2023-2024
LTU PA Student Clinical Year Handbook

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# Table of Contents

Message from the PA Program .................................................. 4
Program Contact Information ................................................ 5
Overview of the Clinical Year .................................................. 6
Clinical Goals ................................................................. 6
Clinical Rotation Policies and Procedures (A1.10b, B3.01) ............... 7
Clinical Rotation/Transportation/Housing/Communication ............... 7
Student Safety at Clinical Sites (A1.02g) .................................... 8
Attendance/Absences - Clinical Year ......................................... 9
Responsibilities of the Student .............................................. 10
Preceptor-Student Relationship ............................................ 11
Responsibilities of the Preceptor (A2.16c, A3.05) ......................... 11
Informed Consent & Documentation ....................................... 12
Prescriptions ................................................................. 13
Preceptor Review and Countersignature .................................. 13
Grading and Examinations/Assessments .................................. 13
EXXAT ................................................................. 14
Clinical Documentation Submissions ...................................... 15
Preceptor evaluations .......................................................... 16
  1. Mid-Rotation Evaluation by Preceptor (MRE) (B4.01b) ............ 16
  2. End of Rotation Evaluation by Preceptor ............................ 17
Student Evaluation of the Preceptor and Clinical Site (C1.01c) ........ 18
Core Rotation Assessment: PAEA End of Rotation Exam (B4.01a) ... 19
Remediation of a Failed EORE (B4.01b) .................................. 20
Academic Failure of a Rotation ............................................ 20
Academic Probation .......................................................... 21
Summative Evaluation (B4.03) ............................................. 21
Clinical Year Requirements & Deadlines for Program Progression & Completion (A3.15b, A3.17f) .......... 21
Clinical Rotation Schedule Submission ................................... 22
Clinical Rotation Schedule(s)/End of Rotation (EOR) Days ................. 23
Clinical Year Calendar ....................................................... 25
Rules & Regulation for Clinical rotation hours - ACGME .................. 27
CONFIDENTIALITY POLICY/ HIPAA AGREEMENT .................. 28
<table>
<thead>
<tr>
<th>Document Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA Program Clinical Rotation Student Agreement</td>
<td>29</td>
</tr>
<tr>
<td>Verification of Receipt &amp; Understanding of Clinical Student Handbook</td>
<td>30</td>
</tr>
<tr>
<td>Student Absence Form</td>
<td>31</td>
</tr>
<tr>
<td>Incident Report</td>
<td>33</td>
</tr>
</tbody>
</table>
Message from the PA Program

Dear Students:

The transition from didactic to clinical year is an exciting one and signifies an important milestone in your academic career. You are about to embark on the most exciting part of your PA education, the Supervised Clinical Practice Experiences (SCPEs). Here you will be able to apply all of the knowledge that you have learned during the didactic year.

I wanted to take a moment to speak with you about the remainder of your journey to graduation. The faculty member who is responsible for clinical year management is the Director of Clinical Education who oversees the ongoing development of superior clinical rotations with excellent preceptors. I also will assist you, as will your advisor, in ensuring that you have met all competencies required for graduation. They will be here to help guide you through this process and I strongly encourage you to keep in close contact with your advisor this year. My door will continue to be open and I would hope that you will stop by and chat when you are on campus. I can’t wait to hear about the great experiences to come!

The clinical phase is not an easy endeavor; you will require both passion and motivation to learn to care for patients from all facets of life. Your preceptors and patients are counting on you and expect that you will provide excellent care in a professional and compassionate manner. During this phase, you will have a choice to be a passive or active participant in the clinical setting. I am confident that each one of you will be that active participant. Be punctual, be respectful and ask questions frequently. This is your chance to learn as much as you can to become the best PA that you can be.

Remember that it is a privilege and a responsibility to provide care for patients. PAs have come a long way since our inception, and we must continue to represent our profession with the utmost professionalism to convey that we are an integral and respected member of the healthcare team. We are confident that you will make Lawrence Tech proud to say that you are “one of us.” This handbook has information you will need for a smooth transition into the clinical year, and should be used as a supplement to the Program Student Handbook. Should you have any questions about material covered in this publication, please feel free to contact me.

We are all here to help you successfully navigate your clinical experiences and are proud of how far you have come!

The LTU PA Program Team
# Program Contact Information

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<thead>
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<th>Name/Title</th>
<th>Phone #</th>
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Overview of the Clinical Year

The clinical year comprises 12 months with seven core rotations including Family Medicine, Internal Medicine, Surgery, Pediatrics, Emergency Medicine, Behavioral Health and Women’s Health. Students will also have 2 Elective Rotations, a clinical rotation of student’s choice (as applicable). Each rotation will typically consist of a 4-week, 2-day duration.

During the last week of all rotations, students are responsible for attending mandatory ‘End of Rotation (EOR) Days’ which are scheduled from Wednesday through Friday of the final week of the rotation for end of rotation exams (EORE) and other educational activities. Preceptors at clinical sites will include physicians, physician assistants, and nurse practitioners with adequate clinical experience, licensure and certification.

Clinical Goals

The clinical year will take the student from the classroom to the clinical setting. The first 12 months of the didactic year were spent on building a knowledge base and developing practical and technical skills. Now students will have an opportunity to actively apply their knowledge and skills in the patient care setting. Under the direct and close supervision of the preceptor, the goal is to emphasize proper evaluation and management of patients. We expect you to demonstrate comprehensive, inclusive patient-centered health care across varied disciplines, patient populations across the lifespan, and a variety of clinical settings. Students should be self-directed to increase their knowledge and skill set, and to engage with other health professionals on the patient care team, and understand that interprofessional collaboration is key to providing optimal patient care. Students should also hone their abilities to interact with patients, their families and/or caregivers in a professional and caring manner. The ultimate goal is to produce physician assistants who are capable of providing medical care in an ethical, legal, safe and caring manner.

Clinical Rotation Policies and Procedures (A1.10b, B3.01)

Program policies apply to all students, regardless of location. A site may specify that certain program policies will be superseded by those of the clinical site. If there are any questions or concerns related to program or site policies, be sure to contact your Director of Clinical Education for clarification.
Rotations may be taken in any order as assigned by the Director of Clinical Education. All major clinical rotations are required to be located within the United States. All students must complete the 7 major rotations and 2 elective rotations. The elective rotations may involve a second rotation in one of the core 7 areas. Students will be encouraged to identify any preferred rotation location, but this does not guarantee placement. Students are not permitted to make rotation arrangements. However, a student may request a rotation by submitting a Rotation Request Form with as much lead time as possible. Rotation and preceptor approvals is a lengthy process with multiple steps. The Director of Clinical Education and Clinical Education Assistant will assure the site and preceptor are properly vetted prior to confirmation of the site. Although sites will be reviewed, there are no guarantees that a requested site will be approved by the program. It is the responsibility of the Physician Assistant Program to proceed with such matters if a site is identified and requested by a student. Students will not make their own clinical arrangements.

Shadowing will not be facilitated by the PA Program. Students who want to shadow a practitioner during their time as a student with this program must make arrangements independently and be aware that they are not representing the LTU PA Program, will not wear the white coat with the PA Program logo, and are not covered by the program’s liability insurance. Students are obligated to make this clear with the practitioner with whom the arrangements are made. Students making shadowing arrangements independent of the program are advised that their status reverts to that of a non-provider observer and even tasks considered routine for a PA student on an approved clinical rotation should not be performed. The program strongly discourages students from shadowing while they are enrolled.

Clinical Rotation/Transportation/Housing/Communication

The clinical curriculum of the program is offered at hospitals and other clinical facilities throughout the region, primarily within a 50-mile radius of Lawrence Technological University. However, students may be assigned to a rotation outside the immediate commuting area at a pre-approved site. Students will be responsible for planning their own living and transportation arrangements. Travel expenses, parking, and housing are not covered by program tuition and will be the student’s personal and financial responsibility to cover and/or arrange. The program may attempt to assist with identification of housing when a student is assigned to a remote clinical site, however, students are responsible for their own housing during all phases of the program.

A significant amount of communications to students is handled via the students’ LTU email address. Students are required to check their email at least every 24 hours and the course announcements in their Canvas account on a regular basis during each semester. Failure to do so is a violation of the professional conduct code and may result in reduced professionalism assessment. The program will communicate by email to the student’s official LTU account. All students must assure that the program has their current phone number as they may be contacted via their phones as well. Responses to all program communications are expected as soon as possible but within 72 hours at the latest if via email, and as soon as reasonably for those matters identified as urgent by the program.
Routine and other program related clinical year announcements are often communicated via Canvas and EXXAT for students. Students are responsible for reviewing course materials for clinical rotations on EXXAT and Canvas for every rotation. During the clinical curriculum, students must log onto EXXAT on a daily basis to record patient encounters and complete all site evaluations required during and at the conclusion of the rotation.

At any time during the clinical year when something happens unexpectedly that may affect you, the clinical site, preceptor or a patient, you should consult with the Director of Clinical Education. If you have an urgent situation, you should contact them by phone immediately if it is warranted. Contact information is provided at the beginning of this document. One example of an unexpected situation is a needle stick or blood borne exposure, personal accident or injury, or family emergency.

Student Safety at Clinical Sites (A1.02g)

In addition to the LTU PA Student Handbook on student safety, the program is responsible for ensuring the safety of students while on their clinical rotations. Preceptors are instructed to provide orientation to all safety and security measures for their clinical site during student orientation within the first 2 days of clinical training. Orientation should include instruction in the following areas:

- Fire safety procedures
- Facility lockdown/response to threats
- Inclement weather policies and procedures
- Location of lockers or other areas for safe storage of personal belongings
- Reporting procedure for unsafe environments
- Availability of onsite security personnel and how to contact if needed
- Parking safety
- Hazardous materials/bodily fluid exposure protocols
- Orientation to site-specific safety policies and procedures

Students are responsible for continuing to follow safe practices at all times when receiving instruction whether on or off campus. This includes safe transportation behaviors to and from clinical training sites, safe sharps handling and other patient care procedures, and exercising good judgment in the patient care setting.

Site visits will be performed prior to student placement and ongoing, either via phone call or teleconference or visited by faculty and preceptors will be asked to provide this safety information during the site visit. If the student or Program does not feel the safety and security measures of any clinical site are clear or adequate, that site will no longer be used for clinical training. If a student does not feel safe or secure at any point during their time on campus or clinical rotations, they are to notify the Program Director, Director of Clinical Education (DCE) or their advisor immediately and the program will take immediate action to ensure the student's safety. This may include reporting to local law enforcement in addition to removing the student(s) from the unsafe scenario.
There are courses that utilize Ascension facilities for didactic and clinical instruction. Principal Faculty and/or Instructional Faculty or an Ascension representative will be present at all times during instruction. Ascension utilizes a Dynamic Online Event Reporting System (DOERS) when there is a work/site related injury or illness. All PA students and faculty will be orientated to this during the incoming student orientation and orientation to the clinical year.

**Attendance/Absences - Clinical Year**

Attendance and timeliness are required for all clinical rotations and students are not permitted to miss any days during the clinical phase of the program. If there are extenuating circumstances that may not permit attendance, these cases must be dealt with immediately through the DCE and the student’s advisor. Any absence from class or clinical experience that lasts greater than one (1) day will require a medical note or other written excuse to be provided to the DCE upon return to learning or clinical rotation. Any time missed from clinical rotations in excess of one day must be made up at the convenience and discretion of the DCE and preceptor. Students will need to complete an absence form that can be found in the LTU PA Student Handbook. Students should anticipate working evenings, weekends, holidays, or “on-call” shifts on various rotations and must not refuse to work during these times if it is deemed necessary by the preceptor. LTUs observed holidays and weather cancellations do not apply to students’ schedules during the clinical year, and preceptors are not obligated to grant days off to students on holidays or weekends (but may do so at their discretion). For further information on Attendance Policies and a copy of the absence form, please refer to the LTU PA Student Handbook.

For each rotation, students are expected to attend for the full duration of time. Students’ attendance is mandatory for the duration of all rotations in order to meet the program’s learning outcomes for supervised clinical practice experiences. At the end of each rotation, students are required to return to campus for End of Rotations Days (EOR Days) as discussed above. During these 3 days, students will take their end-of-rotation (EOR) written examinations and any other testing required at that time. They will also participate in class discussions and have lectures and presentations in varying professional topics. Students are also encouraged to schedule time with their Academic Advisors, address remediation or additional training needs, and work with their student teams on master’s research and writing projects. In addition to time spent in the clinical setting, students are also expected to spend adequate time in independent study or other assignments as assigned by the preceptor. On-call hours and grand rounds are also considered requirements of each rotation if applicable.

Students are granted at least (2) professional development days throughout the year which may include job interviews, conferences or other matters that promote career and educational development. These instances require prior contact and discussion with the Clinical Site Preceptor about the planned absence. After approval by the preceptor, the student must submit the request for approval to the Director of Clinical Education and Student Advisor.
Responsibilities of the Student

Students are responsible for identifying their Principal (primary) Preceptor for their clinical rotations, and notifying the program if there is a change from their Principal Preceptor that was originally assigned by the program. (A2.17)

Physician Assistant students are expected to consistently demonstrate professional behaviors such as follows:

1. Punctuality for clinical rotation sites.
2. Consistent preparation for the clinical rotation.
3. Completion of assignments within allotted parameters.
4. Positive relationships with peers, faculty, patients, and staff.
5. Compliance with the clinical dress code.
6. Acceptance and incorporation of faculty, preceptor, and peer feedback.
7. Adherence to policies and standards established in LTU and Physician Assistant Program student handbooks.
8. Respect for peers, faculty, patients and staff. Disruptive behavior is defined as any behavior that would be reasonably construed as substantially interfering with learning or patient care.
9. Refraining from prejudicial behavior.
10. Avoiding use of derogatory language regarding the program, preceptors, or peers on social setting (including social media).
11. Compliance with drug and alcohol policies of LTU.
12. Maintenance of a safe environment for the patient in the clinical setting.

It is important to remember you are a part of a larger community and a reflection of LTU and the Physician Assistant Program at all times, including your personal time and social behavior. Failure to perform in a safe, effective, and professional manner while a student of the LTU PA Program may result in dismissal from the program. If a student violates this policy, depending on the severity of violation (minor, moderate, and major), the Advisor, the Director of Clinical Education or Program Director retains the right to offer the student a friendly reminder to adhere to the policy or recommend professionalism remediation based on the violation observed. Any student who exhibits recurrent violations of policies/procedures will be subject to a formal hearing by the PA Program Progress and Promotion Committee (or the Remediation Committee) to address the student’s behavior and create a corrective action plan. Corrective action may include remediation in professional development or other action up to and including dismissal from the program.

Preceptor-Student Relationship

The preceptor should maintain a professional relationship with the PA student at all times. They should serve as role models for the student and, through guidance and teaching, assist the student in perfecting skills to become a proficient member of the health care team. Outside social activities should be avoided, unless it is in cohesion with the particular rotation as to not put the student in a compromising situation. Contact through web-based social networking sites (e.g.
Facebook, Instagram) should be avoided until the student has completed their studies. If the student and preceptor have an existing relationship prior to the start of the rotation, a professional relationship must be maintained at all times in the clinical setting. Preceptors may not enter into a dating relationship with a student at any point during the rotations, and are strongly discouraged from dating students while they are enrolled in the program. Students must inform the program of any anticipated rotations where they have personal relationships with anyone at the intended clinical site placement and will likely be placed in another equivalent rotation site per the discretion of the Director of Clinical Education.

Preceptors are not permitted to act as the primary care provider or provide health services to students at any time with the exception of a medical or behavioral emergency. Students must seek appropriate follow up care with their PCP or in the emergency room setting, and the preceptor should notify the Director of Clinical Education that emergency care was provided as soon as possible.

Responsibilities of the Preceptor (A2.16c, A3.05)

Responsibilities of the preceptor include:

- Assume primary responsibility for the action and education of the PA student during the rotation
- Orientation of the student at the onset of the rotation with policies and procedures of the office and or institution including site safety policies and procedures
- Review both preceptor and student expectations, objectives, and learning outcomes that ultimately guide student learning and evaluation (A2.16c)
- 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 some if not all of the following mechanisms:
  - Will include direct supervision, observation, and teaching in the clinical setting
  - Will include direct evaluation of presentations (may include both oral and written)
  - Will include dialogue with faculty during site visits to evaluate student progress and assist the learning process
  - May include 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)
- Complete and promptly return the evaluation forms provided by the program reflecting on student knowledge and skills as well as their improvement throughout the rotation
● Promptly notify the 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.
● Students must not be used as substitution of other healthcare workers/staff during their clinical rotations. (A3.05)

Informed Consent & Documentation

All efforts must be taken by the student to observe strict confidentiality, respect for patient privacy and dignity, and honor patient and family treatment preferences. Patients must be informed that a physician assistant student will participate in their care, and give consent to this before any further interaction with the student. This can be completed by either a written consent or a witnessed person-to-person reveal. Students must always be introduced, or introduce themselves as a PA student. If a patient refuses to have the student present, it is the right of the patient and should be honored. Students should be offered an alternative learning activity to complete while the preceptor is with that patient. It should also be explained to the patient that their care will be fully discussed with their provider, and they will be seen by them after the PA student encounter.

All PA students should have access to EMR systems/medical charts used by the preceptor, both in the hospital and office settings. Students are permitted to use paper documentation as well, but should be allowed to use the EMR as often as appropriate. Preceptors should understand how different payers view student notes related to documentation for reimbursement. Questions regarding student documentation in the patient record should be directed to the Director of Clinical Education. Students should be reminded that the medical record is a legal document, and all entries must be identified as a PA student, with the student’s signature and “PA-S” (PA-Student). The notes will need to also be reviewed by the preceptor and cosigned. The provider cannot bill for any services rendered by a student, but student’s notes are a legal document and can potentially be used in a court of law.

Based on a 2019 CMS transmittal, PA and NP student preceptors were not permitted to use the documentation of students in their medical record for billing purposes. In that transmittal CMS indicated that only the documentation of medical students could be part of the preceptor’s medical record.

Prescriptions

Under no circumstance is a student to sign or electronically submit prescriptions independently or without preceptor approval. The only signature which should appear on the prescription is that of the licensed supervising preceptor. The student may, however, prepare the prescription for
signature at the discretion of the supervising preceptor. Preceptor preference on this matter will vary and will need to be established during the first day of each rotation.

**Preceptor Review and Countersignature**

On each clinical rotation, it is the student’s responsibility to ensure that all patients seen by the student are also seen by the supervising preceptor. The preceptor must also review all student notes written in medical records and countersign these documents. Countersignatures by a supervising preceptor are required before any student order may be executed. It is the student's responsibility to secure the countersignature. *Under no circumstances should a student initiate orders for any patient on any rotation without immediate consultation and countersignature of the clinical preceptor.*

**Grading and Examinations/Assessments**

See the LTU PA Student Handbook for information on the Plan for Grading/grading scale which is also found in each syllabus. Methods of assessment are measured by graded examinations and assignments and non-graded assignments. Each non-graded assignment will account for a 5% **deduction** in your final grade if not completed as expected. Despite a deduction in grade due to a late non-graded assignment, it is expected that it will be completed regardless; any that are incomplete will result in an “I” incomplete grade for the course until submitted. For further information please refer to the Academic Standards section in the LTU PA Student Handbook.

A final grade for each core rotation is derived with the following weights:

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<th>Category</th>
<th>Weighting – Core Rotation</th>
<th>Weighting – Electives</th>
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<tr>
<td>Mid-Rotation Evaluation of Student by Preceptor</td>
<td>PASS/FAIL</td>
<td>PASS/FAIL</td>
</tr>
<tr>
<td>Electronic data submissions (EXXAT)</td>
<td>PASS/FAIL</td>
<td>PASS/FAIL</td>
</tr>
<tr>
<td>Attendance/Participation at EOR Days</td>
<td>PASS/FAIL</td>
<td>PASS/FAIL</td>
</tr>
<tr>
<td>Evaluation by the Student (Preceptor &amp; Clinical Site)</td>
<td>PASS/FAIL</td>
<td>PASS/FAIL</td>
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<tr>
<td>End of Rotation Evaluation by Preceptor (EOR Evaluation)</td>
<td>40%</td>
<td>80%</td>
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<tr>
<td>End of Rotation Examination (EORE) – Core Rotations</td>
<td>40%</td>
<td>N/A</td>
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<tr>
<td>Clinical Documentation Submission(s)/Presentation(s)</td>
<td>20%</td>
<td>20%</td>
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The following, which will be explained in detail, are *non-graded* assignments:

1) EXXAT - patient documentation record entries
2) Mid-Rotation Evaluation
3) Attendance/Participation at EOR Days
4) Evaluation of Preceptor & Site

**EXXAT**

EXXAT is a portal that is used to manage clinical rotations and associated documentation. You will use EXXAT to assist with collecting documentation from patient encounters and procedures throughout the clinical year. It is also the portal used to house information related to clinical rotation sites and preceptors. You will find information that will need to be reviewed far in advance of upcoming rotation for directions related to reaching out to the site etc. It is expected that these instructions will be followed and the Director of Clinical Education notified immediately if you are unable to complete them as instructed (i.e. unable to contact a site or preceptor as directed). Students are required to attend and successfully complete EXXAT training during the clinical year orientation provided by the LTU PA Program. Students are to familiarize themselves with the program well before clinical rotations begin, to avoid impeding their performance during clinical rotations by attempting to learn how to operate the EXXAT program. EXXAT will also be utilized by the preceptors to record evaluations.

EXXAT includes:

- Placement in rotations
- Student encounters & patient logging entries, diagnoses, billing and procedure coding
- Competencies to complete
- Documents to complete
- Evaluations by preceptors
- Evaluations by students of sites and preceptors
- Thank you note template to send to office managers/clinical preceptors/site contacts

The use of EXXAT allows students to log direct patient encounters. The purpose of patient logging is multi-faceted:

1. It allows the student to practice and refine his or her documentation skills.
2. It allows the student to identify gaps in his or her knowledge base and then seek out opportunities to fill in those missing pieces.
3. It allows the program to track the student’s experiences throughout clinical rotations, and therefore, helps to ensure that students are gaining the proper exposure to specific patient populations, as required by the ARC-PA Standards.
4. Filling out clinical logs thoroughly, accurately, and with integrity will ultimately help to ensure that the student is receiving a quality clinical education.

Patient encounter entries are monitored throughout the rotation by DCE and/or staff. It is expected that students are strongly encouraged to complete their patients’ logging within EXXAT daily for accuracy during their clinical rotation. This is the professional working style that prepares you for future employment requirements. Although we expect daily logging of patient encounters, all documentation must be completed by the end of every week. Observation of student encounters that do not demonstrate this will be noted and the student’s advisor will be notified. Failure to do so will result in a professionalism infraction and will be handled as such. Students are required to submit all patient encounters that are both observed and those they are directly involved with. The deadline for all patient entries will be **9:00 pm the day before the EOR days.** Failure to submit EXXAT entries by this time will result in a 5% deduction in students’ final clinical rotation grade.

**Clinical Documentation Submissions**

Each rotation will require a clinical documentation assignment that may consist of any of the following:

1) History and physical examination  
2) SOAP progress notes  
3) Pre-operative note  
4) Procedure note  
5) Post-operative note  
6) Hospital discharge summary  
7) Other assignments as directed

The student will select a patient on their rotation to complete a specific note type as determined by the Director of Clinical Education. It is important to utilize ICD-10 and enter correct CPT codes according to and consistent with the patient encounter. After completing the write up, the student will include an addendum to the note on how they could improve their best practices (i.e., cost effective care that is patient-centered, such as choosing a different diagnostic test or plan or different more affordable medication, etc.). All submissions will be loaded into Canvas as directed. These documents will have a due date given using Canvas. Failure to submit the clinical documentation assignment by this deadline will result in a minimal passing grade of **80%** for this assignment. Failure to submit the clinical document assignment by the EOR exam day will result in a remediation and subsequent completion of the assignment, as all program assignments must be completed to meet graduation requirements.
Preceptor evaluations

The program requires Clinical Preceptors to complete 2 student evaluations throughout the duration of the rotation:

1. Mid-Rotation Evaluation
2. End of Rotation Evaluation

1. Mid-Rotation Evaluation by Preceptor (MRE) (B4.01b)

For every rotation the preceptor must submit a mid-rotation evaluation (MRE) into EXXAT. This evaluation provides the Director of Clinical Education and your advisor with overall feedback about any issues the preceptor has identified thus far in your rotation including any deficiencies that may exist, and feedback regarding each clinical site midway through each clinical rotation. This process is important to identify any student performance concerns in a timely manner for successful completion of the rotation. If the preceptor has identified deficiencies or concerns in the mid-rotation evaluation for any rotation, the student will be required to contact the DCE and their advisor immediately to discuss and add a plan including a remediation action plan. Students on remediation action plans will be required to check in regularly with their preceptor, either in person, via email or by call, per the discretion of the student’s advisor.

This evaluation is due to be completed by your preceptor by 9:00 pm the second Sunday of the rotation and must be submitted via the EXXAT website, using the template provided. *The student is given one reminder via email if the evaluation is not submitted.* It is the student’s responsibility to assure that the evaluation has been submitted by the preceptor in a timely manner. It is strongly advised that the student discuss both evaluation deadlines well in advance and request time to be set aside to have the preceptor provide feedback and complete the evaluation(s) in EXXAT. It is imperative that the student review the completed evaluation(s) immediately upon submission in order to act on any concerns (i.e. contact the DCE and advisor). In the event that a student is not provided access by the preceptor to review their evaluation or it was not discussed with the student at the time of completion or by the deadline, the student is to contact the DCE to schedule a review. *Failure to submit beyond this point results in contact of the preceptor by the DCE and the student is not allowed to participate in the rotation until the document is received.* If the student has any issues related to timely submission of evaluations, the student is to contact the DCE immediately and a site visit may be scheduled.

2. End of Rotation Evaluation by Preceptor

The program has adopted a standard grading rubric by rotation type for Clinical Preceptors that is made available to students during their clinical year orientation and is available to review in CANVAS and will be discussed during Clinical Year orientation. Students are strongly encouraged to review the evaluation prior to and frequently during rotations to be aware of all of the required Learning Outcomes for each rotation type.
Feedback from the Clinical Preceptor is used to calculate a percentage grade for the EOR evaluation using the grading rubric, which is then calculated into the final rotation grade. Students are evaluated by each Clinical Preceptor on the basis of their achieving the learning outcomes for each SCPE discipline. Students are required to complete all components of a learning outcome to successfully achieve the learning outcome. The student must achieve a 3.5 or better out of 5 points to successfully achieve an individual learning outcome. If a student receives below a 3.5 on an individual learning outcome, then the student is required to remediate that learning outcome with the program and all outcomes below a 3.5 require a preceptor comment to provide the student additional feedback. An overall (average) EOR evaluation by preceptor score should be a minimum of 80% based on the Likert Scale.

Preceptors will also evaluate the students for general knowledge and skills. This part of the evaluation is not used as a grade or to measure achievement of learning outcomes. The program will monitor student performance in general knowledge and skills as a cohort across the different clinical rotations to monitor progression both individually and as a cohort.

General medical background knowledge, ability to obtain a medical history and perform an appropriate physical examination, as well as the student’s ability to formulate a diagnosis, propose a management plan, present patient cases, and demonstrate rapport with patients and co-workers. Dependability, attitude toward learning, and work habits are also part of the evaluation.

End of Rotation Evaluation forms from the student preceptor are collected via the online data collection website, EXXAT. Students are responsible for ensuring that an evaluation is completed for each clinical rotation. The End of Rotation Evaluation is due at the conclusion of the rotation on Tuesday at 9pm which is the day prior to the End of Rotation Examination. Students must make every reasonable effort to follow-up with the preceptor/site to ensure that the evaluation is submitted in a timely fashion. If preceptors fail to submit the evaluation in a timely manner, or if the student has difficulty contacting the preceptor they should inform the Clinical Year Director and the student should contact the site to ensure that the form has been submitted as soon as possible. Failure to meet any of these requirements may result in an incomplete grade. A grade change can be made once the evaluation has been received and the grade has been calculated. A late submission may delay the start of the next rotation or program progression.

In some instances, multiple medical providers may contribute to a preceptor evaluation form in addition to the Clinical Preceptor of record and this will be documented in the EOR evaluation form. It is the responsibility of the Preceptor of Record to obtain all input prior to completing the student evaluations. It is encouraged that the preceptor will review their evaluation with the student prior to submission. The students may request a review of their clinical evaluations with their Clinical Year Director or Advisor. All areas of concern will be addressed by your advisor as evaluations are reviewed by your advisor and/or DCE. It is expected that you
will meet with your advisor during your EOR days and discuss any concerns you may have related to your rotational experience or evaluations.

**Student Evaluation of the Preceptor and Clinical Site (C1.01c)**

Students are required to complete a Clinical Site and Preceptor Evaluation Form at the end of their rotation. These evaluations help the program and our faculty/instructors continue to improve the quality of the program and your education. Honest and constructive feedback is greatly appreciated. But do understand that the vast majority of rotational experiences are learning experiences, even if you do not consider them ideal. Preceptors are working professionals and as such you need to be proactive in meeting the requirements/Learning Outcomes required for each rotation as their first priority is patient care. While these formal evaluations are **not anonymous**, any conversations you have regarding concerns with your clinical courses can be had with Program Faculty without repercussion. If a student ever experiences an unsafe or inappropriate situation on any rotation, you are asked to report this to the DCE or Program Director immediately. *This evaluation is due by 9:00pm the Tuesday before the EOR Days. The student must submit this document electronically via the EXXAT website to proceed to the next rotation. Submissions after the deadline are subject to 5% deduction in course grade and failure to submit is a professionalism infraction and will result in receiving an incomplete grade “I” until completed.*

Recap of rotation requirements:

1. **Student is to review upcoming rotation assignment for instructions- at least 2 weeks prior to the start of the rotation**
2. **Student is to reach out to the clinical site as directed (or report problems immediately)**
3. **Students are to review the syllabi including the Learning Objectives and evaluations to help prepare for the upcoming rotation**
4. **Preceptor completes a mid-rotation evaluation in EXXAT- due 9:00 pm the second Sunday of the rotation**
5. **Preceptor completes an end of rotation evaluation in EXXAT- due by 9:00 pm the Tuesday before the EOR Days**
6. **Student logs all patient experiences in EXXAT (both observed and performed) and proactively works towards completion of all requirements for the rotation in EXXAT- due by 9:00 pm the Tuesday before the EOR Days but all logging should be completed daily and minimally updated by the end of each week leading up to the final due date.**
7. **Student completes an evaluation of site and preceptor in EXXAT-due by 9:00 pm the Tuesday before the EOR Days**
8. **Student completes all required assignments for the rotation- by due dates provided by the DCE and course calendar.**
9. **Student sends/delivers a thank you note to the practice (manager or other practice contact) and/or the Clinical Preceptor. Cards or email templates will be available in a template in EXXAT**
Core Rotation Assessment: PAEA End of Rotation Exam (B4.01a)

PAEA (Physician Assistant Education Association) provides standardized End of Rotation Examinations (EORE). They are given after each core rotation and are based on the rotation specific Learning Outcomes and Objectives listed in the syllabus. The NCCPA (National Committee on Certification of Physician Assistants) topic lists for all core rotations are also included in your syllabi as a tool in preparing for both the EOR examinations and as ongoing preparation for the PANCE. Students are required to score $\geq 70\%$ to pass the examination for each rotation. These lists and additional information can be found at https://paeaonline.org/assessment/end-of-rotation/content and https://paeaonline.org/assessment/end-of-rotation/.

The program attempts to emulate the national certifying examination by using the NCCPA Content Blueprint as a guide for reading topics. Also, like the national certifying examination, EOREs are administered via computer. The program reserves the right to re-administer an examination at a later date if technical difficulties occur on the scheduled examination date. This may require the student to retake the examination from the beginning. On occasion, it is necessary to administer an EORE in a hardcopy format. The program reserves the right to determine when a hardcopy EORE is appropriate.

Students are not permitted to bring any personal items other than their laptops and laptop chargers during examination administration. It’s extremely important and expected to come prepared to class with your laptop software up to date and fully charged. No cell phones, bags, writing utensils, scratch paper, books, food, drink, headphones, ear plugs, or any other personal items other than laptops and laptop chargers are permitted in the examination room during testing. Students are required to sign in and sign out of the examination room during the exam administration period. This includes restroom breaks during the exam. The program provides students with scratch paper and writing utensils, both of which must be turned into the exam proctor upon completion of the EORE. Students are awarded a percent score converted from a scale score obtained on the EORE, which is calculated into the final rotation grade for each rotation.

All students are expected to review all incorrect portions of their EOR examinations and review the appropriate didactic content for clarification and understanding of those areas, regardless of the score attained. Students are strongly encouraged to complete this review prior to the start of the next rotation and seek assistance during the EOR days as needed from the faculty. Students are also expected to periodically review all previous rotation blueprints as ongoing preparation for the PANCE.

Remediation of a Failed EORE (B4.01b)

Students scoring less than the required minimum 70% on an EOR exam are granted a retest within 10 days of the failed exam and started on a remediation Pathway Plan. Remediation of an End of Rotation Exam is a means of ensuring that the student has gained the appropriate
knowledge and experience throughout the rotation to justify forward movement in the program and completion of the rotation. As part of the process of clinical year remediation, the student is expected to review their results with the DCE and or with their advisor to identify a focus for their study topics missed on the original EORE for all core rotations, as outlined on the PAEA score report. For each of the incorrect bullet points listed on the EORE score report, students will be directed by DCE for the required plan including a comprehensive review of that material that includes, but is not limited to, the following:

1. Etiology/Pathogenesis
2. Clinical Findings
3. Diagnostic Testing
4. Management
5. Prognosis
6. Patient Education

Students have up to 10 days to take the retest at a date and time to be determined by the DCE and your advisor. The length of time between the original exam and the remediation exam will vary from rotation to rotation and is determined by the program. Students are required to report back to campus for on-site administration and proctoring of all retests regardless of the location of their prior, current, or subsequent rotation location unless prior approval has been obtained from the DCE. Failing to take the retest on the scheduled date and time will result in automatic failure of the course and may delay a scheduled program break, graduation, or the start of a subsequent rotation. A minimum score of 70% (converted from a scale score) must be achieved on this retest. If a student achieves this or higher, the student is awarded a maximum score of 70% and will be calculated into the final rotation grade.

**Academic Failure of a Rotation**

Students achieving below a “B-” or 80% for a final rotation grade or failing the EOR exam (below 70%) and subsequent retest are required to repeat the failed clinical rotation at the end of the clinical phase. The Program Director will consult with the Clinical Year Director to discuss the date and location of the repeated rotation. *Any extra costs associated with the repeat rotation are the responsibility of the student.* This may include, but is not limited to, additional PAEA testing fees, miscellaneous fees, preceptor payments, travel, etc. Students are required to submit payment in full for all costs of the repeat rotation before he or she is permitted to begin the rotation. Failing to submit payment in full for the rotation will prevent the student from completing program requirements resulting in possible delay of graduation and further repercussions.

A student may remediate a maximum of two rotations during the clinical year. Any further failures will result in Program dismissal. Failure to successfully remediate a single rotation (EOR exams x2 and repeated rotation with a final EOR exam failure) may result in Program dismissal. If a student fails to meet the minimum (70%) on an EOR evaluation, the PA Program will conduct a further review of the student’s performance and contact the responsible Clinical Preceptor to discuss further and enact a Remediation plan. All clinical year progress is reviewed
at every Progress and Promotions Committee, held at the end of each semester and prior to grade submissions.

The student must be successful in the objectives of required remediation which may include additional written assessments and OCSEs conducted by the DCE in order to move on to their next rotation. Failure to successfully complete the remediation plan may result in delay in subsequent rotations or graduation, a repeat of a rotation and up to and including dismissal from the program based on overall performance.

**Academic Probation**

See the PA Program Student Handbook for details related to academic warning and probation.

**Summative Evaluation (B4.03)**

Please refer to the LTU PA Student Handbook for detailed information on the Summative Evaluations. To reiterate, the summative evaluations are administered towards the end of the clinical year within four months of graduation. The placement here serves as a reminder as students need to be aware and prepared. Students will be notified well in advance of dates and times and of the components of the summative evaluations. Of note, EOR days are focused on an ongoing preparation for both your summative examinations and for your PANCE examination. The EOR days are strategically designed to encourage rotation preparation and ongoing preparation for the PANCE and future practice.

**Clinical Year Requirements & Deadlines for Program Progression & Completion (A3.15b, A3.17f)**

The deadline for program progression is successful completion of courses prior to the beginning of the following semester course. See the Student Handbook for more information. The deadline for program completion and graduation is 36 months from the date of matriculation. Most students will be able to complete the requirements within the standard 2 years (24 months) from the time of matriculation. In order to be eligible for graduation and to complete your degree, the following are requirements for program completion:

- Successful completion (B-, 80%, or GPA 2.70 minimum final grades) of all clinical rotations and related coursework (three semesters)
- SCPEs covering the following settings: emergency department, inpatient, outpatient, and operating room
- SCPEs for: family medicine, internal medicine, pediatrics, surgery, emergency medicine, women’s health (including prenatal and gynecologic care), behavioral and mental health care
- SCPEs learning outcomes met (≥3.5 for each LO). All components of learning objectives (LO) must be met and completed in the following:
  - preventative, emergent, acute, and chronic patient encounters
  - across the lifespan, to include infants, children, adolescents, adults, and the elderly
  - women’s health (including prenatal and gynecologic care)
  - conditions requiring surgical management, including pre-operative, intra-operative, and post-operative care
  - behavioral and mental health care
- Successful completion (C- or 70% minimum) of all summative evaluation exams (including end of curriculum/summative written exams, Radiology & EKG exams, and 2 OSCEs)
- Complete 2 PACKRAT exams (will not count toward course grades)

*Remediation success in the didactic and clinical curriculum replaces failing grade at the minimum passing score and constitutes successful completion/passing therein.

Clinical Rotation Schedule Submission

Communication between the clinical year student and the program is incredibly important. Because you will spend a majority of your time on a different schedule from one rotation to the next, the program must be aware of your clinical rotation schedule. Most rotation schedules can be predictable and information from previous students is helpful, however, we must not assume the schedules are fixed and can often be adjusted/ altered by preceptor request. Students are required to submit their clinical rotation schedule by uploading into EXXAT (see below) using the following document template and communicate any changes via email to the Director of Clinical Education. It is the student’s responsibility to update/amend the submitted schedule immediately when changes occur as part of your professionalism. This takes on critical importance as a faculty member may do an unannounced site visit at any time during your rotation and for safety reasons it is vital the Program is aware of your location at all times during your rotations.

(sample)

<table>
<thead>
<tr>
<th></th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Surgery</td>
<td>Office 8am-5pm</td>
<td>Surgery</td>
<td>Office 8am-5pm</td>
<td>Office 8am-5pm</td>
<td>Office 8am-5pm</td>
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<td>6am-4pm</td>
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<td>6am-4pm</td>
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<tr>
<td>Week 2</td>
<td>Hospital</td>
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<td>Hospital</td>
<td>Hospital</td>
<td>Hospital</td>
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<tr>
<td></td>
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<td>6am-4pm</td>
<td>6am-4pm</td>
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</tbody>
</table>
Clinical Rotation Schedule(s)/End of Rotation (EOR) Days

Each rotation will be 5 weeks. Students will spend on average 4 weeks and 2 days at the clinical site and the last three days of every rotation will be spent on campus or at the SIM lab. You will take an EOR (End of Rotation) exam for all core rotations on day 1 of the EOR days. You will spend the last three days of every rotation “EOR-days” having review sessions in both clinical medicine and physical exam skills as preparation for the PANCE, learning topics related to your future practice, covering other didactic year topics in greater depth and having the opportunities to practice skills you will potentially be utilizing during your next rotation. There will be professional topics such as CV building and interview strategies. There will also be an opportunity to meet with your advisor, participate in stress management and group activities in these three days. Your PACKRAT#2 and summative exams will give you insight into your PANCE preparedness with enough time to hone your skills!

This is also an opportunity to work with your advisor and course instructors on any areas for remediation or general review. A schedule of events for each week will be posted on Canvas for students to review prior to returning to campus, including all assessments or assignments that will be due.

<table>
<thead>
<tr>
<th>Week 3</th>
<th>ER 7am-7pm</th>
<th>ER 7am-7pm</th>
<th>off</th>
<th>ER 7pm-7am</th>
<th>ER 7pm-7am</th>
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<tbody>
<tr>
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<td>Office 8am-5pm</td>
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<tr>
<td>Week 5</td>
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<td>EOR days</td>
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<table>
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<tr>
<th>ROTATIONS (5cr/rotation)</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THUR</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
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<tr>
<td>WEEK 1</td>
<td>site</td>
<td>site</td>
<td>site</td>
<td>site</td>
<td>Site</td>
<td>varies by rotation</td>
<td>varies by rotation</td>
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<tr>
<td>WEEK 2</td>
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<td>site</td>
<td>site</td>
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<td>Site</td>
<td>varies by rotation</td>
<td>varies by rotation</td>
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<tr>
<td>WEEK 3</td>
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<td>site</td>
<td>site</td>
<td>Site</td>
<td>varies by rotation</td>
<td>varies by rotation</td>
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<tr>
<td>WEEK 4</td>
<td>site</td>
<td>site</td>
<td>site</td>
<td>site</td>
<td>Site</td>
<td>varies by rotation</td>
<td>varies by rotation</td>
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<td>WEEK 5</td>
<td>site</td>
<td>site</td>
<td>Campus</td>
<td>EOR prof</td>
<td>Campus</td>
<td>PE/clinical</td>
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23
<table>
<thead>
<tr>
<th>WK 5 mornings</th>
<th>site</th>
<th>site</th>
<th>topics</th>
<th>topics</th>
<th>stress management</th>
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<tr>
<td></td>
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<td></td>
<td>EOR 8-10 (11:30)</td>
<td>Clin Med review topics</td>
<td>Misc- advisor 1:1, stress management, workshops etc</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professional Development activities</td>
<td>PAEA review topics</td>
<td>Open Lab-procedures (Ascension)</td>
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<table>
<thead>
<tr>
<th>WK 5 afternoons</th>
<th>site</th>
<th>site</th>
<th>topics</th>
<th>topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professional Development activities</td>
<td>PAEA review topics</td>
</tr>
</tbody>
</table>

*This is an example. Schedules are subject to change, students will be updated with changes as they occur*
## Clinical Year Calendar

### Fall 2023 Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30th</td>
<td>Clinical Year Orientation</td>
</tr>
<tr>
<td>September 2(^{nd})-4(^{th})</td>
<td>Campus closed for Labor Day break</td>
</tr>
<tr>
<td>September 4(^{th})</td>
<td>Start of Clinical Rotation I</td>
</tr>
<tr>
<td>October 3(^{rd})</td>
<td>End of Clinical Rotation I</td>
</tr>
<tr>
<td>October 4(^{th}) – 6(^{th})</td>
<td>End of Rotation Exam - (EOR -days)</td>
</tr>
<tr>
<td>October 9(^{th})</td>
<td>Start of Clinical Rotation II</td>
</tr>
<tr>
<td>November 7(^{th})</td>
<td>End of Clinical Rotation II</td>
</tr>
<tr>
<td>November 8(^{th}) – 10(^{th})</td>
<td>End of Rotation Exam - (EOR -days)</td>
</tr>
<tr>
<td>November 13(^{th})</td>
<td>Start of Clinical Rotation III</td>
</tr>
<tr>
<td>November 22(^{nd})-26(^{th})</td>
<td>Campus closed (not rotations) for Thanksgiving break</td>
</tr>
<tr>
<td>December 12th</td>
<td>End of Clinical Rotation III</td>
</tr>
<tr>
<td>December 13(^{th}) – 15(^{th})</td>
<td>End of Rotation Exam - (EOR -days)</td>
</tr>
<tr>
<td>December 15(^{th})</td>
<td>Semester Ends</td>
</tr>
<tr>
<td>December 20(^{st})</td>
<td>Grades due for fall semester (11:59 p.m.)</td>
</tr>
</tbody>
</table>

*Dates are subject to change, students will be updated with changes as they occur*

### Spring 2024 Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1(^{st})</td>
<td>Start of Clinical Rotations IV</td>
</tr>
<tr>
<td>January 1(^{st})</td>
<td>Campus closed (not rotations) for New Year’s Day</td>
</tr>
<tr>
<td>January 15(^{th})</td>
<td>Campus closed (not rotations) for Martin Luther King Day</td>
</tr>
<tr>
<td>January 30(^{th})</td>
<td>End of Clinical Rotation IV</td>
</tr>
<tr>
<td>January 31(^{st}) – February 2(^{nd})</td>
<td>End of Rotation Exam - (EOR -days)</td>
</tr>
<tr>
<td>February 5(^{th})</td>
<td>Start of Clinical Rotation V</td>
</tr>
<tr>
<td>March 5(^{th})</td>
<td>End of Clinical Rotation V</td>
</tr>
<tr>
<td>March 6(^{th}) – 8(^{th})</td>
<td>End of Rotation Exam - (EOR -days)</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>March 11th</td>
<td>Start of Clinical Rotation VI</td>
</tr>
<tr>
<td>April 9th</td>
<td>End of Clinical Rotation VI</td>
</tr>
<tr>
<td>April 10th – 12th</td>
<td>End of Rotation Exam - (EOR -days)</td>
</tr>
<tr>
<td>April 12th</td>
<td>Semester Ends</td>
</tr>
<tr>
<td>April 17th</td>
<td>Grades due for spring semester (11:59 p.m.)</td>
</tr>
</tbody>
</table>

*Dates are subject to change, students will be updated with changes as they occur*

**Summer 2024 Semester**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 22th</td>
<td>Start of Clinical Rotation VII</td>
</tr>
<tr>
<td>May 21st</td>
<td>End of Clinical Rotation VII</td>
</tr>
<tr>
<td>May 22nd – 24th</td>
<td>End of Rotation Exam - (EOR -days) PACKRAT#2</td>
</tr>
<tr>
<td>May 25th – 27th</td>
<td>Campus closed (not rotations) for Memorial Day</td>
</tr>
<tr>
<td>May 27th</td>
<td>Start of Clinical Rotation VIII</td>
</tr>
<tr>
<td>June 25th</td>
<td>End of Clinical Rotation VIII</td>
</tr>
<tr>
<td>June 26th – 28th</td>
<td>End of Rotation Exam - (EOR -days) EKG &amp; Radiology Exam</td>
</tr>
<tr>
<td>July 1st</td>
<td>Start of Clinical Rotation IX</td>
</tr>
<tr>
<td>July 4th</td>
<td>Campus Closed (not rotations) for Independence Day</td>
</tr>
<tr>
<td>July 30th</td>
<td>End of Clinical Rotation IX</td>
</tr>
<tr>
<td>July 31st - August 2nd</td>
<td>End of Rotation Exam - (EOR -days) OSCEs and PAEA EOC Exam</td>
</tr>
<tr>
<td>August 2th</td>
<td>Semester Ends</td>
</tr>
<tr>
<td>August 7th</td>
<td>Grades due for summer semester (11:59 p.m.)</td>
</tr>
</tbody>
</table>

*Dates are subject to change, students will be updated with changes as they occur*

The EOR Days are a way to regroup with your fellow students and the faculty, get prepared for your next rotation AND have some fun and relaxation along the way!
Rules & Regulation for Clinical rotation hours - ACGME

Duty Hour Federal Regulations 2012 ACGME (Accreditation Council for Graduate Medical Education) Requirements:

By Federal law, here are the regulations regarding duty hours of any/all students in the hospital setting (residents, interns, medical students, and PA students):

➔ Maximum 80 hours/week (this may be averaged over a 4-week period. i.e. 100 hours one week, 60 hours the next week, etc., for an average of 80 hours/week).

➔ Not more than every 3rd day on-call.

➔ Continuous duty not to exceed 30 consecutive hours. 24 hours on-call, and an additional 6 hours for didactic activities, transfer care of patients, or work in the out-patient clinics. No new patient may be accepted for admission after 24 hours of continuous duty. This does not count pre-round time.

➔ 24 hours off per 7-day period. Can be averaged over 4 weeks. For example, students may work 14 days straight but then have two days off. Post-call days do NOT count as a day off. A day off is free of any clinical activities.

➔ Post-call: minimum of 12 hours off-duty before starting the next shift.

If your clinical schedule does not follow these rules, advise the preceptor with whom you are working with and notify the PA Program immediately.
CONFIDENTIALITY POLICY/ HIPAA AGREEMENT

HIPAA stands for “Health Insurance Portability and Accountability Act”. Although this legislative act includes a wide subject range relating to health insurance, a main focus of this legislative act is the protection, security, and privacy of patients’ medical records. Lawrence Technological University has a legal and ethical responsibility to safeguard the privacy of patients and to protect the confidentiality of their health and social information.

While participating in clinical education experiences, students will have access to information that must remain confidential. Patients have the right to privacy and confidentiality of their medical information.

No patient information may be disclosed (verbally or in writing) to unauthorized persons such as friends, family, or other patients. Any request by the patient to release medical information must be handled by the appropriate agency representative. No student will accept responsibility to release patient information.

Students will not discuss patient information in public areas of an agency or outside of the agency. These areas may include offices, if discussions in the office may be overheard by other patients. The student’s obligation to keep information confidential continues after the clinical experience concludes.

Students will not leave medical charts in unrestricted areas of the agency. Under no condition may samples of documentation containing any identifying information, such as evaluations, discharge summaries, results of diagnostic tests or letters to physicians be removed from the premises of the healthcare facility/agency.

Any activity that is in violation of this agreement will be reported to the appropriate clinical and academic supervisor.

By signing this document, I understand and agree that I have read and will comply with all of the terms of the above policy. I am aware that my individual clinical site will have a Confidentiality Policy and I agree to honor its terms.

_________________________________________  _______________________________________
Student Name (please print clearly)        Verifying Faculty Name

_________________________________________  _______________________________________
Student Signature                          Faculty Signature
PA Program Clinical Rotation Student Agreement

I have read and understand the contents of the Lawrence Technological University PA Program Student Handbook, the Lawrence Technological University Graduate Catalog, and all of the hyperlinks and references to other Lawrence Technological University documents contained therein. All students are subject to LTU policies and practices equally. I accept all terms and agree to comply with all policies and standards. I understand that clinical site policies may supersede policies of LTU. I understand that failure to comply with any of the policies may result in dismissal from the PA Program in addition to any further action by Lawrence Technological University.

________________________________
Student Name

________________________________
Student Signature

________________________________
Program Director Signature

Date Signed
Verification of Receipt & Understanding of Clinical Student Handbook

I have read and understand the contents of both the Lawrence Technological University PA Program Student Handbook and Clinical Year Handbook included above, the Lawrence Technological University Graduate Catalog, and all of the hyperlinks and references to other Lawrence Technological University documents contained therein. All students are subject to LTU policies and practices equally. I accept all terms and agree to comply with all policies and standards. I understand that failure to comply with any of the policies as mentioned may result in disciplinary action up to and including dismissal from the PA Program in addition to any further action by Lawrence Technological University.

____________________________________
Student Name (please print clearly)

____________________________________  ______________________
Student Signature                                                                       Date signed

____________________________________  ______________________
Clinical Education Director Signature                                                   Date signed
Student Absence Form

**Student Instructions:** It is your responsibility to obtain and complete this form whenever you miss a class or clinical day. If it is an anticipated absence, please complete the form as much in advance of the class(es) as possible you expect to miss; if it is an unanticipated absence, you must fill out this form on the first day you return to class/rotation at the latest.

1. Notify your course director via email as soon as possible if anticipated.
2. When you have completed this form, print and sign it then submit it to the course director(s) for the didactic year, or to the clinical year faculty member for the clinical year.
3. Notify your advisor of all absences via email

<table>
<thead>
<tr>
<th>Student Name</th>
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<tbody>
<tr>
<td>Date completed</td>
<td></td>
</tr>
<tr>
<td>Date of Absence(s)</td>
<td></td>
</tr>
<tr>
<td>Course/ Activity/ Rotation affected</td>
<td></td>
</tr>
<tr>
<td>Preceptor(s)/ Instructor(s)</td>
<td></td>
</tr>
<tr>
<td>Advisor</td>
<td></td>
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</tbody>
</table>

Check one: □ Anticipated absence □ Unanticipated absence

Reason for Absence:_____________________________________________________

Missed material remediation plans:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

31
For Course Director/ Faculty Use Only:

Form submitted on time:  □ Yes  □ No

Excused absence?  □ Yes  □ No

Course material missed due to absence (check all that apply):

□ Lecture □ Exam □ Group Assignment □ Skills/Anatomy Lab □ Quiz

□ Clinical Rotation □ Other:

May the student remediate the missed work?  □ Yes □ No

Plan for remediation (if applicable):
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Faculty Director Printed Name  Signature  Date
____________________________________  ___________________________  ____________
# Incident Report

<table>
<thead>
<tr>
<th>Student Name</th>
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<tbody>
<tr>
<td>Date completed</td>
<td></td>
</tr>
<tr>
<td>Date &amp; Time of Incident(s)</td>
<td></td>
</tr>
<tr>
<td>Institution/ Office (location)</td>
<td></td>
</tr>
<tr>
<td>Preceptor/ Instructor Name</td>
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</tbody>
</table>

Separate Incident Report filed at the Institution/Office? Yes or No (circle one)

If yes, who filed the report?

________________________________________________________________________

Describe the incident in detail. Give date, time, and names if another personnel is present, etc. Attach additional sheets, if necessary.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

*(attach additional sheets if necessary)*

<table>
<thead>
<tr>
<th>Student Name (<em>Signature</em>)</th>
<th>Date</th>
</tr>
</thead>
</table>