have been placed on Academic Probation are prohibited from working during their time on probation. Non-adherence to this policy will result in immediate dismissal.

• Students shall not be required to work for the Physician Assistant Program.
  • Students may volunteer to assist with tasks, be assigned student leadership positions, and be involved with Program activities.
  • Students will not substitute for or function as instructional faculty.
    • Students with specific prior knowledge, experiences, and/or skills may assist faculty in didactic and laboratory sessions to share their knowledge and skills but will not be assigned as faculty or instructors in any course.

  • Students will not substitute for clinical or administrative staff during SCPEs.
    • Students should be fully engaged in clinical activities. This may include patient care, grand rounds, presentations, and CME activities. This must not include administrative tasks such as checking in patients, performing duties as a scribe, etc.

Attendance at SCPEs
Supervised Clinical Practice Experiences vary in start times, duration, finishing times, and call requirements. Students are expected to be present during all days and times a scheduled rotation is open, or as outlined by the preceptor. Students should attain at least an average of 35 hours per week of clinical time.

Students should never decline to work outside of normal work times, weekends, nights, and on-call if that is part of the rotation. There is no maximum number of hours a PA Student may work.

Students are prohibited from requesting time off from preceptors during a rotation. In the event a student will be absent from a SCPE or other assigned Program activity, they must notify the Program Staff or DCE by phone or voicemail as soon as possible by calling (401) 232-6556. The Program will review all events of student absence to determine whether the absence will be excused.

Students may accrue no more than 3 excused class absences during the clinical phase of the Program. More than 3 absences will result in mandatory remediation, deceleration, or dismissal as determined by the Program. Examples of excused absences include acute medical conditions that cannot wait for non-rotation times (medical emergencies), or death/critical health concerns in an immediate family member.

Students are highly encouraged to schedule routine appointments outside of designated rotation time to ensure that there is no conflict between learning and personal affairs. Examples of absences that will not
be considered excused are weddings, graduations, vacations, family reunions, etc. Accruing excused absences for appointments and personal affairs will not waive this requirement should the student become sick or injured later in the clinical year, and each incident will be evaluated individually.

The Program does not recognize “personal days,” and individuals without an authorized absence will be counseled on missed class. Missed class material, whether due to excused or unexcused absences, is the responsibility of the student.

Unexcused absences will be documented in the student record, and the student will be subjected to remediation, professionalism grade reduction, deceleration, and/or dismissal from the Program.

If a student fails to meet the attendance requirements of the rotation, the student will be required to repeat the entire rotation.

Learning outcomes
Refer to each Supervised Clinical Practice Experience syllabus.

PA Student Portfolio and Assessment
1. Bryant Preceptor Mid-Rotation Evaluation of Student [attachment 4]
   a. Optional. May be completed at the request of either the preceptor or student during Week 3 of a SCPE to provide feedback regarding student performance, especially if there are any concerns upon which improvement can be made prior to completion of the rotation.
   b. This evaluation is completed as a hard copy and should be submitted to the DCE via email or fax before the end of Week 3 of the SCPE, either by the preceptor or by the student.

2. Bryant Preceptor End of Rotation Evaluation of Student [attachment 5]
   a. Sent to primary preceptor via Typhon® at beginning of Week 5 of each SCPE
   b. This evaluation is completed by the primary preceptor (instructional faculty member) in Typhon®. Ideally, this is done with the student prior to the conclusion of the student’s last scheduled day of the rotation.

3. Pre & Post Rotation Self-Assessments (Reflections) Students are required to complete a SCPE specific pre-rotation and post-rotation self-assessment form and upload this to Typhon.
   a. Pre Rotation Self-Assessment: This self-assessment must be completed and uploaded to Typhon® before starting the rotation. This assignment will be combined with your post-rotation self-assessment for 5% of the final SCPE grade.
   b. Post Rotation Self-Assessment: This self-assessment must be completed and uploaded to Typhon® before your first Call Back day following the rotation. This assignment will be combined with your pre-rotation self-assessment for 5% of the final SCPE grade.

4. End of Rotation Exams
   a. PAEA End of Rotation™ Exams
      i. Blueprint & Topic lists are available on the PEAE End of Rotation™ Website.
   b. Program-created exam
      i. administered if PAEA exam is not available for applicable SCPE.
   c. There is no end of rotation examination for the Elective SCPE.
d. The applicable end of rotation examination is completed during the Call Back days immediately following the SCPE.

5. **MedU** Cases  
   a. Completed online at [https://bryant-pa.meduapp.com/](https://bryant-pa.meduapp.com/) for all applicable SCPEs.  
   b. Completion of MedU cases, combined with completion of assigned readings for the SCPE, is worth 5% of the final SCPE grade.  
   c. Must be completed successfully (effort is tracked by MedU) prior to the completion of the SCPE.

6. **SOAP Notes**  
   a. Completion of 10 SOAP Notes (Patient Encounter Forms) during each SCPE. (15 for Mini)  
   b. Must be uploaded to Typhon® prior to the first Call Back day following the SCPE.  
   c. These notes must be written entirely by the student.  
      i. Examples of unacceptable notes include, but are not limited to, scans, printouts, pictures, or copies of a previously written or electronic note.

7. **Typhon® Data**  
   a. Students are required to log all patient encounters as Case Logs.  
   b. All logs must be complete and accurate.  
   c. Students are also required to log time spent engaged in all other enrichment activities (e.g., conferences, in-services, grand grounds, etc.) during each SCPE, if applicable.

8. Student Evaluation of Clinical Preceptor [attachment 6]  
   a. Each student must complete an evaluation of the primary preceptor (instructional faculty member) upon completion of the SCPE.

9. Student Evaluation of Clinical Site [attachment 7]  
   a. Each student must complete an evaluation of the clinical site upon completion of the SCPE.

10. Mid-SCPE Self Evaluation [attachment 8]  
    a. Each student must complete this evaluation during Week 3 of the SCPE which provides guidance to both the student and the Program regarding student progress in achieving the goals for that SCPE.

11. Professionalism  
    a. Refer to Professionalism Rubric. [attachment 9]  
    b. Professionalism (worth 5% of the final SCPE grade)  
       i. includes, but is not limited to, attendance and active engagement at all required SCPE assigned shifts, other SCPE-required activities, and Call Back days.

12. **Rosh Review**  
    a. All students are encouraged to complete as much Rosh Review material as possible throughout the entire clinical phase as added preparation for taking the PANCE.  
    b. Provided by the Program at no cost to all students.  
    c. Available to all students via login at [https://www.roshreview.com/](https://www.roshreview.com/).
SCPE Grading
The final grade for each SCPE is determined by the PA Program. Each rotation has specific requirements as determined by the course syllabus, and grading criteria is outlined in the Bryant PA SCPE Grading Rubric [attachment 13].
**Standard A2.17** In each location to which a student is assigned for supervised clinical practice experiences, there must be an instructional faculty member designated by the Program to assess and supervise the student’s progress in achieving learning outcomes.

**ANNOTATION:** The Program is expected to inform students at each location which instructional faculty member is serving in this role for the location and how to contact this faculty member.

**Standard A3.03** Students must not be required to provide or solicit clinical sites or preceptors. The Program must coordinate clinical sites and preceptors for Program required rotations.

**ANNOTATION:** Coordinating clinical practice experiences involves identifying, contacting and evaluating sites and preceptors for suitability as a required or elective rotation experience. Students may make suggestions to principal faculty for sites and preceptors but are not required to do so. Student suggested sites and preceptors are to be reviewed, evaluated and approved for educational suitability by the Program.

**Standard A3.04** PA students must not be required to work for the Program.

**ANNOTATION:**

**Standard A3.05** Students must not substitute for or function as instructional faculty.

**ANNOTATION:** Students with specific prior knowledge, experiences and skills may assist faculty in didactic and laboratory sessions to share their knowledge and skills. Students are not to be the primary instructor or instructor of record for any component of the curriculum.

**Standard A3.06** Students must not substitute for clinical or administrative staff during supervised clinical practical experiences.

**ANNOTATION:**

**Standard B1.10** The Program should orient instructional faculty to the specific learning outcomes it requires of students.

**ANNOTATION:** Program and principal faculty need to work collaboratively with instructional faculty in designing courses with appropriate learning outcomes and student assessment tools that reflect the learning outcomes expected of students.

**Standard B3.01** PA students must be clearly identified in the clinical setting to distinguish them from physicians, medical students and other health profession students and graduates.

**ANNOTATION:**

**Standard B3.02** Supervised clinical practice experiences must enable students to meet Program expectations and acquire the competencies needed for clinical PA practice.
ANNOTATION: It is anticipated that the Program expectations of students will address the types of patient encounters essential to preparing them for entry into practice. It is required that at a minimum these will include preventive, emergent, acute, and chronic patient encounters.

**Standard B3.05** Instructional faculty for the supervised clinical practice portion of the educational Program must consist primarily of practicing physicians and PAs.

ANNOTATION:

**Standard B3.06** Supervised clinical practice experiences should occur with:
(a) physicians who are specialty board certified in their area of instruction,
(b) PAs teamed with physicians who are specialty board certified in their area of instruction or,
(c) other licensed health care providers experienced in their area of instruction.

ANNOTATION:

**Standard B3.07** Supervised clinical practice experiences should occur with preceptors practicing in the following disciplines: family medicine, internal medicine, general surgery, pediatrics, ob/gyn, and behavioral and mental health care.

ANNOTATION: PA education requires a breadth of supervised clinical practice experiences to help students appreciate the differences in approach to patients taken by those with varying specialty education and experience. SCPE used for required rotations are expected to address the fundamental principles of the above disciplines as they relate to the clinical care of patients. Subspecialists serving as preceptors might, by advanced training or current practice, be too specialty focused to provide the fundamental principles for required rotations in the above disciplines. Reliance on subspecialists as preceptors for required rotations in the above disciplines is contrary to the intent of this standard.

**Standard C4.01** The Program must define, maintain and document effective processes for the initial and ongoing evaluation of all sites and preceptors used for supervised clinical practice experiences to ensure that sites and preceptors meet Program defined expectations for learning outcomes and performance evaluation measures.

ANNOTATION: An effective process or processes involves the Program establishing criteria by which to initially evaluate new sites and preceptors as well as those that have an ongoing relationship with the Program. The processes will focus on the established criteria and fit the individual Program.

**Standard C4.02** The Program must document that each clinical site provides the student access to physical facilities, patient populations and supervision necessary to fulfill Program expectations of the clinical experience.

ANNOTATION: Site evaluation involves Program faculty monitoring the sites used for supervised clinical practice experiences, and modifying them as necessary, to ensure the expected learning outcomes will be met by each student by Program completion. It is expected that faculty document that differences in clinical settings do not impede the overall accomplishment of expected learning outcomes. Documentation shows that preceptors are providing observation and supervision of student performance while on supervised clinical practice experiences and that they are providing feedback and mentoring to students.
Review: Click here to enter a date.
☐ Medical Director
☐ Director of Clinical Education

Forwarded for Approval: Click here to enter a date.
☐ Associate Program Director

Approved: Click here to enter a date.
☐ Program Director
Class of 2019 Clinical Phase Schedule (2018-2019)

SCPE Dates

Block 1: 01/04/2018 - 02/02/2018  
Block 2: 02/07/2018 - 03/09/2018  
Block 3: 03/14/2018 - 04/13/2018  
Block 4: 04/18/2018 - 05/18/2018  
Block 5: 05/23/2018 - 06/22/2018  
Block 6: 06/27/2018 - 07/27/2018  
Block 7: 08/01/2018 - 08/31/2018  
Block 8: 09/05/2018 - 10/05/2018  
Block 9: 10/10/2018 - 11/09/2018  
Block 10: 11/14/2018 - 12/14/2018  
Block 11: 01/03/2019 - 02/01/2019  
Block 12: 02/06/2019 - 03/07/2019

SCPE Call Back Dates

Wednesday, January 3, 2018 (PACKRAT I)  
Monday-Tuesday, February 5-6, 2018  
Monday-Tuesday, March 12-13, 2018  
Monday-Tuesday, April 16-17, 2018  
Monday-Tuesday, May 21-22, 2018  
Monday-Tuesday, June 25-26, 2018  
Monday-Tuesday, July 30-31, 2018  
Tuesday, September 4, 2018  
Tuesday, October 9, 2018  
Monday-Tuesday, November 12-13, 2018  
Monday-Tuesday, December 17-18, 2018  
Wednesday, January 2, 2019 (PACKRAT II)  
Monday-Tuesday, February 4-5, 2019  
Friday, March 8, 2019 (Completion Date for all Program Requirements)

Summative Examination Dates

Monday-Tuesday, December 17-18, 2018

Graduation

Saturday, March 23, 2019
Clinical Site

SCPE Course Number(s)

Instructional Faculty / Primary Preceptor(s) - A2.14, A2.17

CV/Resume & License (Typhon) - A2.01, A2.13, A2.16

### CLINICAL REQUIREMENTS

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<th>Patient Encounter Types - B3.02</th>
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<td>Preventative</td>
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<td>Emergent</td>
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<td>Infants (&lt; 2 y/o)</td>
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<td>Children (2-12 y/o)</td>
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<td>Adolescents (13-17 y/o)</td>
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<td>Adults (18-64 y/o)</td>
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<td>Elderly (&gt; 65 y/o)</td>
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<th>Patient Categories: Women's Health - B3.03</th>
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Clinical Setting Types - B3.04

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<th>Clinical Setting Types</th>
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Students are afforded the opportunity to interview/conduct physical examinations on patients daily
Opportunities for inter-professional education and/or to work collaboratively in inter-professional patient centered teams - **B1.08**

- Students have the opportunity to document patient care experiences (paper and/or EHR)
- Enrichment opportunities (grand rounds, CME, home visits, etc.) built into the rotation
- Preceptors agree to evaluate student performance

**FACILITIES - C4.02**

- Secure place for the student to keep belongings
- Quiet area to study
- Students have internet access
- Clinical resources available (textbooks, online, etc.)
- Parking available for students
- Dining/Food available for students nearby

**STUDENTS**

- Students will be involved with direct patient care and clinical education/enrichment opportunities >35 hours/week average
- Rotation schedule involves call opportunities

**Security & Personal Safety - A1.03(g)**

- Policy exists regarding security and personal safety
- This policy covers students
- Students are made aware of the policy upon/before rotation start

**Infectious & Environmental Hazards (including needle stick & body fluid exposure) - A3.08**

- Policy exists regarding evaluation and treatment of healthcare worker injuries, including needle sticks and body fluid exposure
- This policy covers students
- Students are made aware of the policy upon/before rotation start

**Faculty member completing site visit**

**Date**
CERTIFICATE OF LIABILITY INSURANCE

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFER NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. IF SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Arthur J. Gallagher Risk Management Services, Inc.
470 Atlantic Avenue
Boston MA 02210

CONTACT NAME: Holley Gardiner
E-MAIL ADDRESS: Holley_Gardiner@ajg.com

INFORMED
Bryant University
1150 Douglas Pike
Smithfield RI 02917

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

COVERAGE
CERTIFICATE NUMBER: 1313361023

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

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<td>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</td>
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<td></td>
<td>ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?</td>
<td>N/A</td>
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</tr>
<tr>
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<td>If yes, describe under DESCRIPTION OF OPERATIONS below</td>
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DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

RE: Bryant University Physician Assistant Program

CERTIFICATE HOLDER

Evidence of Coverage

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Patrick [signature]

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Mid-Clerkship Evaluation

Student Name: ____________________________  Rotation: ____________________________

Preceptor Name: __________________________  Dates: ____________________________

Your feedback is a crucial part of our students' education and development.

At the approximate midpoint of the rotation, please review with the student the following learning outcomes and provide feedback as to whether the student is performing within an acceptable range. Please also indicate to the student any specific constructive suggestions for their overall improvement before the end of the rotation.

Learning outcomes: The knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem solving abilities that have been attained at the end of the rotation. Demonstrates the fund of medical knowledge necessary to the successful evaluation and management of the common conditions encountered in this rotation. This evaluation is not a grade but an opportunity to provide feedback and direction for the remainder of the rotation. Please rate the student according to the following scale and provide specific suggestions for improvement.

1. Demonstrates the fund of medical knowledge necessary to the successful evaluation and management of the common conditions encountered in this rotation.

   Needs improvement  Satisfactory  Favorable

2. Demonstrates the interpersonal, clinical and technical skills necessary to obtain, present and document an accurate patient history.

   Needs improvement  Satisfactory  Favorable

3. Demonstrates the interpersonal, clinical and technical skills necessary to obtain, present and document an accurate physical examination.

   Needs improvement  Satisfactory  Favorable

4. Demonstrates the clinical reasoning and problem solving abilities necessary to develop an appropriate preliminary differential diagnosis in order to successfully guide further evaluation and management.

   Needs improvement  Satisfactory  Favorable

5. Demonstrates understanding of the diagnostic studies appropriate to the differential diagnoses.

   Needs improvement  Satisfactory  Favorable
6. Demonstrates a basic level of comfort with the routine technical skills commonly employed in the management of the patients in this rotation, appropriate to the stage in training.

| Needs improvement | Satisfactory | Favorable |

7. Demonstrates the ability to form a therapeutic and management plan.

| Needs improvement | Satisfactory | Favorable |

8. Demonstrates appropriate sensitivity to patient’s culture, age, gender and abilities necessary to understand patient preferences in counseling the patient regarding risks and benefits of proposed treatment options necessary to implement a patient centered therapeutic plan.

| Needs improvement | Satisfactory | Favorable |

9. Demonstrate collaborative and respectful professional behaviors necessary to interact effectively with the entire health care team including the patient’s family as well as professional health care providers to ensure a successful patient centered care team.

| Needs improvement | Satisfactory | Favorable |

10. Demonstrates the ability to seek out and respond in a positive manner to constructive feedback as part of developing the practice of thoughtful self-reflection in order to establish effective lifelong learning habits to maintain and improve clinical habits.

| Needs improvement | Satisfactory | Favorable |

In the space below please write any additional comments that may be helpful, including specific areas and suggestions for improvement:

Name: ____________________________________________________________

Signature/Date: ____________________________________________________
Your feedback is a crucial part of our students' education and development.

For the following statements describing an expected learning outcome, please choose the one number that best reflects your observations of the student during the rotation time.

1: Strongly disagree: the student demonstrates an unacceptable level/performance (F/Fail- needs remediation)

2: Disagree: the student meets some but not most of the learning outcome description (F/Fail- needs remediation)

3: Agree: the student meets the minimum expected learning outcomes. (C/Pass)

4: Agree: the student meets most but not all of the learning outcome description. (B/High pass)

5: Strongly agree: the student meets all of the learning outcome description. (A/Honors)

Learning outcomes: The knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem solving abilities that have been attained at the end of the rotation.

1. Demonstrates the fund of medical knowledge necessary to the successful evaluation and management of the common conditions encountered in this rotation.

   1  2  3  4  5

2. Demonstrates the interpersonal, clinical and technical skills necessary to obtain, present and document an accurate history.

   1  2  3  4  5

3. Demonstrates the interpersonal, clinical and technical skills necessary to obtain, present and document an accurate physical exam.

   1  2  3  4  5
4. Demonstrates the clinical reasoning and problem solving abilities necessary to develop an appropriate preliminary differential diagnoses in order to successfully guide further evaluation and management.

| 1 | 2 | 3 | 4 | 5 |

5. Demonstrates understanding of the diagnostic studies appropriate to the differential diagnoses, including.

| 1 | 2 | 3 | 4 | 5 |

6. Demonstrates a basic level of comfort with the routine technical skills commonly employed in the management of patients in this rotation, appropriate to the stage in training.

| 1 | 2 | 3 | 4 | 5 |

7. Demonstrates ability to form a management plan, develop a therapeutic plan.

| 1 | 2 | 3 | 4 | 5 |

8. Demonstrates appropriate sensitivity to patient's culture, age, gender and abilities necessary to understanding patient preferences in counseling the patient regarding the risks and benefits of proposed treatment options necessary to implementing a patient centered therapeutic plan.

| 1 | 2 | 3 | 4 | 5 |

9. Demonstrate the collaborative and respectful professional behaviors necessary to interact effectively with the entire health care team including the patient's family as well as professional health care providers to ensure successful patient centered care.

| 1 | 2 | 3 | 4 | 5 |

10. Demonstrates the ability to seek out and respond in a positive manner to constructive feedback as part of developing the practice of thoughtful self-reflection in order to establish effective life-long learning habits to maintain and improve clinical effectiveness.

| 1 | 2 | 3 | 4 | 5 |
Please use the space below to write any additional comments that may be helpful in the student's progress: (or to clarify/explain choices above)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Print name  

Signature  


The purpose of this survey instrument is to evaluate our program clinical receptors. The data compiled will aid the ongoing process of program improvement. In addition, this survey will be incorporated into the Accreditation process as a part of assessment of clinical preceptors in the Self-Study Report.

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Circle the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. 5 = Strongly Agree  4 = Generally Agree  3 = Acceptable  2 = Generally Disagree  1 = Strongly Disagree

<table>
<thead>
<tr>
<th>Preceptor</th>
<th>Course</th>
</tr>
</thead>
</table>

| 1. The preceptor(s) provided the right amount of supervision and observation. | 1 | 2 | 3 | 4 | 5 |
| 2. The preceptor(s) provided the right amount of mentorship and feedback. | 1 | 2 | 3 | 4 | 5 |
| 3. The preceptor(s) modeled good interpersonal skills and communication with patients. | 1 | 2 | 3 | 4 | 5 |
| 4. The preceptor(s) modeled good professional behaviors in their interactions with students, staff, colleagues and patients. | 1 | 2 | 3 | 4 | 5 |
The purpose of this survey instrument is to evaluate our program clinical sites. The data compiled will aid the ongoing process of program improvement. In addition, this survey will be incorporated into the Accreditation process as a part of assessment of clinical sites in the Self-Study Report.

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Circle the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. 5 = Strongly Agree  4 = Generally Agree  3 = Acceptable  2 = Generally Disagree  1 = Strongly Disagree

Preceptor________________________________________________________

Course________________________________________________________

1. Did you have an adequate place to study, rest/take breaks and eat?  
   1  2  3  4  5

2. In your opinion did the patient population at the site provide the right mix and number of patients for you to achieve the goals of the rotation?  
   1  2  3  4  5

3. Any additional comments regarding the clinical site?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
The purpose of this survey instrument is to provide guidance for both the student and the Program regarding student progress in achieving the goals for this SCPE. The data compiled will aid the ongoing process of program improvement. In addition, this survey will be incorporated into the Accreditation process as a part of assessment of clinical sites in the Self-Study Report.

1. Current Rotation ________________________________

2. Have you had a mid SCPE check in with your preceptor? Y N

3. Did you run a Typhon ‘graphical’ log specific to your current rotation? Y N

4. Are you on track to meet your specific rotation benchmarks, i.e. types of encounters, surgical management, setting type etc.? Y N
   If no, what is your plan? _______________________

5. If you are currently on your women’s health rotation (PA 606), are you on track to log at least 10 prenatal encounters? Y N
   If no, what is your plan? _______________________

<table>
<thead>
<tr>
<th>ROWS (Dimensions)</th>
<th>Exceeds Expectations (2)</th>
<th>Meets Expectations (1)</th>
<th>Does Not Meet Expectations (0)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The student upheld the honor code as published in the Bryant University PA Program Student Handbook.</td>
<td>Always</td>
<td>Majority or Most of the Time</td>
</tr>
<tr>
<td>2</td>
<td>The student maintained current immunizations per clinical site and the Bryant University PA Program Student Handbook and course syllabi.</td>
<td>Always</td>
<td>Majority or Most of the Time</td>
</tr>
<tr>
<td>3</td>
<td>The student exhibited behavioral, communicative, and social attributes (e.g., accepting constructive criticism, handling difficult interpersonal relationships) as outlined in the published Program Technical Standards and Competencies.</td>
<td>Always</td>
<td>Majority or Most of the Time</td>
</tr>
<tr>
<td>4</td>
<td>The student exhibited professional behaviors in regard to attentiveness (e.g., does not disrupt the learning environment for themselves or others by non-academic use of phone, computer, tablet, having side conversations, eating, or interrupting or leaving class) as published in the PA Student Handbook.</td>
<td>Always</td>
<td>Majority or Most of the Time</td>
</tr>
<tr>
<td>5</td>
<td>The student met all expected attendance requirements as published in the PA Student Handbook and clinical syllabi (e.g., did not request schedule changes or refuse to stay past a certain hour).</td>
<td>Always</td>
<td>Majority or Most of the Time</td>
</tr>
<tr>
<td>6</td>
<td>The student upholds the dress codes as published in the student handbook.</td>
<td>Always</td>
<td>Majority or Most of the Time</td>
</tr>
<tr>
<td>7</td>
<td>The student consistently represented himself/herself professionally in communication with others.</td>
<td>Always</td>
<td>Majority or Most of the Time</td>
</tr>
<tr>
<td>8</td>
<td>The student followed published protocols for communicating problems or unsatisfactory encounters or events.</td>
<td>Always</td>
<td>Majority or Most of the Time</td>
</tr>
<tr>
<td>9</td>
<td>The student voices/manages dissatisfaction through the appropriate channels (e.g., following appropriate chain of supervision).</td>
<td>Always</td>
<td>Majority or Most of the Time</td>
</tr>
<tr>
<td>10</td>
<td>The student appropriately and consistently sought out and followed instructional input from their preceptor or faculty.</td>
<td>Always</td>
<td>Majority or Most of the Time</td>
</tr>
<tr>
<td>11</td>
<td>The student submitted all required documents and assignments on time and by posted deadlines.</td>
<td>Always</td>
<td>Majority or Most of the Time</td>
</tr>
<tr>
<td>12</td>
<td>The student protects patients' safety and privacy.</td>
<td>Always</td>
<td>Majority or Most of the Time</td>
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<td>----</td>
<td>-------------------------------------------------</td>
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<tr>
<td>13</td>
<td>The student is proactive in the academic setting and is active in all aspect of their education (asks thoughtful questions, fully participates in activities, additional effort to pursue academic interests outside the didactic or clinical instruction).</td>
<td>Always</td>
<td>Majority or Most of the Time</td>
</tr>
</tbody>
</table>
SCPE Assignment & Preceptor Introduction Guide

You will always receive an email which both assigns your next clinical rotation and introduces you and your preceptor. The email instructs you to contact your preceptor; this should be done promptly upon receipt of this announcement email.

In your own words (and succinctly), try to cover the following:

- Introduce yourself!
- Where and when to show up on your first day
- What to wear on the rotation – Remember, Bryant PA Program nametag is required at all times, but white coat and dress code are up to your preceptor.
- What to bring
- What to expect in general and what is expected of you

Likely, your preceptor will respond with all of this information and more – some may even have an email ready-to-go and will beat you to it. You can ask about your actual schedule at that point or in a subsequent email, but understand that you are absolutely required and expected to be available 24 hours/day, 7 days/week for the entire rotation block. Arrive early, stay late, and be engaged! Rotations are what you make of them, mostly, and your preceptors will likely be happy to give you more if you ask for more. That kind of interest does not go unnoticed, either. Always remember that you represent not only yourself out there, but also the Bryant PA Program, Bryant University, and the PA Profession! The more you seek now, the better prepared you will be at graduation.
Patient Encounter Logging

Typhon Orientation – provided before starting clinical rotations – covers the basics of how to use Typhon. However, there are important PA Program requirements regarding patient logging.

You must log all patient encounters.

The reason this data is important is because we have to PROVE to the ARC-PA that you actually getting the excellent patient exposure we say you are (and we know you are). We also have to prove this in a clear manner.

When entering a new Case Log, be sure to:

- Complete all required fields.
- Select “Pre-Natal Visit” for ALL applicable patient encounters.

We cannot graduate any student who has not had sufficient patient exposure to be prepared to enter clinical practice. The ARC-PA requires that each student obtains sufficient exposure to:

- Patients across the entire lifespan
- Acute, Chronic, Preventative, and Emergent visits
- Outpatient, Inpatient, Operating Room, and Emergency Department settings
- Women’s Health (including pre-natal and gynecological visits)
- Behavioral Health visits
- Surgical Management (pre-op, intra-op, and post-op)

Try not to select “Other” for anything. For “Insurance” please select ONLY one of the following options and avoid the other “more detailed” choices:

- No Insurance
- Private Insurance
- Medicare
- Medicaid
- Worker’s Compensation

Please also attempt to utilize the “Underserved” and/or “Rural” options when you are seeing patients likely to fit one or both of those criteria.
Patient Encounter Logging Definitions

PREVENTATIVE ENCOUNTERS includes all patient encounters that are either 1) preventative in nature or 2) provide preventative recommendations in the treatment and counseling plan regardless of preceptor, location, or rotation.

ACUTE ENCOUNTERS entail all conditions the student sees that have been ongoing for less than 6 months regardless of preceptor, location, or rotation.

EMERGENT ENCOUNTERS entail all conditions that the student sees that have or are likely to develop into life-threatening conditions if not addressed immediately regardless of preceptor, location, or rotation.

CHRONIC ENCOUNTERS entail all conditions that the student sees that have been going on for more than 6 months regardless of preceptor, location, or rotation.

INFANTS include all patient encounters that are under the age of 2.

CHILDREN entail all patients the student sees that are between the ages of 2-12 years old.

adolescent entail all patients that the student sees that between the ages of 13-17.

ADULTS entail all patients that the student sees that are between the ages of 18-64.

ELDERLY entail all patients that the student sees that over the age of 65.

PRENATAL CARE visits include all of those patients that the student encounters that examine a pregnant patient regardless of preceptor, location, or rotation.

GYNECOLOGICAL CARE will include all of those visits for which the students perform a gynecological examination or a patient presents with a gynecological complaint, regardless of preceptor, location, or rotation.

PREOPERATIVE MANAGEMENT refers to all care done in preparation for surgical care regardless of preceptor, location, or rotation.

INTRAOPERATIVE MANAGEMENT refers to care performed by the student involved in surgical care of a patient regardless of preceptor, location, or rotation.

POSTOPERATIVE MANAGEMENT refers to care performed by the student involved in after surgical care regardless of preceptor, location, or rotation.

BEHAVIORAL MANAGEMENT refers to care performed by the student involving a patient with a mental health complaint or presentation of an acute psychiatric illness regardless of preceptor, location, or rotation. This may include addressing/managing/counseling chronic psychiatric conditions in patients not presenting with a primary psychiatric complaint.

OUTPATIENT includes all patient encounters in which patients not admitted to a facility or the emergency department.

EMERGENCY DEPARTMENT entails all patients the student sees that are in the hospital ED

INPATIENT includes all encounters that the student has with patients that are admitted to a facility for observation.

OPERATING ROOM refers to only those patients that are seen intraoperatively with a surgical service (orthopedics, general surgery, ENT, ophthalmology, and surgical specialty electives) in the hospital setting. Patients can be both operating room and inpatient for purpose of follow up visits, but not during the same documented encounter.
Uploading External Documents (Portfolio assignments)

You must write your SOAP Notes from scratch and then upload them to Typhon. Even if you personally completed the EMR or hand-wrote the note for the visit on some type of H&P or T-sheet form, you must actually type the note out in its entirety (of course, you may refer to the actual note you created to assist with writing out your SOAP Note). The purpose of this assignment is to improve your note-writing ability. Scans, pictures, copies, printouts, and other similar are not acceptable. Psychiatry notes are bit different from the others. You may use an intake assessment or other appropriate patient encounter format. For all notes, feel free to adopt useful styles from your clinical site practices into your own to create an appropriate SOAP Note.

To upload assignments (Pre-Reflection, Post-Reflection, SOAP Notes) to Typhon: Select "My External Documents" in Section 3 (Other Activities & Reports). Select "Add a Document." There are 4 required fields. Be sure to select the CORRECT "Category" (must be one of these 3 assignments). For "Brief Description," simply type the rotation number, course number, clinical rotation, and assignment. See below for the format.

Please create your 10 SOAP Notes (or, in case of the Mini Rotation, 5 ENT SOAP, 5 OPHTHO SOAP, 5 RADIOLOGY Patient Case Reviews) as one document and upload it in PDF format. Within the document, please start each new note on a new page and indicate clearly at the top what that note is (for example, "SOAP Note #1").

Be sure to LABEL ALL DOCUMENTS this way in the “Brief Description” section:

- Rotation #1 – PA 601 – Inpatient Medicine – SOAP NOTES
- Rotation #1 – PA 601 – Inpatient Medicine – PRE-ROTATION REFLECTION
- Rotation #1 – PA 601 – Inpatient Medicine – POST-ROTATION REFLECTION

Obviously, those are examples, but please follow that exact format for each rotation.

Be sure that all SOAP Notes for one rotation are uploaded combined into one PDF document. You will receive 0% credit if this is not the case.

As a reminder, the due dates for these assignments are as follows and must be properly uploaded to Typhon by the due date:

**PRE-ROTATION REFLECTION:** Due before the start date of the rotation block (Wednesday) regardless of your actual start date.

**POST-ROTATION REFLECTION:** Due before the first call-back day (Monday) following the end of the rotation block.

**SOAP NOTES:** Due before the first call-back day (Monday) following the end of the rotation block.

Late assignments will be penalized.
### Clinical Education Benchmarks

<table>
<thead>
<tr>
<th>Supervised Clinical Practice Experience</th>
<th>83% final grade (preceptor evaluation, EOR and portfolio)</th>
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</thead>
<tbody>
<tr>
<td>Clinical summative examination</td>
<td>80% overall final grade</td>
</tr>
<tr>
<td>Student evaluation of preceptor</td>
<td>n ≥ 90% of class; 80% average for rubric</td>
</tr>
<tr>
<td>Student evaluation of clinical site</td>
<td>n ≥ 90% of class; 80% average for rubric</td>
</tr>
</tbody>
</table>

### Clinical (B3) Standards for Program Sufficiency Benchmarks

<table>
<thead>
<tr>
<th>Total number of patient encounters</th>
<th>varies by SCPE (per syllabus)</th>
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<tbody>
<tr>
<td><strong>Number of patient exposure encounters</strong></td>
<td></td>
</tr>
<tr>
<td>a. Emergent</td>
<td>10-20 encounters</td>
</tr>
<tr>
<td>b. Acute</td>
<td>200-300 encounters</td>
</tr>
<tr>
<td>c. Chronic</td>
<td>200-300 encounters</td>
</tr>
<tr>
<td>d. Preventive</td>
<td>50-100 encounters</td>
</tr>
<tr>
<td><strong>Practice setting of patient encounter</strong></td>
<td></td>
</tr>
<tr>
<td>a. Inpatient</td>
<td>50-100 encounters</td>
</tr>
<tr>
<td>b. Outpatient</td>
<td>400-600 encounters</td>
</tr>
<tr>
<td>c. Emergency department</td>
<td>100-150 encounters</td>
</tr>
<tr>
<td>d. Operating room</td>
<td>15-30 encounters</td>
</tr>
<tr>
<td>i. Preoperative</td>
<td>15-30 encounters</td>
</tr>
<tr>
<td>ii. Intraoperative</td>
<td>15-30 encounters</td>
</tr>
<tr>
<td>iii. Postoperative</td>
<td>15-30 encounters</td>
</tr>
<tr>
<td><strong>Lifespan dispersion of patients</strong></td>
<td></td>
</tr>
<tr>
<td>a. Infant</td>
<td>20-25 encounters</td>
</tr>
<tr>
<td>b. Child</td>
<td>20-25 encounters</td>
</tr>
<tr>
<td>c. Adolescent</td>
<td>20-25 encounters</td>
</tr>
<tr>
<td>d. Adult</td>
<td>250-500 encounters</td>
</tr>
<tr>
<td>e. Geriatric</td>
<td>200-300 encounters</td>
</tr>
<tr>
<td>Prenatal encounters</td>
<td>10-15 encounters</td>
</tr>
<tr>
<td>Gynecological encounters</td>
<td>20-30 encounters</td>
</tr>
<tr>
<td>Behavioral encounters</td>
<td>50-60 encounters</td>
</tr>
<tr>
<td><strong>MedU® case completion</strong></td>
<td>100% complete with passing grade</td>
</tr>
<tr>
<td>Patient care documentation (SOAP)</td>
<td>100% completion; 125 SOAP notes for the year</td>
</tr>
<tr>
<td><strong>Clinical OSCE (prenatal, psychiatric, diversity)</strong></td>
<td>80% grade on OSCE rubric</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>84% overall per rubric</td>
</tr>
<tr>
<td><strong>Mid-rotation clinical self-evaluation of experiences</strong></td>
<td>100% completed</td>
</tr>
<tr>
<td><strong>Mid-rotation clinical preceptor progress report</strong></td>
<td>optional for each SCPE</td>
</tr>
</tbody>
</table>
Supervised Clinical Practice Experience (SCPE) / Clinical Rotation
Grading Rubric

Preceptor Evaluation of Student: 35%

End-of-Rotation Exam: 35%

Portfolio: 30%

- Completion of MedU cases and reading assignments: 5%
- Professionalism: 5%
- Pre and Post Rotation Reflection Papers: 5%
- Completion of 10 SOAP Notes (Patient Encounter Forms): 10%
- 100% completion of patient and procedure logging data: 5%

EXCEPTION: PA 611 (Elective)

Since there is no End-of-Rotation Exam associated with your Elective SCPE, the grading rubric is as follows:

Preceptor Evaluation of Student: 60%

Portfolio: 40%

- Completion of reading assignments: 5%
- Professionalism: 5%
- Pre and Post Rotation Reflection Papers: 5%
- Completion of 10 SOAP Notes (Patient Encounter Forms): 20%
- 100% completion of patient and procedure logging data: 5%

NOTE: The minimum passing score for each SCPE is 83% (B). Grades are not rounded.

NOTE: Either of the following will result in an automatic failure for the rotation, regardless of your final score or SCPE grade:

- One or more score of “1” on Preceptor End of Evaluation of Student
- Two or more scores of “2” on Preceptor End of Evaluation of Student

Note: Scores of “1” and “2” are categorized as “F/Fail - needs remediation”

NOTE: Please encourage your preceptor to complete your Preceptor End of Evaluation of Student with you on or before the final day of your rotation. Until the Program receives this completed evaluation, we are not able to assign you a grade for your rotation. This can result in missing grades on your transcript, and more importantly, you will not receive feedback on your performance, possibly resulting in delayed remediation in case of a failed SCPE.