

# Preceptor Manual



**University of Dayton**

**Department of  
Physician Assistant  
Education**

300 College Park  
Dayton, OH 45469-2958  
937-229-2900



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Dear Colleagues,

I would like to take a moment to thank you for choosing to become a preceptor for the students of the University of Dayton Physician Assistant Program. Having a wide array of physician's, PA's, NP's and other licensed medical professionals be able to accommodate our next generation of medical providers is an invaluable asset to our program and to the profession.

We realize that everyone has a tremendously busy schedule and for you to take that extra time to mentor and precept a student is immeasurable. Please note that we hold our students to a very high standard of excellence and hope they can bring additional values with them on their rotations. During the student's time with you, if for any reason you have any concerns, questions or exceptional comments, please know the communication door is always open with myself as well as our program director.

Again we thank you for your time, and welcome to the UD PA program/preceptorship.

Sincerely,

Kelli Huesman, MPAS, PA-C  
Director of Clinical Education  
University of Dayton PA Program

**Department of Physician Assistant Education  
University of Dayton  
PA Faculty and Staff Contact List**

PA Program Main Phone # (937) 229-2900

PA Program Fax # (937) 229-2903

<b>Director of Clinical Education</b>			
Kelli Huesman, MPAS, PA-C	CPC 510	229-3281	khuesman1@udayton.edu
<b>Program Director</b>			
Lindsey Hammett, MPAS, PA-C	CPC 510	229-4847	lhammett1@udayton.edu
<b>Medical Director</b>			
William Rush, M.D.	CPC 510	229-2900	williamjrush@gmail.com
<b>Director of Didactic Education/Faculty</b>			
Julia Circle, MPAS, PA-C	CPC 510	229-4845	Jcircle1@udayton.edu
<b>Faculty</b>			
Kathleen Fischer, M.Ed., PA-C	CPC 510	229-4841	Kfischer2@udayton.edu
<b>Faculty</b>			
Amy Christopher, PharmD, BCPS	CPC 510	229-4833	achristopher1@udayton.edu
<b>Faculty</b>			
Kelly Thobe, MPAS, PA-C	CPC 510	229-4833	Kthobel@udayton.edu
<b>Faculty</b>			
Sean Haig, MPAS, PA-C	CPC 510	229-4843	Kthobel@udayton.edu
<b>Faculty</b>			
Rachel Vaglianti, MPAS, PA-C	CPC 510	229-5692	rvaglianti1@udayton.edu
<b>Department Administrative Assistant</b>			
Amy Kidwell	CPC 510	229-2900	<a href="mailto:paprogram@udayton.edu">paprogram@udayton.edu</a> , akidwell1@udayton.edu
<b>Clinical Office Coordinator</b>			
Susan Combs	CPC 510	229-4842	Scombs2@udayton.edu

## **Preceptor Information**

The purpose of this portion of the guide is to provide the clinical preceptor with information regarding the University of Dayton PA Program and to communicate the program's expectations. The clinical year experience is designed to build competence in fundamental clinical skills through practice and feedback, and to enhance confidence in preparation for clinical practice.

The clinical year places students in an active learning situation in such a manner as to prepare them to assume their professional roles. It is believed that learning the skills necessary to become a competent and empathetic health care provider is best accomplished through clinical experiences in a positive nurturing environment through direct observation, hands-on practice, constructive feedback and guidance, and supplemental reading. View this process as an active partnership among the student, the clinical preceptor, the PA program, and the university.

In addition to academic and clinical competency, the students are expected to refine and demonstrate professional behavior, honesty, integrity, respect, responsibility, and empathy. Our preceptors are an integral part of this process. The preceptor serves as a facilitator of learning, a role model, an important source of feedback, and a guide into the profession.

A preceptor for the UD PA Program may be a licensed physician, PA, NP or CNM who agrees to assume the responsibilities of clinical instruction of a PA student. The primary preceptor must be in good standing with his/her respective licensing board and community and be approved by the University of Dayton PA Program.

## **Student Admission Requirements/Process**

The procedure for evaluating applicants for admission to the University of Dayton PA department is highly competitive. In order to be considered for the interview process prior to admission, all applicants must have achieved all of these prerequisite elements prior to matriculation:

- All applications will be submitted to the Central Application Service of Physician Assistants (CASPA) at <https://portal.caspaonline.org>
- Earned bachelor's degree from a regionally accredited institution (or will be completed prior to matriculation).
- Cumulative undergraduate and prerequisite non-natural science GPA of 3.00.
- Only grades of C or above will be considered. A C- will not qualify for consideration into the prerequisite GPA
- Prerequisite natural science course GPA of 3.00.
- Complete prerequisite courses. \* (If an applicant has completed their prerequisite courses in a quarter system, please convert to semester using the following: each quarter hour of credit divided by 1.5= semester credit hours. For ex: a 6-quarter hour course=4 semester hours)
  - Human anatomy with lab: 4 semester hours
  - Human physiology with lab: 4 semester hours
  - Microbiology with lab: 4 semester hours
  - Organic chemistry with lab: 8 semester hours
  - Biochemistry (lab preferred): 4 semester hours
  - General psychology: 3 semester hours
  - Second psychology course: 3 semester hours (i.e.: life span development, abnormal psychology)

- Statistics: 3-4 semester hours
- Medical terminology: 2-3 semester hours
- \*Applicants can apply prior to completing all prerequisite courses with the following conditions:
- No more than two outstanding science courses.
- All outstanding course(s) must be able to be completed prior to matriculation.
- Any prerequisite courses completed after acceptance must meet the admission GPA. All science courses must have been successfully completed within 10 years prior to application. Any exceptions would be presented to the Department Chair for individual consideration.
- The GRE is not required for admission to the University of Dayton Physician Assistant Program.
- Provide proof of health care experience.
- Minimum requirement of 250 hours, which can be met through observing/shadowing or participating in patient care (volunteer work is accepted) and must include a minimum 20 hours shadowing an NCCPA certified PA
- Applicants are responsible for arranging their shadowing experience and will submit verification of health care hours form (available on the UD PA web site) to the PA Department.
- Provide proof of community service experience. Students will obtain a minimum of 20 hours of community service. Applicants are responsible for arranging their community service experience and will submit verification of community service hours form (available on the UD PA web site) to the PA Department.
- Three (3) letters of recommendation; at least one should be from a recent college professor and one from a health care professional who has known the applicant for at least six (6) months. Reference letters from relatives will not be accepted.
- Interview- Students will be selected for the interview process based on evaluation of their completed application. This interview is an essential part of the selection process used for PA students at UD. Students will be assessed on their communication abilities, both written and oral, as well as their interpersonal skills. Completion of prerequisites does NOT guarantee an interview.
- Satisfactory Background Check
- Demonstrate to program principal faculty of ability to meet the following technical standards:
  - Physician Assistants, as health care providers, must be able to integrate their acquisition of medical knowledge with their skills, behavior, and attitudes in order to deliver appropriate patient care. The University of Dayton is committed to admitting the most qualified applicants for the PA program which in addition to academic criteria, include the following technical standards. These standards are a prerequisite for admission, progression, and completion of the program.
  - The University of Dayton complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADAAA) of 2008 (see University bulletin, Office of Student Learning Services for details).
  - Technical skills/standards are grouped in the five categories listed below. All students must be able to perform these skills independently; therefore, third parties cannot be used to assist students in achieving these requirements. Reasonable accommodation for persons with documented disabilities will be considered on an individual basis. It is the student's responsibility to review the technical standards and report any needs to the program director.

- **Observation**
  - Candidates and students must be able to observe and actively participate in all demonstrations and exercises in the basic medical and clinical sciences, including observations made through a microscope and demonstrations made in the classroom using standardized or classmate patient-models.
  - Candidates and students must be able to observe a patient accurately and completely both at a distance and up close, noting both verbal and nonverbal signs.
- **Communication**
  - Candidates and students must possess the ability to comprehend written English at a level sufficient to adequately evaluate technical materials, medical reports, biomedical texts and journals.
  - Candidates and students are expected to be able to communicate, both verbally and in writing, the results of their examination to the patient and to their colleagues with accuracy, clarity, and efficiency.
  - Candidates and students must be able to accurately and legibly document observations and plans in a thorough and timely manner.
- **Sensory and Motor Functions**
  - Candidates and students must have sufficient use of somatic sensation and the senses of vision, hearing and smell to perform the inspection, palpation, auscultation and percussion components of the physical examination.
  - Candidates and students must possess the gross and fine motor coordination skills necessary to learn and perform routine invasive and noninvasive diagnostic and therapeutic procedures.
  - Candidates and students should be able to perform the physical activities needed to provide general and emergency care for patients. This may include, but not be limited to, activities such as bending, lifting, carrying and prolonged standing.
- **Intellectual Conceptualization, Integration, and Quantitation**
  - Candidates and students must be able to learn to quantify, analyze, integrate, synthesize, problem solve, and reach diagnostic and therapeutic judgments in a timely manner.
  - Candidates and students must be able to learn and to demonstrate the ability to recognize limitations in their own knowledge, skills, and abilities and seek appropriate assistance with their identified limitations.
- **Behavioral and Social Attributes**
  - Candidates and students must be able to work collaboratively with their classmates to sustain a non-competitive learning atmosphere with their colleagues and patients to develop collaborative professional relationships.
  - Candidates and students must possess the endurance to tolerate physically taxing workloads and to function effectively under stress. At times this may require working for extended periods of time or with rotating shift schedules.
  - Candidates and students must possess the emotional health needed to fully use their intellectual abilities, exercise good judgment, and act promptly and appropriately in emergency situations.
  - Candidates and students must be able to adapt to changing environments and to display flexibility in the face of uncertainties inherent in the training process and the practice of medicine.
  - Candidates and students are expected to willingly accept and invite constructive criticism and, if necessary, subsequently adopt appropriate modifications in their behavior.



- **Professional Responsibility**

- Students must exhibit the ability to meet the challenges of any medical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems. This requires training for emergencies (e.g., CPR, ACLS, PALS, ADLS).
- It is each student's responsibility to attend and be able to travel to and from classes and clinical assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames. This involves frequent oral, written, and practical examinations.
- Professionalism as a student is demonstrated by adherence to policies of the university, the PA program, and various clinical sites. Other matters include professional grooming, dress, and behavior in both academic and clinical settings. Students must willfully adhere to the PA program's academic schedule, which may differ from the University's academic calendar and is subject to change at any time.
- Students must demonstrate knowledge of and commitment to the code of ethics of their profession and behavior. Students will take initiative to direct their own learning. Students will work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of abilities and reasoning skills.
- Students will be expected to perform physical examinations on male and female peers along with being examined by both male and female peers during laboratory instruction.

### **Program Progression Requirements**

In addition to fulfilling university requirements and following all university policies for graduate program standing and progression, students enrolled in the MPAP (Masters of Physician Assistant Practice) curriculum must observe the following progression requirements:

- Adherence to all course pre-requisites
- Adherence, as developmentally appropriate, to codes and standards of the Physician Assistant profession and demonstration of generic abilities in professional behavior
- Maintenance of good program standing, as defined by the student policy manual, for entrance into the clinical year of the curriculum
- Demonstration, as is developmentally appropriate, of progress toward graduation competencies of the MPAP curriculum

### **Clinical Requirements**

The students have completed and provided documentation of specific health care screening and immunization requirements based on current Center for Disease Control recommendations for health care professionals.

### Curriculum and Course Descriptions:

Please see the following pages (9-13) for the course schedule and description of the designated curriculum that the students will follow. **Curriculum Course Schedule**

<b>Fall Semester I</b>	<b>Credit Hours</b>	<b>Spring Semester II</b>	<b>Credit Hours</b>	<b>Summer Semester III</b>	<b>Credit Hours</b>
PAS 500 Foundation of Patient Care	6	PAS 530 Essentials of Nephrology & Urology	4.5	PAS 550 Essentials of Orthopedics/Rheumatology	5
PAS 503 Ethical and Social Issues in Health Care	1	PAS 540 Essentials of Cardiology	7	PAS 555 Essentials of Neurology	3
PAS 505 Foundations of PA Practice I	1	PAS 545 Essentials of Pulmonology	4.5	PAS 560 Essentials of Dermatology	2
PAS 510 Essentials of Hematology/Oncology	2	PAS 549 Seminar in Special Topics	1	PAS 565 Principles of Geriatrics	1
PAS 515 Essentials of Infectious Disease	2.5	PAS 548 Applied Patient Assessment II	1.5	PAS 568 Applied Patient Assessment III	1.5
PAS 520 Essentials of Otolaryngology	3				
PAS 525 Essentials of Gastroenterology	4				
PAS 535 Essentials of Endocrinology	3				
PAS 533 Applied Patient Assessment I	1.5				
<b>Fall Semester IV</b>	<b>Credit Hours</b>	<b>Clinical Year</b>	<b>Credit Hours</b>	<b>Clinical Year (continued)</b>	
PAS 570 Principles of Pediatrics	3	PAS 603 Foundations of PA Practice II	1	PAS 625 Clinical Experience Emergency Medicine	2
PAS 575 Principles of Women's Health Issues	3	PAS 605 Clinical Experience Family Medicine	2	PAS 624 Clinical Experience Women's Health	2
PAS 580 Principles of Mental Health	3	PAS 615 Clinical Experience Adult Medicine	2	PAS 634 Clinical Experience Mental Health	2
PAS 585 Principles of Emergency Medicine	6	PAS 635 Clinical Experience General Surgery	2	PAS 646 Clinical Elective Experience (10-week rotation)	5
PAS 590 Principles of Care for the Surgical Patient	1.5	PAS 604 Clinical Experience Office Orthopedic Practice	2	PAS 650 Capstone Project	2
PAS 593 Applied Patient Assessment IV	1.5	PAS 614 Clinical Experience Pediatrics	2		
PAS 600 Research Design	3				

## Course Descriptions

### **PAS 500 Foundations of Patient Care**

**6 credit hours**

Prepares students to begin patient care through developing skills in effective patient interviewing, basic pharmacotherapeutics, ordering and interpreting radiographs and diagnostic tests, performing injections, IV insertions, and vital signs. Prerequisites: Admission to the PA program.

### **PAS 503 Ethical and Social Issues in Healthcare**

**1 credit hour**

Examines the ethical, social, and legal issues that accompany medical provider's interactions with patients and contribute to their effectiveness as compassionate healers and healthcare professionals. Various issues are explored, including ethical principles and decision making, caring for a diverse population, religious ethical and social considerations, end of life challenges and the legal issues that may affect these situations. Prerequisites: Admission to the PA program.

### **PAS 505 Foundations of PA Practice I**

**1 credit hour**

Taught in a seminar fashion, explores the history of the PA profession, current trends in practice, significance of professional organizations pertinent to students, the impact of US health care delivery system and public health policy and concepts of evidence-based medicine. Students will develop communication skills, maximize their learning styles, and define professionalism as it applies to the health care field. Prerequisite(s): Admission to the PA program.

### **PAS 510 Essentials of Hematology/Oncology**

**2 credit hours**

Systems-based module addressing physiology, pathophysiology, diagnostic studies, medical procedures, pharmacology, clinical medicine, and surgical conditions involving the hematology system and common oncological conditions that is presented in lecture and patient simulation format.

### **PAS 515 Essentials of Infectious Disease**

**2.5 credit hours**

Systems-based module addressing physiology, pathophysiology, diagnostic studies, pharmacology, clinical medicine and surgical conditions involving infectious diseases presented in lecture and patient simulation format.

### **PAS 520 Essentials of Otolaryngology**

**3 credit hours**

Systems-based module addressing anatomy, physiology, pathophysiology, history/physical examination skills, diagnostic studies, medical procedures, pharmacology, clinical medicine and surgical conditions involving the HEENT system that is presented in lecture and patient simulation format.

### **PAS 525 Essentials of Gastroenterology**

**4 credit hours**

Systems-based module addressing nutrition, anatomy, physiology, pathophysiology, history/physical examination skills, diagnostic studies, medical procedures, pharmacology, clinical medicine and surgical conditions involving the gastrointestinal system that is presented in lecture and patient simulation format. Prerequisites: Admission to the PA program.

### **PAS 530 Essentials of Nephrology & Urology**

**4.5 credit hours**

Systems-based module addressing anatomy, physiology, pathophysiology, history/physical examination skills, diagnostic studies, medical procedures, pharmacology, clinical medicine and surgical conditions involving the renal and urological system that is presented in lecture and patient simulation format. Prerequisites: Admission to the PA program; successful completion of Semester 1 of the PA program.

**PAS 533 Applied Patient Assessment I****1.5 credit hours**

Integrates information from previous modules. Using critical thinking, student groups will review, discuss patient cases then assimilate information to develop diagnosis and treatment plans. Module culminates with individual assessment using simulation.

**PAS 535 Essentials of Endocrinology****3 credit hours**

Systems-based module addressing anatomy, physiology, pathophysiology, history/physical examination skills, diagnostic studies, medical procedures, pharmacology, clinical medicine and surgical conditions involving the endocrine system that is presented in lecture and patient simulation format. Prerequisites: Admission to the PA program.

**PAS 540 Essentials of Cardiology****7 credit hours**

Systems-based module addressing anatomy, physiology, pathophysiology, history/physical examination skills, diagnostic studies, medical procedures, pharmacology, clinical medicine and surgical conditions involving the cardiovascular system presented in lecture and patient simulation format.

**PAS 545 Essentials of Pulmonology****4.5 credit hours**

Systems-based module addressing anatomy, physiology, pathophysiology, history/physical examination skills, diagnostic studies, medical procedures, pharmacology, clinical medicine and surgical conditions involving the respiratory system presented in lecture and patient simulation format.

**PAS 548 Applied Patient Assessment II****1.5 credit hours**

Integrates information from previous modules. Using critical thinking, student groups will review, discuss patient cases then assimilate information to develop diagnosis and treatment plans. Module culminates with individual assessment using simulation.

**PAS 549 Seminar in Special Topics****1 credit hour**

Two-week seminar which addresses, preventive medicine, alternative medicine, and physical medicine/rehabilitation. Each topic will address most commonly encountered issues; lecture and group case studies refine the application of newly learned material.

**PAS 550 Essentials of Orthopedics/Rheumatology****5 credit hours**

Systems-based module addressing anatomy, physiology, pathophysiology, history/physical examination skills, diagnostic studies, medical procedures, pharmacology, clinical medicine and surgical conditions involving the musculoskeletal system, including rheumatological diseases. Material is presented in lecture and patient simulation format.

**PAS 555 Essentials of Neurology****3 credit hours**

Systems-based module addressing anatomy, physiology, pathophysiology, history/physical examination skills, diagnostic studies, medical procedures, pharmacology, clinical medicine and surgical conditions involving the neurological system presented in lecture and patient simulation format.

**PAS 560 Essentials of Dermatology****2 credit hours**

Systems-based module addressing anatomy, physiology, pathophysiology, history/physical examination skills, diagnostic studies, medical procedures, pharmacology, clinical medicine and surgical conditions involving the dermatological system presented in lecture and patient simulation format.

**PAS 565 Principles of Geriatrics****1 credit hour**

Population-based course dealing with social and medical problems specific to the geriatric age group. Topics will focus on techniques of communication in this age group, medical treatments specific to the elderly, and navigation through health care systems.

**PAS 568 Applied Patient Assessment III****1.5 credit hours**

Integrates information from previous modules. Using critical thinking, student groups will review, discuss patient cases, and then assimilate information to develop diagnosis and treatment plans. Module culminates with individual assessment using simulation.

**PAS 570 Principles of Pediatrics****3 credit hours**

Population-based module focusing on pediatric issues. The course addresses etiology, epidemiology, clinical signs and symptoms, physical exam findings, diagnosis, treatment, and prognosis for significant issues in the pediatric population.

**PAS 575 Principles of Women's Health Issues****3 credit hours**

Population-based module focusing on women's issues. The course addresses etiology, epidemiology, clinical signs and symptoms, physical exam findings, diagnosis, treatment, and prognosis for significant issues in the female population.

**PAS 580 Principles of Mental Health****3 credit hours**

Population-based module focusing on mental health issues. The course addresses etiology, epidemiology, clinical signs and symptoms, physical exam findings, diagnosis, treatment, and prognosis for significant psychiatric, behavioral medicine issues.

**PAS 585 Principles of Emergency Medicine****6 credit hours**

Taught in a case-based format, this population-based module emphasizes stabilizing patients with life-threatening trauma or illness and selecting appropriate diagnostic and therapeutic measures. Students learn treatment of trauma and medical disorders commonly presenting to the emergency department and become Advanced Cardiac Life Support (ACLS), Pediatric Advances Life Support (PALS), and Basic Disaster Life Support (BDLS) certified.

**PAS 590 Principles of Care for the Surgical Patient****1.5 credit hours**

Population-based course dealing with basics needed for surgical patient. This course includes pre-operative evaluation, peri-and post-operative tenets of care for the surgical patient. Students will demonstrate suturing, gowning/gloving skills.

**PAS 593 Applied Patient Assessment IV****1.5 credit hours**

Integrates information from previous modules. Using critical thinking, student groups will review, discuss patient cases, and then assimilate information to develop diagnosis and treatment plans. Module culminates with individual assessment using simulation.

**PAS 600 Research Design****3 credit hours**

Instruction in research methods and application to the clinical setting. Basic concepts of epidemiology and statistics integrate into concepts related to medical practice. Students critically read published reports of clinical research then identify strengths and weaknesses in structure, data presentation and conclusions. This course provides skills necessary to practice evidence-based medicine.

**PAS 603 Foundations of PA Practice II****1 credit hour**

Taught in seminar fashion, prepares the PA student for clinical practice post-graduation. Emphasizes topics of PA residency programs, PA professional organizations, coding/reimbursement/billing information, and malpractice liability. Prepares student for employment with resume construction, interview skills, contracts, and assistance in finding employment as a PA.

**PAS 604 Clinical Experience Office Orthopedic Practice****2 credit hours**

Four week required rotation in an orthopedic office clinical setting. Students engage in all aspects of patient care, including history taking, physical examination, and treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

**PAS 605 Clinical Experience Family Medicine****2 credit hours**

Four week required rotation in clinical setting of general primary care. Students engage in all aspects of patient care, including history taking, physical examination, and treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

**PAS 614 Experiential Pediatric Practice****2 credit hours**

Four week required rotation in a pediatric clinical setting. Students engage in all aspects of patient care, including history taking, physical examination, and treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

**PAS 615 Clinical Experience Adult Medicine****2 credit hours**

Four week required rotation in clinical setting of in adult/internal medicine in a hospital and/or outpatient setting. Students engage in all aspects of patient care, including history taking, physical examination, and treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

**PAS 624 Experiential Women's Health****2 credit hours**

Four week required rotation in a clinical setting of women's health/obstetrics and gynecology. Students engage in all aspects of patient care, including pre-natal care, history taking, physical examination, and treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

**PAS 625 Clinical Experience Emergency Medicine****2 credit hours**

Four week required rotation in the emergency department clinical setting. Students engage in all aspects of patient care, including history taking, physical examination, and treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

**PAS 634 Clinical Experience in Mental Health****2 credit hours**

Four week required rotation in a mental health clinical setting. Students engage in all aspects of patient care, including history taking, physical examination, and treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

**PAS 635 Clinical Experience General Surgery****2 credit hours**

Four week required rotation in clinical setting of general surgery. Students engage in all aspects of patient care, including history taking, physical examination, and treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

**PAS 646 Clinical Elective Experience****5 credit hours**

Elective rotation of student's choice (with PA faculty guidance and approval). A ten-week rotation that will provide the student with either a repeat rotation or new clinical experience. Students can choose a combination of experiences totaling 10 weeks.

## **PAS 650 Capstone Project**

**2 credit hours**

Designed to provide students with the opportunity to complete a scholarly project with faculty as mentors for this experience. The process includes choice of topic, literature review, data collection, and paper preparation; culminates in either a professional article or formal presentation.

## **PA STUDENT SCOPE OF PRACTICE**

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

The student is not considered an employee of any clinical rotation site and should not be a substitute for, or take on any responsibilities of, regular staff. If a student has a concern about the responsibilities assigned by the clinical site, the Director of Clinical Education should be contacted immediately.

The following are some guidelines regarding what a PA student may be permitted to do by the preceptor. Please note that these are guidelines only. The judgment of the preceptor regarding how much responsibility a student is ready to assume should be the guideline for determining which tasks are assigned and how much supervision is needed.

Students come to our program with a variety of life experiences, which may affect their comfort level with certain tasks. All students should exhibit a baseline of medical knowledge and clinical skills. If a student shows any serious deficiency or is in danger of not achieving the learning objectives or failing the clinical rotation, please document this on the mid-rotation evaluation form and notify the Clinical Coordinator or Program director / Department Chair immediately. (A list of PA Program faculty and staff is enclosed in the front of this guide).

Typical tasks assigned to PA students include:

- Taking histories and performing physical examinations;
- Assessing common medical problems and recommending appropriate management;
- Performing and assisting in diagnostic and therapeutic procedures;
- Assisting the preceptor in hospital/nursing home rounds, recording progress notes, transcribing specific orders of the preceptor – as allowed by the facility;
- Following protocols or standing orders of the preceptor.

A preceptor should watch the student perform histories and physicals and guide the student in ways to improve his/her technique. When the preceptor is comfortable with the student's observation and interview skills, s/he can wait for the student's presentation without observing the entire encounter, but should follow-up closely.

Early in the clinical year, emphasis is placed on perfecting the student's ability to gather a complete database and distinguish normal from abnormal findings. Students are expected to report all findings in a descriptive manner and develop problem lists on all patients. Their assessments will become much more sophisticated as the year progresses. Through feedback and discussion, the student should steadily learn more about how the preceptor manages common problems and, as the rotation proceeds, manage increasingly more difficult problems, both physical and psychological. The preceptor should require order and thoroughness in both written medical records and oral presentations. It is required that students

maintain a record of all patient encounters. They must also complete an evaluation of the clinical preceptor/site.

Teaching time may initially reduce preceptor productivity possibly adding up to one hour a day. This time investment is rapidly reduced as the student begins to do more of the patient work-ups unobserved. Many preceptors find their service to the practice balances teaching time.

**Proof of malpractice insurance coverage will be provided to the site along with other paperwork upon confirmation of the rotation.**

### **Learning Objectives**

The preceptor will be provided with the learning objectives for each clinical rotation prior to the start of the student's first day. This will be included with the course syllabus which is provided prior to the arrival of the student.

## **PRECEPTOR RESPONSIBILITIES**

Upon signing the Affiliation Agreement and/or Preceptor Agreement, the primary preceptor and his/her practice agree to:

1. Provide the student with a physical location, adequate clinical space, and provide/arrange a variety of patient encounters necessary for an appropriate learning experience.
2. Assure that the PA student has a broad clinical experience for the agreed upon clinical rotation. Should these objectives not be realized in the preceptor's practice site, early notification to the Director of Clinical Education will allow for remediation by arranging supplemental sites or experiences for the student.
3. Provide at least approximately 35 hours per week for the student to perform clinical activities with the preceptor on site for supervision, consultation, and teaching. The students have the flexibility to be included with call/weekends etc. based on the individuals practice requirements. This commitment may be shared among two or more approved preceptors. Should more than one preceptor be directly engaged in student teaching, all preceptors should have input in the final evaluation of the student.
4. Demonstrate, teach, and observe/supervise the PA student in clinical activities as arranged by the preceptor to develop the student's skills and to ensure proper patient care.
5. Delegate gradually increasing levels of responsibility to the student for clinical assessment and management as the student's clinical competence develops.
6. Ensure that the PA student does not practice beyond his/her competence or legal authority. Reexamine each patient until assured the student's history and physical examination skills are complete and accurate.
7. Have each patient presented before the patient leaves the practice site and ensure all patient related documentation is co-signed.
8. Participate in the evaluation of all aspects of the student's clinical skills and didactic knowledge base by: a) daily feedback to the PA student; b) dialogue with the faculty during site visits or by phone should concerns arise; c) mid (appendix B) and end of rotation (appendix B) formal evaluations which should be shared and discussed with the student; d) assessment and verification of the completion of clinical competencies as outlined in the Student's Clinical Encounters Booklet. (appendix E)



9. In accordance with our accreditation standards, no student shall be considered an employee of the Clinical Affiliate. Students will not be expected to give services to the Clinical Affiliate apart from those rendered for their educational value as part of the planned student experience.
10. Facilitate relations between this new health care provider and the staff in the practice site and other health care professionals in the medical community.
11. New for January 2019. During the January clinical SCPE, the preceptor will now be asked for a once a year evaluation of the UD PA students preparedness based on their didactic education. This tool is to evaluate their clinical preparedness directly following the didactic year. This evaluation tool will be forwarded from Evalve in addition to the EOR evaluation for the January rotation only. (appendix F)
- 12. It is the intention of the faculty of the University of Dayton PA Program to have a completely open collegial relationship with the preceptor. Should problems arise, early notification of such to the Director of Clinical Education at (937) 229-3281 will result in prompt problem-solving without diminishing the training experience for the student or putting an additional burden on the preceptor.**

### **Preceptor Stipend**

As of June 2019, the University of Dayton has begun to offer a stipend to the medical providers who serve as clinical preceptors for the students. The stipend is \$250 per student, per week. 4 weeks = \$1000 per student.

Appendix A

## Incident Report

In the event a student is injured, the highest priority is prompt treatment. Students should not delay seeking appropriate treatment to fill out paperwork or make notifications. Students should comply with all accident/injury protocols in place at the clinical site. In the absence of a protocol, students should seek treatment in the nearest emergency department.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rotation: \_\_\_\_\_

### Nature of Incident

Date of incident: \_\_\_\_\_ Approximate time of incident: \_\_\_\_\_

Did incident involve possible exposure to bloodborne pathogen?  No  Yes (see below)

Description of incident: \_\_\_\_\_

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Actions/first aid taken immediately following incident: \_\_\_\_\_

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### Bloodborne Pathogen Exposure

Students who are potentially exposed to bloodborne pathogens should seek prompt evaluation. Evidence suggests that prophylactic medications are more likely to be effective when taken soon after an exposure. Students should also consider contacting the National Clinicians' Post-Exposure Prophylaxis Hotline: 888-448-4911.

Incident Report Cont'd.

<b>Notifications</b>	<b>Date and Time Notified</b>
<b>Clinical Preceptor</b>	
<b>Onsite Health Services / Employee Health / Occupational Health</b> or <b>Emergency Department</b>	
<b>Director of Clinical Education</b> or <b>Program Director</b>	

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Submit this form to the Director of Clinical Education – fax: 937-229-2903

<b>Additional Follow Up / For Program Use</b>

**Appendix B**

**Mid-Rotation Evaluation (to be completed by preceptor)**

Student Name: \_\_\_\_\_ Rotation Dates: \_\_\_\_\_

Clinical Site: \_\_\_\_\_ Preceptor: \_\_\_\_\_

**PRECEPTOR ASSESSMENT OF STUDENT PERFORMANCE**

Student Assessment	Excellent	Very Good	Average	Deficient	N/A
How do you rate this student's ability to obtain an appropriate, accurate patient history?					
How do you rate this student's ability to perform an appropriate, comprehensive physical examination?					
How do you rate this student's ability to present findings orally to you as preceptor or to other clinicians?					
How do you rate this student's ability to formulate a differential diagnosis?					
How do you rate this student's ability to formulate and implement a patient management plan?					
How do you rate this student's ability to perform clinical procedures appropriate to this rotation?					
How do you rate this student's professional behavior on this rotation?					

Does this student's current performance in this rotation merit a passing grade?

\_\_\_\_ Yes                                      \_\_\_\_ No                                      \_\_\_\_ Uncertain

What are the most important things this student should do to improve his/her performance?

Additional Comments/Suggestions:

Preceptor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix C

### End of Rotation Evaluation by Preceptor

PAS 615 Clinical Experience in **Adult Medicine**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Rotation: \_\_\_\_\_

**All students are expected and should meet the following Learning Outcomes by the end of the Adult Medicine Clinical Experience. Please rate student achievement for each of the Learning Outcomes specific to Adult Medicine. Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding Achievement
4	Above Achievement
3	Achievement
2	Below Achievement
1	Unsatisfactory

#### Learning Outcomes Specific for Adult Medicine

Gather a history and perform an appropriate exam, then formulate a differential diagnosis and management plan for a patient presenting with back pain	1	2	3	4	5
In a patient presenting with respiratory illnesses, perform a history and appropriate exam, then formulate a differential diagnosis and management plan	1	2	3	4	5
Elicit a history and perform an appropriate exam, then formulate a differential diagnosis and management plan for a patient presenting with dysuria/urinary tract symptoms	1	2	3	4	5
Formulate a differential diagnosis after completing a history and physical exam, and then develop a management plan for a patient presenting with acute abdominal pain	1	2	3	4	5
Perform a history and appropriate exam, then formulate a differential diagnosis and management plan for a patient presenting with musculoskeletal symptoms	1	2	3	4	5
Gather a history and perform an appropriate exam, then formulate a management plan for a patient presenting with new onset or chronic management of diabetes mellitus	1	2	3	4	5
Complete a history and appropriate physical exam, then formulate a management plan for a patient presenting with chronic hypertension	1	2	3	4	5
In a patient presenting with depression/anxiety symptoms, elicit a history and perform an appropriate exam, then formulate a management plan	1	2	3	4	5
In a patient with coronary artery disease/hyperlipidemia, perform a history and appropriate exam, then formulate a management plan	1	2	3	4	5
Counsel patients and formulate appropriate plan for preventative care including recommended age appropriate vaccinations	1	2	3	4	5
Provide counseling to patients and formulate appropriate plan for preventative care including recommended age appropriate screenings. i.e., Mammograms, colonoscopies	1	2	3	4	5
Counsel patients regarding the need for an annual wellness examination and formulate an appropriate plan	1	2	3	4	5
Provide patient education for dietary/exercise management, including identifying cardiovascular risk factors, and formulate an appropriate plan	1	2	3	4	5

Accurately document a full history and physical examination with diagnosis and management plan to be included	1	2	3	4	5
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Please use the following scale for rating student performance for the following general knowledge and skill areas. **Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding performance
4	Above average performance
3	Average performance
2	Below average performance
1	Poor performance

### Knowledge

Please rate your perception of how the student is able to:

Understand and explain the etiologies, risk factors, underlying pathologic processes and epidemiology for the conditions encountered in Adult medicine clinical experience	1	2	3	4	5
Demonstrate the appropriate history and physical exam skills, identifying normal and abnormal findings, and is able to counsel patients who present for acute, chronic and preventative conditions	1	2	3	4	5
Adequately formulate a differential diagnosis based on H&P findings and is able to develop and carry out management plan based on the differential	1	2	3	4	5
Select and interpret appropriate diagnostic or laboratory studies	1	2	3	4	5
Manage presenting conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacological and non-pharmacologic agents	1	2	3	4	5

### Skills: Interpersonal and Communication

Please rate your perception of how the student is able to:

Appropriately adapt communication style to the context of the individual patient interaction, displaying respect, compassion and integrity, with the ability to show sensitivity and responsiveness to patients' culture, age, gender and disabilities	1	2	3	4	5
Accurately and adequately document information regarding care process for medical, legal, quality and financial purposes	1	2	3	4	5

### Clinical Reasoning and Problem Solving

Please rate your perception of how the student is able to:

Identify the appropriate site of care for presenting conditions, including the identification of emergent cases and those requiring referral and admission	1	2	3	4	5
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### Professionalism

Please rate your perception of how the student is able to:

Work effectively with preceptor and other health care professionals to provide patient centered care in a adult medicine setting	1	2	3	4	5
Promptly complete assigned tasks	1	2	3	4	5
Consistently arrive at appointed time	1	2	3	4	5
Recognize personal learning needs and limitations, and seeks to rectify them	1	2	3	4	5
Accept and use constructive criticism from preceptor and staff	1	2	3	4	5



PAS 625 Clinical Experience in **Emergency Medicine**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Rotation: \_\_\_\_\_

**All students are expected and should meet the following Learning Outcomes by the end of the Emergency Medicine Clinical Experience. Please rate student achievement for each of the Learning Outcomes specific to Emergency Medicine. Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding Achievement
4	Above Achievement
3	Achievement
2	Below Achievement
1	Unsatisfactory

**Learning Outcomes Specific for Emergency Medicine**

Gather a history and perform an appropriate exam, then formulate a differential diagnosis and management plan including appropriate disposition i.e., admit versus discharge home	1	2	3	4	5
Elicits appropriate information and physical exam findings to differentiate emergent, urgent, or acute diagnosis	1	2	3	4	5
Elicit a history and perform an appropriate exam, then formulate a differential and management plan and can determine if consultations with specialty provider is needed	1	2	3	4	5
Gather correct information and is able to formulate appropriate emergency medicine documentation	1	2	3	4	5
Elicit appropriate information and complete a physical exam to develop differential diagnosis for patients presenting with musculoskeletal injuries/complaints	1	2	3	4	5
Able to evaluate appropriately and determine plan of care of patient presenting with shortness of breath/dyspnea/respiratory distress symptoms	1	2	3	4	5
Complete a history and appropriate physical exam, then formulate a management plan for a patient presenting with chest pain	1	2	3	4	5
In a patient presenting with altered mental status/cognitive impairment symptoms, elicit a history and perform an appropriate exam, then formulate a management plan	1	2	3	4	5
In a patient with headache/neurologic symptoms, perform a history and appropriate exam, then formulate a management plan	1	2	3	4	5
Elicits information and completes physical exam appropriate for patients with abdominal pain	1	2	3	4	5
Appropriately determines need, orders and can interpret an EKG	1	2	3	4	5
Appropriately orders and interprets imaging (i.e., CXR, X-rays, CT scans)	1	2	3	4	5
Assesses need and is able to perform appropriate induction of intravenous fluids	1	2	3	4	5
Performs exam and produces a plan of care for a patient presenting with a laceration, selects and performs appropriate closure method (i.e., suture, staples)	1	2	3	4	5
Appropriately assess patient need and able to perform Foley insertion	1	2	3	4	5
Accurately document a focused history and physical examination with diagnosis and management plan for an emergency room setting to be included	1	2	3	4	5



Please use the following scale for rating student performance for the following general knowledge and skill areas. **Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding performance
4	Above average performance
3	Average performance
2	Below average performance
1	Poor performance

### Knowledge

Please rate your perception of how the student is able to:

Understand and explain the etiologies, risk factors, underlying pathologic processes and epidemiology for the conditions encountered in Emergency medicine clinical experience	1	2	3	4	5
Demonstrate the appropriate history and physical exam skills, identifying normal and abnormal findings, and is able to counsel patients who present for acute, and emergent conditions	1	2	3	4	5
Adequately formulate a differential diagnosis based on H&P findings and is able to develop and carry out management plan based on the differential	1	2	3	4	5
Select and interpret appropriate diagnostic or laboratory studies	1	2	3	4	5
Manage presenting conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacological and non-pharmacologic agents	1	2	3	4	5

### Skills: Interpersonal and Communication

Please rate your perception of how the student is able to:

Appropriately adapt communication style to the context of the individual patient interaction, displaying respect, compassion and integrity, with the ability to show sensitivity and responsiveness to patients' culture, age, gender and disabilities	1	2	3	4	5
Accurately and adequately document information regarding care process for medical, legal, quality and financial purposes	1	2	3	4	5

### Clinical Reasoning and Problem Solving

Please rate your perception of how the student is able to:

Identify the appropriate site of care for presenting conditions, including the identification of emergent cases and those requiring referral and admission, or those which can be treated and discharged home with appropriate follow up care	1	2	3	4	5
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### Professionalism

Please rate your perception of how the student is able to:

Work effectively with preceptor and other health care professionals to provide patient centered care in an emergency medicine setting	1	2	3	4	5
Promptly complete assigned tasks	1	2	3	4	5

Consistently arrive at appointed time	1	2	3	4	5
Recognize personal learning needs and limitations, and seeks to rectify them	1	2	3	4	5
Accept and use constructive criticism from preceptor and staff	1	2	3	4	5

**Preparedness**

Was the student adequately prepared to complete the rotation based on expected competencies	1	2	3	4	5
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**Additional Comments**

Please add comments regarding this student's individual strengths/weaknesses.

Please add any comments regarding UD PA students in general with regard to weaknesses or suggestions to improve their preparedness for this rotation.

**Please provider additional comments here, if the student was scored with either a 1 or 2 on any questions above.**

**Preceptor Information**

*If this form is completed by someone other than the primary preceptor, it must be signed by the primary preceptor. Please check the item which best describes your knowledge of and contact with this student.*

\_\_\_\_\_ **Daily Contact**      \_\_\_\_\_ **Intermittent**      \_\_\_\_\_ **Occasional Contact**      \_\_\_\_\_ **None at All**

**I have discussed this evaluation with the student.**                      \_\_\_\_\_ **Yes**      \_\_\_\_\_ **No**

**I have directly observed the student's clinical performance.**                      \_\_\_\_\_ **Yes**      \_\_\_\_\_ **No**

\_\_\_\_\_ **Evaluator's Signature and Title**

\_\_\_\_\_ **Date**

\_\_\_\_\_ **Primary Preceptor's Signature (if other than the above)**

\*\* The final grade/decision in regards to the passing of each Clinical rotation will be made by the Director of Clinical Education (DCE) based on the mid-rotation and end of rotation evaluations, the results of the EOR exams and the communication held between the DCE and the preceptors working with each student. \*\*

PAS 605 Clinical Experience in **Family Medicine**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Rotation: \_\_\_\_\_

**All students are expected and should meet the following Learning Outcomes by the end of the Family Medicine Clinical Experience. Please rate student achievement for each of the Learning Outcomes specific to Family Medicine. Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding Achievement
4	Above Achievement
3	Achievement
2	Below Achievement
1	Unsatisfactory

**Learning Outcomes Specific for Family Medicine**

Gather a history and perform an appropriate exam, then formulate a differential diagnosis and management plan for a patient presenting with back pain	1	2	3	4	5
In a patient presenting with respiratory illnesses, perform a history and appropriate exam, then formulate a differential diagnosis and management plan	1	2	3	4	5
Elicit a history and perform an appropriate exam, then formulate a differential diagnosis and management plan for a patient presenting with dysuria/urinary tract symptoms	1	2	3	4	5
Formulate a differential diagnosis after completing a history and physical exam, and then develop a management plan for a patient presenting with acute abdominal pain	1	2	3	4	5
Perform a history and appropriate exam, then formulate a differential diagnosis and management plan for a patient presenting with musculoskeletal symptoms	1	2	3	4	5
Gather a history and perform an appropriate exam, then formulate a management plan for a patient presenting with new onset and chronic management of diabetes mellitus	1	2	3	4	5
Complete a history and appropriate physical exam, then formulate a management plan for a patient presenting with chronic hypertension	1	2	3	4	5
In a patient presenting with depression/anxiety symptoms, elicit a history and perform an appropriate exam, then formulate a management plan	1	2	3	4	5
In a patient with coronary artery disease/hyperlipidemia, perform a history and appropriate exam, then formulate a management plan	1	2	3	4	5
Counsel patients and formulate appropriate plan for preventative care including recommended age appropriate vaccinations	1	2	3	4	5
Provide counseling to patients and formulate appropriate plan for preventative care including recommended age appropriate screenings. i.e., Mammograms, colonoscopies	1	2	3	4	5
Counsel patients regarding the need for an annual wellness examination and formulate an appropriate plan	1	2	3	4	5
Provide patient education for dietary/exercise management, including identifying cardiovascular risk factors, and formulate an appropriate plan	1	2	3	4	5
Accurately document a full history and physical examination with diagnosis and management plan included	1	2	3	4	5

Please use the following scale for rating student performance for the following general knowledge and skill areas. **Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding performance
4	Above average performance
3	Average performance
2	Below average performance
1	Poor performance

### Knowledge

Please rate your perception of how the student is able to:

Understand and explain the etiologies, risk factors, underlying pathologic processes and epidemiology for the conditions encountered in Family medicine clinical experience	1	2	3	4	5
Demonstrates the appropriate history and physical exam skills, identifying normal and abnormal findings, and is able to counsel patients who present for acute, chronic and preventative conditions	1	2	3	4	5
Adequately formulates a differential diagnosis based on H&P findings and is able to develop and carry out management plan based on the differential	1	2	3	4	5
Select and interpret appropriate diagnostic or laboratory studies	1	2	3	4	5
Manage presenting conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacological and non-pharmacologic agents	1	2	3	4	5

### Skills: Interpersonal and Communication

Please rate your perception of how the student is able to:

Appropriately adapts communication style to the context of the individual patient interaction, displaying respect, compassion and integrity, with the ability to show sensitivity and responsiveness to patients' culture, age, gender and disabilities	1	2	3	4	5
Accurately and adequately document information regarding care process for medical, legal, quality and financial purposes	1	2	3	4	5

### Clinical Reasoning and Problem Solving

Please rate your perception of how the student is able to:

Identifies the appropriate site of care for presenting conditions, including the identification of emergent cases and those requiring referral and admission	1	2	3	4	5
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### Professionalism

Please rate your perception of how the student is able to:

Work effectively with preceptor and other health care professionals to provide patient centered care in a family practice setting	1	2	3	4	5
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PAS 634 Clinical Experience in **Mental Health**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Rotation: \_\_\_\_\_

**All students are expected and should meet the following Learning Outcomes by the end of the Mental Health Clinical Experience. Please rate student achievement for each of the Learning Outcomes specific to Mental Health. Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding Achievement
4	Above Achievement
3	Achievement
2	Below Achievement
1	Unsatisfactory

**Learning Outcomes Specific for Mental Health**

Provide healthcare services and education aimed at preventing mental health problems or mental health maintenance, including the use of screening tools (i.e., SBIRT/MMSE)	1	2	3	4	5
Gather a history and perform an appropriate mental health exam utilizing behavioral health screening tools then formulate a differential diagnosis and management plan for a patient presenting with mood disorders	1	2	3	4	5
In a patient presenting with anxiety, perform an appropriate history and mental health exam utilizing behavioral health screening tools, and then formulate a differential diagnosis and management plan	1	2	3	4	5
Appropriately screen patients for suicidal or homicidal ideations and recommend an appropriate plan of care if warranted	1	2	3	4	5
Identify, assess and recommend appropriate treatment for patients with substance abuse concerns	1	2	3	4	5
Counsel and educate a patient on community resources, crisis care and appropriate mental health follow up	1	2	3	4	5

Please use the following scale for rating student performance for the following general knowledge and skill areas. **Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding performance
4	Above average performance
3	Average performance
2	Below average performance
1	Poor performance

**Knowledge**

Please rate your perception of how the student is able to:

Understand and explain the etiologies, risk factors, underlying pathologic processes and epidemiology for the conditions encountered in Mental Health clinical experience	1	2	3	4	5
Demonstrates the appropriate history and physical exam skills, identifying normal and abnormal findings, and is able to counsel patients who present for acute, chronic and preventative conditions	1	2	3	4	5
Adequately formulates a differential diagnosis based on H&P findings and is able to develop and carry out management plan based on the differential	1	2	3	4	5
Select and interpret appropriate diagnostic or laboratory studies	1	2	3	4	5
Manage presenting conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacological and non-pharmacologic agents	1	2	3	4	5

**Skills: Interpersonal and Communication**

Please rate your perception of how the student is able to:

Appropriately adapts communication style to the context of the individual patient interaction, displaying respect, compassion and integrity, with the ability to show sensitivity and responsiveness to patients' culture, age, gender and disabilities	1	2	3	4	5
Accurately and adequately document information regarding care process for medical, legal, quality and financial purposes	1	2	3	4	5

**Clinical Reasoning and Problem Solving**

Please rate your perception of how the student is able to:

Identifies the appropriate site of care for presenting conditions, including the identification of emergent cases and those requiring referral and admission	1	2	3	4	5
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**Professionalism**

Please rate your perception of how the student is able to:

Work effectively with preceptor and other health care professionals to provide patient centered care in a mental health setting	1	2	3	4	5
Promptly completes assigned tasks	1	2	3	4	5
Consistently arrives at appointed time	1	2	3	4	5
Recognizes personal learning needs and limitations, seeks to rectify them	1	2	3	4	5
Accepts and uses constructive criticism from preceptor and staff	1	2	3	4	5

**Preparedness**

Was the student adequately prepared to complete the rotation based on expected competencies	1	2	3	4	5
---	---	---	---	---	---

**Additional Comments**

Please add comments regarding this student’s individual strengths/weakness.

Please add any comments regarding UD PA students in general with regard to weaknesses or suggestions to improve their preparedness for this rotation.

**Please provider additional comments here, if the student was scored with either a 1 or 2 on any questions above.**

**Preceptor Information**

*If this form is completed by someone other than the primary preceptor, it must be signed by the primary preceptor. Please check the item which best describes your knowledge of and contact with this student.*

**Daily Contact**     **Intermittent**     **Occasional Contact**     **None at All**

**I have discussed this evaluation with the student.**                                   **Yes**     **No**

**I have directly observed the student’s clinical performance.**                                   **Yes**     **No**

\_\_\_\_\_ **Evaluator’s Signature and Title**

\_\_\_\_\_ **Date**

\_\_\_\_\_ **Primary Preceptor’s Signature (if other than the above)**

\*\* The final grade/decision in regards to the passing of each Clinical rotation will be made by the Director of Clinical Education (DCE) based on the mid-rotation and end of rotation evaluations, the results of the EOR exams and the communication held between the DCE and the preceptors working with each student. \*\*



PAS 604 Clinical Experience in **Orthopedics**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Rotation: \_\_\_\_\_

**All students are expected and should meet the following Learning Outcomes by the end of the Orthopedic Clinical Experience. Please rate student achievement for each of the Learning Outcomes specific to Orthopedics. Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding Achievement
4	Above Achievement
3	Achievement
2	Below Achievement
1	Unsatisfactory

**Learning Outcomes Specific for Orthopedics**

Gather a history and perform an appropriate orthopedic exam based on the patient's chief complaint. Is able to perform appropriate special testing, then formulate a differential diagnosis and management plan for a patient's presenting symptoms	1	2	3	4	5
Orders appropriate imaging studies based on chief complaint and is able to interpret diagnostic studies to assist in formulating the diagnosis and plan of care	1	2	3	4	5
Elicit a history and perform an appropriate exam, then formulate a differential diagnosis and management plan for a patient presenting with knee pain	1	2	3	4	5
Formulate a differential diagnosis after completing a history and physical exam, and then develop a management plan for a patient presenting with shoulder pain	1	2	3	4	5
Perform a history and appropriate exam, then formulate a differential diagnosis and management plan for a patient presenting with musculoskeletal symptoms, including back and/or neck pain	1	2	3	4	5
Gather a history and perform an appropriate exam, then formulate a management plan for a patient presenting with upper extremity complaints, to include wrist, shoulder and elbow pain	1	2	3	4	5
Complete a history and appropriate physical exam, then formulate a management plan for a patient presenting with hip pain	1	2	3	4	5
In a patient presenting with foot or ankle pain, can elicit a history and perform an appropriate exam, then formulate a management plan	1	2	3	4	5
Can document an appropriate orthopedic encounter to include a full history and orthopedic physical exam with diagnosis and management plan to be included	1	2	3	4	5
Elicits the correct information to be able to differentiate between symptoms presenting for osteoarthritis, autoimmune disorders versus acute injury/traumatic presentations	1	2	3	4	5
Counsel patients regarding appropriate disposition for return care plan	1	2	3	4	5
Provide patient education for surgical versus non-surgical care options	1	2	3	4	5
Formulates the appropriate plan in relation to the use of bracing, splinting, casting and if immobilization needs are required, based on diagnosis of patient's presentation	1	2	3	4	5

Please use the following scale for rating student performance for the following general knowledge and skill areas. **Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding performance
4	Above average performance
3	Average performance
2	Below average performance
1	Poor performance

### Knowledge

Please rate your perception of how the student is able to:

Understand and explain the etiologies, risk factors, underlying pathologic processes and epidemiology for the conditions encountered in Orthopedic clinical experience	1	2	3	4	5
Demonstrate the appropriate history and physical exam skills, identifying normal and abnormal findings, and is able to counsel patients who present for acute, chronic and preventative conditions	1	2	3	4	5
Adequately formulate a differential diagnosis based on H&P findings and is able to develop and carry out management plan based on the differential	1	2	3	4	5
Select and interpret appropriate diagnostic or laboratory studies	1	2	3	4	5
Manage presenting conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacological and non-pharmacologic agents, to include the use or non-use of opioid pain medication and appropriate NSAID use	1	2	3	4	5

### Skills: Interpersonal and Communication

Please rate your perception of how the student is able to:

Appropriately adapt communication style to the context of the individual patient interaction, displaying respect, compassion and integrity, with the ability to show sensitivity and responsiveness to patients' culture, age, gender and disabilities	1	2	3	4	5
Accurately and adequately document information regarding care process for medical, legal, quality and financial purposes	1	2	3	4	5

### Clinical Reasoning and Problem Solving

Please rate your perception of how the student is able to:

Identify the appropriate site of care for presenting conditions, including the identification of emergent cases and those requiring referral and admission	1	2	3	4	5
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### Professionalism

Please rate your perception of how the student is able to:

Work effectively with preceptor and other health care professionals to provide patient centered care in an orthopedic setting	1	2	3	4	5
Promptly complete assigned tasks	1	2	3	4	5
Consistently arrive at appointed time	1	2	3	4	5
Recognize personal learning needs and limitations, and seeks to rectify them	1	2	3	4	5



PAS 614 Clinical Experience in **Pediatrics**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Rotation: \_\_\_\_\_

**All students are expected and should meet the following Learning Outcomes by the end of the Pediatrics Clinical Experience. Please rate student achievement for each of the Learning Outcomes specific to Pediatrics. Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding Achievement
4	Above Achievement
3	Achievement
2	Below Achievement
1	Unsatisfactory

**Learning Outcomes Specific for Pediatrics**

Elicit a history for an infant (0-2 years old) health maintenance visit to include essential aspects such as nutrition, sleep, developmental milestones, and parent/caregiver concerns	1	2	3	4	5
Perform a physical exam of an infant, adapting the exam in accordance to the infant's age, including primitive reflexes and observation of developmental milestones, when able	1	2	3	4	5
Provide anticipatory guidance to the parent/caregiver of an infant regarding nutrition, sleep, safety, and parent/caregiver well-being and support	1	2	3	4	5
Recommend age-appropriate screening for infants, including development and autism screening, anemia and lead testing, and oral health screening	1	2	3	4	5
Elicit a history for a child (3-11 years old) health maintenance visit to include essential aspects such as nutrition, sleep, behavior, school performance, activity, and parent/caregiver concerns	1	2	3	4	5
Perform a physical exam of a child, adapting the exam in accordance to the child's age and developmental stage	1	2	3	4	5
Provide anticipatory guidance to the child and parent/caregiver regarding nutrition, sleep, safety, physical activity, screen time, and peer and family relationships	1	2	3	4	5
Recommend age-appropriate screening for children, including vision, hearing, and dyslipidemia screening	1	2	3	4	5
Obtain the essential elements of a health maintenance visit of an adolescent (12-18 years old), to include history and physical examination, utilizing the HEADDSS mnemonic, preferably with the patient separate from his/her parent/caregiver	1	2	3	4	5
Identify Tanner stage on physical exam, and discuss pubertal changes with a pre-adolescent or adolescent patient	1	2	3	4	5
Provide anticipatory guidance to the adolescent patient regarding nutrition, sleep, safety, physical activity, screen time, risky behaviors, and peer and family relationships	1	2	3	4	5
Recommend age-appropriate screening for adolescents, including vision, hearing, dyslipidemia, and depression screening	1	2	3	4	5
Sensitively discuss matters of minor consent and confidentiality with an adolescent patient	1	2	3	4	5

Recommend age-appropriate immunizations for infants, children and adolescents, and address parent/caregiver concerns regarding vaccinations	1	2	3	4	5
Evaluate infant, child, and adolescent growth utilizing documentation with a growth chart	1	2	3	4	5
Accurately document a pediatric health maintenance visit	1	2	3	4	5
Gather a history and perform an appropriate exam, then formulate a differential diagnosis and management plan for a pediatric patient presenting with respiratory symptoms	1	2	3	4	5
Gather a history, perform an appropriate exam with otoscopy, then formulate a differential diagnosis and management plan for a pediatric patient presenting with ear pain	1	2	3	4	5
Gather a history and perform an appropriate exam, then formulate a differential diagnosis and management plan for a pediatric patient presenting with a rash	1	2	3	4	5

Please use the following scale for rating student performance for the following general knowledge and skill areas. **Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding performance
4	Above average performance
3	Average performance
2	Below average performance
1	Poor performance

#### Knowledge

Please rate your perception of how the student is able to:

Understand and explain the etiologies, risk factors, underlying pathologic processes and epidemiology for the conditions encountered in Pediatric medicine clinical experience	1	2	3	4	5
Demonstrates the appropriate history and physical exam skills, identifying normal and abnormal findings, and is able to counsel patients who present for acute, chronic and preventative conditions	1	2	3	4	5
Adequately formulates a differential diagnosis based on H&P findings and is able to develop and carry out management plan based on the differential	1	2	3	4	5
Select and interpret appropriate diagnostic or laboratory studies	1	2	3	4	5
Manage presenting conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacological and non-pharmacologic agents	1	2	3	4	5

#### Skills: Interpersonal and Communication

Please rate your perception of how the student is able to:

Appropriately adapts communication style to the context of the individual patient interaction, displaying respect, compassion and integrity, with the ability to show sensitivity and responsiveness to patients' culture, age, gender and disabilities	1	2	3	4	5
Accurately and adequately document information regarding care process for medical, legal, quality and financial purposes	1	2	3	4	5

### Clinical Reasoning and Problem Solving

Please rate your perception of how the student is able to:

Identifies the appropriate site of care for presenting conditions, including the identification of emergent cases and those requiring referral and admission	1	2	3	4	5
--	---	---	---	---	---

### Professionalism

Please rate your perception of how the student is able to:

Work effectively with preceptor and other health care professionals to provide patient centered care in a pediatric setting	1	2	3	4	5
Promptly completes assigned tasks	1	2	3	4	5
Consistently arrives at appointed time	1	2	3	4	5
Recognizes personal learning needs and limitations, seeks to rectify them	1	2	3	4	5
Accepts and uses constructive criticism from preceptor and staff	1	2	3	4	5

### Preparedness

Was the student adequately prepared to complete the rotation based on expected competencies	1	2	3	4	5
---	---	---	---	---	---

### Additional Comments

Please add comments regarding this student's individual strengths/weakness.

Please add any comments regarding UD PA students in general with regard to weaknesses or suggestions to improve their preparedness for this rotation.

**Please provider additional comments here, if the student was scored with either a 1 or 2 on any questions above.**

### Preceptor Information

*If this form is completed by someone other than the primary preceptor, it must be signed by the primary preceptor. Please check the item which best describes your knowledge of and contact with this student.*

\_\_\_\_\_ Daily Contact    \_\_\_\_\_ Intermittent    \_\_\_\_\_ Occasional Contact    \_\_\_\_\_ None at All  
 I have discussed this evaluation with the student.    \_\_\_\_ Yes    \_\_\_\_ No

I have directly observed the student's clinical performance.    \_\_\_\_ Yes    \_\_\_\_ No

\_\_\_\_\_ **Evaluator's Signature and Title**

\_\_\_\_\_ **Date**

\_\_\_\_\_ **Primary Preceptor's Signature (if other than the above)**

\*\* The final grade/decision in regards to the passing of each Clinical rotation will be made by the Director of Clinical Education (DCE) based on the mid-rotation and end of rotation evaluations, the results of the EOR exams and the communication held between the DCE and the preceptors working with each student. \*\*

PAS 635 Clinical Experience in **Surgery**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Rotation: \_\_\_\_\_

**All students are expected and should meet the following Learning Outcomes by the end of the Surgery Clinical Experience. Please rate student achievement for each of the Learning Outcomes specific to Surgery. Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding Achievement
4	Above Achievement
3	Achievement
2	Below Achievement
1	Unsatisfactory

**Learning Outcomes Specific for Surgery**

<b>Pre-operative Care</b>					
Accurately obtain an appropriate history and perform the appropriate physical exams, including the organ system affected and the heart and lung exam, for the surgical disorders encountered during this rotation	1	2	3	4	5
Appropriately recognize and recommend management of risk factors to surgical patients	1	2	3	4	5
Adequately explain the indications, risks, benefits, and alternatives to a preoperative patient	1	2	3	4	5
Appropriately order and review and interpret preoperative testing i.e.: EKG, imaging, labs, and clearance	1	2	3	4	5
Adequately explain preoperative medical management of home medications to a surgical patient	1	2	3	4	5
Appropriately make recommendations for preoperative orders in the management of a surgical patient i.e.: prophylactic antibiotics, DVT prophylaxis, and hair removal	1	2	3	4	5
Accurately document a focused surgical H&P	1	2	3	4	5
<b>Intra-operative Care</b>					
Properly position a patient for a surgical procedure to avoid pressure points and nerve damage	1	2	3	4	5
Appropriately assist the surgeon with surgical procedures to include preoperative time out, retraction, electrocautery or suturing	1	2	3	4	5
Perform surgical scrubbing, gowning and gloving while maintaining a sterile technique	1	2	3	4	5
Maintain a sterile field in the operating room during a surgical case or procedure	1	2	3	4	5
Accurately identify as well as appropriately request specific surgical instruments	1	2	3	4	5
Accurately document a brief operative note	1	2	3	4	5
<b>Post-operative Care</b>					
Effectively counsel and educate the patient to perform postoperative wound care	1	2	3	4	5
Appropriately develop a postoperative pain management plan	1	2	3	4	5
Effectively identify, communicate and develop a management plan for avoidance of postoperative complications	1	2	3	4	5
Accurately recognize and treat postoperative side effects and complications	1	2	3	4	5

Appropriately identify safe and viable dispositions in relation to restrictions, wound care and social needs as well as appropriate follow up recommendations for postoperative patients	1	2	3	4	5
Provide recommendations for appropriate postoperative orders for a surgical patient	1	2	3	4	5

Please use the following scale for rating student performance for the following general knowledge and skill areas. **Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding performance
4	Above average performance
3	Average performance
2	Below average performance
1	Poor performance

### Knowledge

Please rate your perception of how the student is able to:

Understand and explain the etiologies, risk factors, underlying pathologic processes and epidemiology for the conditions encountered in Surgery clinical experience	1	2	3	4	5
Demonstrates the appropriate history and physical exam skills, identifying normal and abnormal findings, and is able to counsel patients who present for acute, chronic and preventative conditions	1	2	3	4	5
Adequately formulates a differential diagnosis based on H&P findings and is able to develop and carry out management plan based on the differential	1	2	3	4	5
Select and interpret appropriate diagnostic or laboratory studies	1	2	3	4	5
Manage presenting conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacological and non-pharmacologic agents	1	2	3	4	5

### Skills: Interpersonal and Communication

Please rate your perception of how the student is able to:

Appropriately adapts communication style to the context of the individual patient interaction, displaying respect, compassion and integrity, with the ability to show sensitivity and responsiveness to patients' culture, age, gender and disabilities	1	2	3	4	5
Accurately and adequately document information regarding care process for medical, legal, quality and financial purposes	1	2	3	4	5

### Clinical Reasoning and Problem Solving

Please rate your perception of how the student is able to:

Identifies the appropriate site of care for presenting conditions, including the identification of emergent cases and those requiring referral and admission	1	2	3	4	5
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### Professionalism

Please rate your perception of how the student is able to:





PAS 624 Clinical Experience in **Women's Health**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Rotation: \_\_\_\_\_

**All students are expected and should meet the following Learning Outcomes by the end of the Women's Health Clinical Experience. Please rate student achievement for each of the Learning Outcomes specific to Women's Health. Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding Achievement
4	Above Achievement
3	Achievement
2	Below Achievement
1	Unsatisfactory

**Learning Outcomes Specific for Women's Health**

Elicit a history for a female patient to include breast/gynecological complaints, and menstrual, reproductive, and sexual histories	1	2	3	4	5
Perform a pelvic and breast exam for either preventative screening or specific breast or pelvic complaint	1	2	3	4	5
Effectively counsel a female patient regarding contraceptive options, including risks, benefits and alternatives	1	2	3	4	5
Provide preventative care to a female patient to include screening recommendations for sexually transmitted infections and reproductive cancer	1	2	3	4	5
Gather a history and perform an appropriate exam, then formulate a differential diagnosis and management plan for a patient presenting with abnormal vaginal bleeding	1	2	3	4	5
In a patient presenting with vaginal discharge, elicit a history and perform an appropriate exam, then formulate a differential diagnosis and management plan	1	2	3	4	5
Perform an appropriate history and physical exam, then formulate a differential diagnosis and management plan for a patient presenting with pelvic pain	1	2	3	4	5
Accurately document a focused H&P for a gynecologic visit	1	2	3	4	5
Calculate a patient's estimated date of delivery based on last menstrual period history	1	2	3	4	5
Evaluate fetal heart tones, fundal height, and fetal positioning at a prenatal visit	1	2	3	4	5
Recommend routine prenatal laboratory and ultrasound testing, including prenatal screening options, in correlation to a typical prenatal visit schedule	1	2	3	4	5
Review and discuss medication use for both acute and chronic conditions in pregnancy, to include safety of use in pregnancy, and provide alternatives when indicated	1	2	3	4	5
Provide prenatal counseling for a female patient including nutrition, activity, avoidance of teratogens, and vaccination recommendations during pregnancy	1	2	3	4	5

Please use the following scale for rating student performance for the following general knowledge and skill areas. **Please note if a score of a 1 or 2 given, additional information will be required in the comments section below.**

5	Outstanding performance
4	Above average performance
3	Average performance
2	Below average performance
1	Poor performance

### Knowledge

Please rate your perception of how the student is able to:

Understand and explain the etiologies, risk factors, underlying pathologic processes and epidemiology for the conditions encountered in Women's Health clinical experience	1	2	3	4	5
Demonstrates the appropriate history and physical exam skills, identifying normal and abnormal findings, and is able to counsel patients who present for acute, chronic and preventative conditions	1	2	3	4	5
Adequately formulates a differential diagnosis based on H&P findings and is able to develop and carry out management plan based on the differential	1	2	3	4	5
Select and interpret appropriate diagnostic or laboratory studies	1	2	3	4	5
Manage presenting conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacological and non-pharmacologic agents	1	2	3	4	5

### Skills: Interpersonal and Communication

Please rate your perception of how the student is able to:

Appropriately adapts communication style to the context of the individual patient interaction, displaying respect, compassion and integrity, with the ability to show sensitivity and responsiveness to patients' culture, age, gender and disabilities	1	2	3	4	5
Accurately and adequately document information regarding care process for medical, legal, quality and financial purposes	1	2	3	4	5

### Clinical Reasoning and Problem Solving

Please rate your perception of how the student is able to:

Identifies the appropriate site of care for presenting conditions, including the identification of emergent cases and those requiring referral and admission	1	2	3	4	5
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### Professionalism

Please rate your perception of how the student is able to:

Work effectively with preceptor and other health care professionals to provide patient centered care in a women's health setting	1	2	3	4	5
Promptly completes assigned tasks	1	2	3	4	5
Consistently arrives at appointed time	1	2	3	4	5
Recognizes personal learning needs and limitations, seeks to rectify them	1	2	3	4	5
Accepts and uses constructive criticism from preceptor and staff	1	2	3	4	5



PAS 646 Clinical **Elective** Experience

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Rotation \_\_\_\_\_

Please use the following scale for rating the student’s performance in relation to knowledge, interpersonal and communication skills, technical and clinical skills, clinical reasoning and problem solving, and professionalism

5	Consistently exceeds expected competencies; outstanding performance
4	Occasionally exceeds expected competencies; above average performance
3	Meets expected competencies; average performance
2	Occasionally meets expected competencies; below average performance
1	Does not meet expected competencies; poor performance
N/A	Not applicable to this clinical experience

**Knowledge**

Please rate your perception of how the student is able to:

Explain disease etiologies, risk factors, underlying pathologic processes and epidemiology of common conditions seen in the elective clinical experience of the student’s choice	1	2	3	4	5	N/A
Describe signs and symptoms for commonly seen diseases and disorders encountered in the elective clinical experience of the student’s choice	1	2	3	4	5	N/A
Collect sufficient essential and accurate history to direct physical examination and develop correct diagnoses commonly seen in the elective clinical experience of the student’s choice	1	2	3	4	5	N/A
Formulate appropriate differential diagnoses during patient presentations	1	2	3	4	5	N/A
Manage general medical and surgical conditions seen in the elective clinical experience of the student’s choice, to include understanding the indications, contraindications, side effects, interactions and adverse reactions of pharmacological agents and other relevant treatment modalities	1	2	3	4	5	N/A
Select and interpret appropriate diagnostic or laboratory studies.	1	2	3	4	5	N/A
Identify appropriate interventions for prevention of conditions commonly seen in the elective clinical experience of the student’s choice	1	2	3	4	5	N/A

**Skills: Interpersonal and Communication**

Please rate your perception of how the student is able to:

Adapt their communication style to the context of all patient interactions.	1	2	3	4	5	N/A
Produce reliable, accurate, concise, organized documentation for patient interactions.	1	2	3	4	5	N/A
Communicate effectively in both written and verbal format with all members of the health care team.	1	2	3	4	5	N/A
Conduct respectful interviews, with empathy and sensitivity	1	2	3	4	5	N/A

Counsel and educate patients and their families regarding present medical conditions	1	2	3	4	5	N/A
Counsel and educate patients and their families regarding preventive health care in the elective clinical experience of the students choice	1	2	3	4	5	N/A

### Technical Skills and Clinical Skills:

Please rate your perception of how the student is able to:

Effectively discuss risks, benefits, and alternatives for procedures commonly encountered in the elective clinical experience of the student's choice	1	2	3	4	5	N/A
Demonstrate competent performance in medical and surgical procedures that are considered essential in the elective clinical experience of the student's choice	1	2	3	4	5	N/A
Demonstrate appropriate physical examination skills	1	2	3	4	5	N/A
Recognize abnormal physical examination findings and correlate these findings to possible diagnoses encountered in the elective clinical experience of the student's choice	1	2	3	4	5	N/A

### Clinical Reasoning and Problem Solving

Please rate your perception of how the student is able to:

Develop an appropriate differential diagnosis	1	2	3	4	5	N/A
Recommend appropriate medical management based on evaluation of patients who present with an acute problem	1	2	3	4	5	N/A
Recommend appropriate medical management based on evaluation of patients who present with a chronic problem	1	2	3	4	5	N/A
Determine level of care and disposition for patients seen in the elective clinical experience of the students choice	1	2	3	4	5	N/A
Correlate physical examination findings with patient's history reaching an appropriate differential diagnosis	1	2	3	4	5	N/A

### Professionalism

Please rate your perception of how the student is able to:

Maintain a respectful attitude toward preceptor, staff, and patients	1	2	3	4	5	N/A
Recognize personal learning needs and limitations; seeks to rectify them	1	2	3	4	5	N/A
Accepts and uses constructive criticism from preceptor and staff	1	2	3	4	5	N/A
Consistently arrives at appointed time	1	2	3	4	5	N/A
Dresses professionally	1	2	3	4	5	N/A
Promptly completes assigned tasks	1	2	3	4	5	N/A

### Preparedness

Was the student adequately prepared to complete the rotation based on expected competencies	1	2	3	4	5	N/A
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**Appendix D**

**Student Evaluation of Preceptor/Clinical Site (to be completed by student)**

Student Name: \_\_\_\_\_ Rotation Dates: \_\_\_\_\_

Clinical Site: \_\_\_\_\_

Name(s) of Preceptor(s): \_\_\_\_\_

**Preceptor Evaluation**

Category	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
<b>The Clinical Preceptor:</b>						
Discussed goals and objectives of rotation with me at the beginning of the rotation.						
Was readily available to me.						
Set aside time for teaching.						
Appeared enthusiastic about teaching and having me as a student.						
Encouraged me to ask questions.						
Provided feedback regarding my strengths and weaknesses in a constructive manner.						
Encouraged me to accept appropriate responsibilities in working with patients.						
Provided appropriate supervision during history taking, physical examinations and procedures.						
Encouraged discussion of patient treatment plans.						
Assisted me in meeting most of the goals and objectives for this rotation.						
Formally discussed my final evaluation.						
Served as a model of the type of healthcare provider I would like to become.						



**The Clinical Site**

Category	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
<b>The Clinical Site:</b>						
Provided an orientation to the practice/site.						
Incorporated me into the team of healthcare providers.						
Administrative and support staff were supportive.						
Demonstrated an active interest in medical education/teaching.						
Provided an adequate opportunity to practice clinical skills.						
Provided an adequate patient load (in terms of number and variety).						
Provided access to learning experiences such as lectures, conferences and teaching rounds.						
Provided access to other educational resources, such as a library or the internet.						

**Inpatient rotations:** Approximately how many patients did you follow on a daily basis? \_\_\_\_\_

**Outpatient rotations:** How many patients did you evaluate on an average day? \_\_\_\_\_

**What did you like best about this rotation?**

**What did you like least about this rotation?**

**What could be done to enhance this clinical site?**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Appendix E

**Clinical Encounters Booklet**

**Student Name:** \_\_\_\_\_

**Assessment of Required Student Competencies for Clinical Experiences:**

Please use the following scale to rate the student’s competence in relation to; knowledge, interpersonal skills, professional behavior, clinical reasoning and problem-solving abilities during patient encounters of the following age groups.

5	Consistently exceeds expected competencies; outstanding performance
4	Occasionally exceeds expected competencies; above average performance
3	Meets expected competencies; average performance
2	Occasionally meets expected competencies; below average performance
1	Does not meet expected competencies; poor performance

Encounters Across the Life Span	Clinical Rotation	*Passing score for each encounter must be a 3 or higher					Preceptor Initials
<b><u>Birth – 2 years</u></b> <b><u>(Infancy)</u></b>		1	2	3	4	5	
Date:							
Date:							
<b><u>3 – 11 years</u></b> <b><u>(Childhood)</u></b>							
Date:							
Date:							
<b><u>12 – 18 years</u></b> <b><u>(Adolescence)</u></b>							
Date:							
Date:							
Encounters Across the Life Span	Clinical Rotation	*Passing score for each encounter must be a 3 or higher					Preceptor Initials
<b><u>Ages 19 - 64</u></b>		1	2	3	4	5	
Date:							
Date:							
Date:							
Date:							
Date:							
Date:							
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Date:							
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Date:							
Date:							
Date:							
Date:							
Encounters Across the Life Span	Clinical Rotation	*Passing score for each encounter must be a 3 or higher					Preceptor Initials

<u>Over 65</u>		1	2	3	4	5	
Date:							
Date:							
Date:							
Date:							
Date:							
Procedure	Clinical Rotation	*Passing score for each encounter must be a 3 or higher					Preceptor Initials
<b><u>Foley Placement:</u></b> Goal Number Performed: 5		1	2	3	4	5	
Date:							
Date:							
Date:							
Date:							
Date:							
Procedure	Clinical Rotation	*Passing score for each encounter must be a 3 or higher					Preceptor Initials
<b><u>Pelvic Examination/Pap Smear:</u></b> Goal Number Performed: 5		1	2	3	4	5	
Date:							
Date:							
Date:							
Date:							
Date:							
Procedure	Clinical Rotation	*Passing score for each encounter must be a 3 or higher					Preceptor Initials
<b><u>IV Placement / Venipuncture:</u></b> Goal Number Performed: 5		1	2	3	4	5	
Date:							
Date:							
Date:							
Date:							
Date:							
Procedure	Clinical Rotation	*Passing score for each encounter must be a 3 or higher					Preceptor Initials
<b><u>Suture:</u></b> Goal Number Performed: 15		1	2	3	4	5	
Date:							

Date:								
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Date:								

\*Passing score for each encounter must be a 3 or higher

<b><u>Preventive Health Care</u></b>	Clinical Rotation	Type of encounter	1	2	3	4	5	Preceptor Initials
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								

\*Passing score for each encounter must be a 3 or higher

<b><u>Emergent Visits</u></b>	Clinical Rotation	Type of condition	1	2	3	4	5	Preceptor Initials
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
Date:								
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Date:								
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Date:								



Date:									
Date:									
*Passing score for each encounter must be a 3 or higher									
<b><u>Well Child Visits:</u></b> Goal Number of Patients: 5	Clinical Rotation	Type of encounter	1	2	3	4	5	Preceptor Initials	
Date:									
Date:									
Date:									
Date:									
Date:									
*Passing score for each encounter must be a 3 or higher									
<b><u>Preop Visits:</u></b> Goal Number of Patients: 5	Clinical Rotation	Type of encounter	1	2	3	4	5	Preceptor Initials	
Date:									
Date:									
Date:									
Date:									
Date:									
*Passing score for each encounter must be a 3 or higher									
<b><u>Intraop Visits:</u></b> Goal Number of Patients: 5	Clinical Rotation	Type of encounter	1	2	3	4	5	Preceptor Initials	
Date:									
Date:									
Date:									
Date:									
Date:									
*Passing score for each encounter must be a 3 or higher									
<b><u>Postop Visits:</u></b> Goal Number of Patients: 5	Clinical Rotation	Type of encounter	1	2	3	4	5	Preceptor Initials	
Date:									
Date:									
Date:									
Date:									
Date:									

## Appendix F

Preceptor Evaluation of Students' Preparedness for Rotations (to be completed in January rotation only)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Rotation \_\_\_\_\_

Please use the following scale for rating the **students' preparedness** in relation to the categories listed below. This evaluation is the **Preceptor's opinion of the students' preparedness for their clinical year**. This is a separate form from the EOR evaluation, which is based on the students' performance for that rotation.

5	Consistently exceeds expected preparedness; outstanding performance
4	Occasionally exceeds expected preparedness; above average performance
3	Meets expected preparedness; average performance
2	Occasionally meets expected preparedness; below average performance
1	Does not meet expected preparedness; poor performance
N/A	Not applicable to this clinical experience

Please rate your perception of the student's preparedness in the following areas:

Medical Interview	1	2	3	4	5	N/A
Physical Exam	1	2	3	4	5	N/A
Oral Case Presentation	1	2	3	4	5	N/A
Written Patient Record	1	2	3	4	5	N/A
Knowledge of Diagnostic Studies	1	2	3	4	5	N/A
Ability to Perform Clinical Procedures	1	2	3	4	5	N/A
Problem Solving/Critical Thinking	1	2	3	4	5	N/A
Factual Knowledge and Concepts	1	2	3	4	5	N/A
Assessment/Differential Diagnosis	1	2	3	4	5	N/A
Ability to Form Management Plan	1	2	3	4	5	N/A
Ability to Implement Management Plan	1	2	3	4	5	N/A
Relating to Colleagues	1	2	3	4	5	N/A
Relating to Patients	1	2	3	4	5	N/A
Professionalism	1	2	3	4	5	N/A
Reliability and Dependability	1	2	3	4	5	N/A

### Preceptor Information

*If this form is completed by someone other than the primary preceptor, it must be signed by the primary preceptor. Please check the item which best describes your knowledge of and contact with this student.*

\_\_\_\_\_ **Daily Contact**    \_\_\_\_\_ **Intermittent**    \_\_\_\_\_ **Occasional Contact**    \_\_\_\_\_ **None at All**

**I have directly observed the student's clinical performance.**                      \_\_\_\_\_ **Yes**    \_\_\_\_\_ **No**

\_\_\_\_\_  
**Evaluator's Signature and Title**

\_\_\_\_\_  
**Date**