



**Dear Preceptor,**

We would like to take this opportunity to express our sincere gratitude for your hard work and dedication to the Pace University-Lenox Hill Hospital Physician Assistant Program NYC and its students.

This handbook has been constructed as an aid for you in the coming year(s). In the following pages you will find policies (ranging from dress code to attendance), contact list, and sample forms required to evaluate the students during their clerkship.

Please keep in mind that the students coming to your institution are just that, students. They will look to you for guidance and knowledge. At no time should they be substituted for regular staff; that is, they must be supervised at all times.

Again, we thank you for your cooperation and look forward to a long and productive working relationship. We welcome your comments, suggestions, and input regarding the education of our students. Please do not hesitate to contact us.



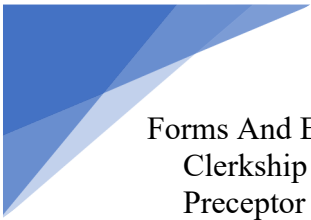
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## **Program Mission**

The mission of the Pace University-Lenox Hill Hospital Physician Assistant Program is to graduate physician assistants with the requisite knowledge and skills necessary to function in diverse settings. The Program develops leaders committed to professionalism and community engagement.

## **Program Vision**

The Pace University-Lenox Hill Hospital Physician Assistant Program will prepare lifelong learners to succeed within the rapidly changing health care landscape who are committed to becoming leaders in the PA profession and community.

## **Program Goals for Meeting PA Core Competencies**

The Pace University-Lenox Hill Hospital Physician Assistant Program is deeply committed to graduate PAs who demonstrate:

- Core knowledge in biomedical and clinical sciences and be able to apply this knowledge to clinical care.
- Interpersonal and communication skills that result in effective information exchange with patients' families, professional associates, and other individuals within the healthcare system.
- Care that is effective, safe, high quality, and equitable.
- A high level of responsibility, ethical practice, sensitivity to diverse population, and adherence to legal and regulatory requirements.
- The ability to assess, evaluate, and improve their patient care practices.
- An awareness and responsiveness to a larger system of health care to provide patient care that balances quality & cost, while maintaining the primacy of the individual patient.

## PROGRAM DIRECTORY

The Pace University-Lenox Hill Hospital Physician Assistant Program is administered by the faculty and department personnel listed below. The Program administration is responsible for class selection, curriculum design and development, student and course evaluation, student advising, and other matters relevant to the Program. It is important to the faculty of the Pace University-Lenox Hill Hospital Physician Assistant Program that there is open communication between students, faculty and staff. It is our intention, therefore, that all department personnel be available for student consultation as required.


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# **PRECEPTOR SUMMARY**






### **Process for acquisition and maintenance of clinical sites:**

- When a new clinical site is acquired:
  - Please complete the clinical site profile form
  - Provide preceptor license number, and
  - Board certification status
  - Submit current curriculum vitae
  - Affiliation agreement completed, signed and fully executed
- The Clinical Program Coordinator and/or clinical faculty will verify that all license numbers and board certifications from state and national online databases are active. For established preceptors at clinical sites, license number and board certification status are verified yearly on an ongoing basis.
- Clinical faculty will complete the initial faculty evaluation of the preceptor and site to evaluate the appropriateness of the clinical site based on such criteria as: provider is licensed and board certified in their specialty, preceptor's understanding of the PA role, preceptor's willingness to teach and provide adequate supervision, safety of the learning environment, ability to provide direct patient care experiences, access to physical facilities and space, and the number of students using the site from other programs.
- Number of students per rotation documented on initial site profile form.
- The expectations of the preceptor are reviewed along with specific rotation learning outcomes and instructional objectives outlined in course syllabi.


### **What is expected of the preceptor?**

- Physician preceptors for all core rotations (Family Medicine, Pediatrics, Internal Medicine, Women's Health, Emergency Medicine, Surgery and Behavioral Medicine) are required to be board certified in their area of specialty and maintain current state licensure; physician assistant preceptors are required to be board certified by NCCPA and maintain current state licensure; other licensed health care providers (ie nurse practitioners) must have a minimum of three years' experience in their area of practice and maintain current state licensure.
- Provide students with an orientation at the beginning of each clerkship. This will allow students to get better acclimated to the setting allowing for improved daily activities for both the preceptor and student.
- Discuss expectations with students and review rotation specific learner outcomes (located in course syllabus.) Topics to discuss include hours, general attendance; call schedules, overnight/weekend schedules, procedure requirements, patient interaction requirements, participation in presentations, participation during rounds and conference requirements.
- Help ensure students are able to fulfill program-learning outcomes by providing the physical facilities, patient populations, and supervision needed.
- Provide student rotation schedule with an average of 40 hours per week for the five-week rotation.

- 
- Preceptors are required to evaluate all patients seen by students. Students are not employees of the hospital and, therefore, work entirely under the preceptor's supervision.
  - Although the supervising preceptor may not be with a student during every shift, it is important to clearly appoint students to another physician, PA or NP.
  - Preceptors are encouraged to provide continuous feedback throughout the rotation regarding student's abilities and areas of concern, reflecting on student's knowledge base and critical thinking skills.
  - Assist students with completing required core clinical procedures and technical skills.
  - Sign off on student patient logs and properly performed clinical procedures.
  - Evaluate student midway through the clerkship utilizing the Mid-Clerkship Evaluation. This evaluation is not graded and is designed to promote communication between preceptor and student. Preceptors are encouraged to discuss student strengths and areas in need of improvement. The Mid-Clerkship Evaluation is an opportunity to document any concerns and also to encourage students to improve upon weaknesses before final grades are submitted.
  - Complete the End of Clerkship Evaluation of Student. This is a graded evaluation of the student completed online via the Exxat system and is a direct reflection of the course specific learner outcomes (see course syllabus.) Please assess the student in comparison to other students at their same level of training.
  - To aid student in gaining as much experience as possible.
  - Provide program annually with curriculum vitae, current licensure and board certification information to be verified by program.

### **What is expected from the PA-S?**

- Students are required to perform activities under the supervision of the preceptor and to always act in a professional manner. Additionally, students need to be aware of their strengths, weaknesses, and limitations.
- Students are required to take patient histories and perform physical exams. We encourage preceptors to allow students to evaluate patients followed by a discussion of the case including assessment and plan. Preceptors must evaluate all patients seen by students. If preceptor deems necessary, students may observe patient encounters.
- Students are expected to participate in rounds (when applicable) , develop and implement patient management plans, record notes, as well as present cases to their preceptors.
- Perform and/or interpret common lab, radiological and other applicable procedures.



**Students have been trained to perform** history and physical exams, venipuncture, IV cannulation, arterial blood gases, oxygen administration, injections, foley catheterization, nasogastric catheter insertion, 12 lead EKGs, incision and drainage, suturing, splinting and casting.

- Instruct and counsel patients regarding compliance with therapeutic regimens, emotional problems and health maintenance.
- Students are expected to attend rounds, lectures, and conferences available to them.
- Students are expected to attend clerkships as scheduled.
- Students are expected to demonstrate emotional resilience and stability, adaptability, flexibility and tolerance of ambiguity and anxiety.

**What is expected of the PA program during the clinical year?**

- Address preceptor concerns, questions, and comments.
- Address clinical year student concerns, questions, and comments.
- Provide preceptor with a set of student learning outcomes located in course specific syllabus.
- Perform yearly evaluations of clinical site and preceptor.
- Provide preceptors with student feedback regarding clinical site and preceptor.
- Provide clinical year schedule.
- Provide preceptors with documentation of student health clearance.
- Provide the preceptor with a copy of insurance policies



## **CHARACTERISTICS OF EFFECTIVE CLINICAL TEACHERS**

*A review of selected literature has revealed that the following are characteristics of effective clinical teachers:*

### **❖ COMMUNICATION**

- Possesses and demonstrates broad knowledge
- Explains the basis for actions and decisions
- Answers learner questions clearly and precisely
- Open to conflicting ideas and opinions
- Connects to information to broader concepts
- Communicates clear goals and expectation
- Captures learners attention
- Makes learning fun

### **❖ CAREFUL ANALYSIS OF THE LEARNER**

- Accurately assesses learner's knowledge attitudes and skills
- Uses direct observation of the learner
- Provides effective feedback
- Performs fair and thoughtful evaluations

### **❖ SKILL IN PRACTICE AND TEACHING**

- Provides effective role modeling
- Demonstrates skillful interactions with patients
- Presents information with organization and clarity
- Generates interest in the subject matter
- Organizes and controls the learning experience
- Balance clinical teaching responsibilities
- Gives appropriate responsibility to the learner

### **❖ MOTIVATES THE LEARNER**

- Emphasizes problem solving
- Translates specific cases into general principles
- Promotes active involvement of the learner
- Demonstrates enjoyment and enthusiasm for patient care and teaching
- Develops a supportive relationship with the learner.



## INTEGRATING THE LEARNER IN THE BUSY PRACTICE

*Your office or clinic is a busy place and becoming even busier. At the same time, your office is an increasingly valuable site for training health professionals. How can you integrate these learners into your practice while maintaining your sanity and your bottom line? The following suggestions have been supplied by experienced community-based preceptors. Read more suggestions at the preceptor development web site:  
<http://www.ncahec.net/hcprofessionals/preceptor.htm>*

### **ORIENT THE LEARNER**

- Solicit staff help in orienting the learner to your practice.
- Develop a checklist of orientation topics; if you teach a lot, write out policies & expectations.
- Go over expectations with learner at lunch on the first day or night before the rotation starts.

### **SEEK PATIENT ACCEPTANCE OF THE LEARNER**

- Tell patients that you teach: put a sign in your waiting room or an article in the newspaper.
- Ask for patient permission to be seen by learner, emphasizing patients' role as teacher.

### **SCHEDULE FOR THE LEARNER**

- Assign independent projects such as reading, a literature search, a chart audit, or development of patient education materials.

### **KEEP THINGS MOVING**

- Have learner see every third patient: learner sees first patient as you see second: learner presents to you and see patient together; learner writes chart while you see third patient.
- For learners that take a long time with patients, set time limits for each encounter

### **FIND TIME TO TEACH**

- Focus on brief teaching points during the day.
- Keep notes and address larger teaching topics at set-aside times (end of the day or start of the next day) or “down” times (as you drive to the hospital for rounds, on call, or at lunch).



## SETTING STUDENT EXPECTATIONS

### ❖ BEFORE THE ROTATION

- **Know the school's expectations. Review course learning outcomes, instructional objectives and evaluation criteria as listed on the evaluation form.**
- **Identify your own expectations as a preceptor.**
- **Solicit staff help in orienting learner to practice and community.**
- **Block out time on the first day of the rotation to discuss expectations with learner.**

### ❖ AS THE LEARNER ARRIVES

- **Orient the learner to the practice, the community, and the rotation.**
- **Assess learner's level and background.**
- **Meet with learner to discuss the schools, the learner's, and your expectations of rotation.**
- **Review with student their clerkship work schedule.**
- **Let clinical staff know learner's clinical objectives of rotation, so they can help.**

### ❖ DURING THE ROTATION

- **Refer to learner outcomes and instructional objectives in course syllabus as you give student feedback on cases presented during daily debriefing, and at mid-rotation evaluation.**
- **Make sure clinical staff are bringing learner in for cases related to clinical rotation objectives.**
- **Review and document student strengths and areas in need of improvement on Mid-Clerkship Evaluation of Student. Any areas of concern, either academically or professionally should be listed here. Additionally, contact the program with any concerns noted.**


### ❖ AT END OF THE ROTATION

- **Refer to course specific learner outcomes to evaluate student on the End of Clerkship Evaluation of Student.**
- **Collect feedback and note any progress student has made throughout the rotation.**
- **Sign student procedure log.**



## General Information:

- If a conflict or problem is encountered with a student, we encourage preceptors to contact the course coordinator immediately. Depending on the nature of the problem, preceptors are encouraged to have a verbal discussion with students as well.
- A representative from the program may make a site visit or telephone contact during the middle of the rotation to discuss program and/or clerkship activities.
- Students are required to complete a minimum of 40 hours and a maximum of 60 hours per week on clerkships. Students may complete rotation hours by attending on weekends and overnights. This is encouraged if preceptors feel students will be exposed to an improved experience by doing so.
- Students must report absences to preceptors and to the program.
- Students are required to attend all Call Back Day activities. Students have adequate time to study for the end of rotation examination throughout the clerkship and should not be permitted to leave early or be given the day before Call Back Days off.
- Program policy permits students to document on charts, however hospital policy may differ. If students are not permitted to document on charts, they are encouraged to practice documentation on a separate sheet and have reviewed by preceptors. We would appreciate your assistance/encouragement with this activity.
- Program policy doesn't allow students to write prescriptions. Students are encouraged to practice writing prescriptions on a separate sheet and have them reviewed by preceptors. We would appreciate your assistance and encouragement with this activity.
- Program policy doesn't allow students to write admitting or daily orders. Students are encouraged to practice writing orders on a separate sheet and have them reviewed by preceptors. We would appreciate your assistance/encouragement with this activity.
- Students are required to perform a certain number of procedures as part of their graduation requirements. Your assistance in helping students to complete this requirement is appreciated. At the end of the clerkship, students will have preceptors "sign off" on appropriately completed procedures.
- The program will conduct an annual site evaluation to ensure that each site used during supervised clinical practice meets program prescribed expectations for learning outcomes and performance evaluation measures. Any site that is found to be of concern by program faculty, or adjunct faculty, or any site that falls below the program benchmark of 3.0 by



student evaluations will receive a site intervention and be monitored by faculty until improvements have been met.

- The program will provide annually, evaluations of the preceptor and clerkship site by students, updated course specific syllabi and preceptor handbook.
- Contact the course coordinator defined above if you have any questions or comments.

# **CLINICAL POLICIES**





## **PROFESSIONAL CONDUCT**

Students are professional trainees and representatives of Pace University and Lenox Hill Hospital. They come in contact with patients, families, and a variety of health professionals during their education. The faculty monitors the professional and academic development of all students. In addition, students are expected to conform to the American Academy of Physician Assistants Code of Ethics to maintain patient confidentiality, safety, and dignity.

## **ATTENDANCE**

Motivation, enthusiasm and commitment to the study of medicine are directly reflected by regular attendance, punctuality and preparation for clerkships. The Program has an important obligation to maintain a positive rapport with clinical sites and preceptors. Attendance and preparation for all clerkships, classes, seminars and any other activities designated by the Program faculty is expected. In the event of an absence, student must contact the preceptor and program faculty.

## **PRECEPTOR CONTACT**

Unless the site has requested otherwise, students must contact preceptors at least 2 weeks prior to the start of the clerkship. This requirement helps to improve communication between students and preceptors as well as ease transition into a new clinical arena. Start time and location, necessary equipment, appropriate attire and preceptor expectations of students are some topics often discussed. Please provide the Program clinical coordinators with your preferred, most up to date phone, address and email contact.

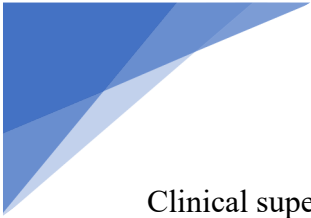
## **DRESS CODE**

As a representative of the College of Health Professions, Pace University and Lenox Hill Hospital, the image projected is expected to be a professional one. Students must dress professionally at all times. Revealing clothing is not permitted in the classroom or clinical setting. Along with a neat and tidy appearance, students are expected to maintain appropriate personal hygiene.

Students who are participating in any clinical experience (during the didactic year on hospital visits or in the clinical year on rotations) are required to wear clinical attire at all times.

Clinical attire consists of the following:

- Men are required to wear a tie.
- Slacks/skirts with shirts/blouses should be conservative and not revealing.
- No sneakers or open toed shoes are permitted, shoes must be worn with socks or hose; heel height should be conservative.
- Jewelry, make-up and cologne are best if conservative.
- Hair should be worn in a neat, conservative style.
- Half-length white lab coats with Program patches and Program ID tags clearly identifying the wearer as a Physician Assistant Student are required unless otherwise directed by the clinical preceptor.



Clinical supervisors, preceptors or PA Program faculty reserve the right to remove any student from a clinical site/experience who is not appropriately dressed.

### **IDENTIFICATION POLICY**

Physician assistant students should be identified by a clearly marked Program identification badge while in Lenox Hill Hospital or on clinical experiences at other institutions. At minimum, students will introduce themselves as physician assistant students and sign all documentation with their legible full signature followed by 'PA-S' or 'PA student'. Students should clearly display their current Pace identification on campus.

At no time should a student, either by virtue of his or her skills or knowledge attained while progressing through the Program, misrepresent him or herself as being other than a physician assistant student. While in the Program, students may not use previously earned titles (i.e. RN, MD, DC, PhD, etc.) Failure to identify oneself appropriately or misrepresenting oneself will result in immediate dismissal from the Program.

### **PATIENTS' RIGHT AND CONFIDENTIALITY OF MEDICAL RECORD HEALTH HISTORY INFORMATION**

1. Students are required to receive HIPPA training in order to be compliant with the regulations prior to beginning their rotations. A mandatory training class will be scheduled during the summer of the junior year prior to rotations. Certificates documenting compliance with this requirement must be in the student file prior to beginning the clerkships. Preceptors should contact the Program should proof of HIPPA training be required.
2. All data gathered about the patient and his/her illness, including all items within a patient's history, is CONFIDENTIAL information.
3. Students should not discuss a patient's record in a manner or a situation which would reveal any information about that patient or his/her records to persons not involved in his/her healthcare.
4. Charts or contents, e.g., lab reports, etc., are not to be removed from the hospital or clinical setting. If photocopies of work are to be submitted to the program for evaluation, *all specific references to the patient (i.e., name, address, and identification number) must be deleted.*

Reference, at any time, to a patient in a dehumanizing or insensitive manner is not professional and will not be tolerated. Such an infraction will be reviewed by the Program and is justification for recommendation of placement on professional probation.



## **UNIVERSAL PRECAUTIONS**

All PA students are required to complete a training session for healthcare professionals in infection control/universal precautions provided by the Medical Society of the State of New York and New York State Department of Health, before entering clerkships. Documentation of compliance with this must be provided by the student and kept in their files prior to beginning the clinical year. Contact the Program should you require copies of student infection control certificates.

## **PATIENT RECORDS, PHYSICIAN REVIEW, AND COUNTERSIGNATURE**

All patients evaluated by the PA student must be evaluated by the supervising health care provider. It is the student's responsibility to ensure that the supervising health care provider also evaluates all his/her patients. The supervising health care provider is required to review all student notes written in medical records and countersign these documents. If there is any doubt as to the correct format, students must consult with their preceptor.

## **CHARTING**

Program policy permits students to document in charts, however hospital policy may differ. If students are not permitted to document in charts, they are required to practice documentation on a separate sheet and have them reviewed by preceptors. Students are reminded that the medical record is a legal document.

Whenever a student makes an entry into a patient's medical record (i.e., H&P, progress notes, etc.), the student must indicate that s/he is a physician assistant student after signing the entry. Either of the following is acceptable:

JOHN/JANE DOE, P.A. – S  
JOHN/JANE DOE, P.A. – STUDENT

## **PRESCRIPTIONS AND HOSPITAL ORDERS**

Program policy doesn't allow students to write prescriptions or orders. Students are encouraged to practice writing prescriptions and orders on a separate sheet and have them reviewed by preceptors. Students may not sign a prescription for the physician and then write your initials after the physician's name. Students may not write on prescriptions already signed by preceptors.

## **INCIDENTS/ACCIDENTS IN THE CLINICAL SETTING**

Occasionally, accidents will occur on the clinical site. Should a student, patient, or other staff member be injured as a result of an accident involving a student, the student must first comply with all accident and injury protocols established at the institution. This might include the Risk Management Department of the individual institution as well as any other offices deemed appropriate by the preceptor or precepting institution. Subsequently, the student must notify Program staff and file a Physician Assistant Program Incident Report as soon as practical.



## **EMPLOYMENT OPPORTUNITIES/OPERATIONAL POLICY REGARDING STUDENTS PERFORMING SERVICE WORK**

Participation in any clerkship is not to be construed as gainful employment. Accepting payment could result in the loss of malpractice liability coverage for the student. Once the clinical phase of the PA program has been accomplished and the student has graduated from the PA Program, he/she may then pursue a salaried position at the institution.

### **CLINICAL PROCEDURES EXPECTED OF STUDENTS**

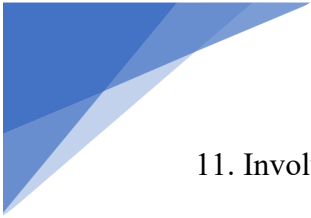
During each clinical clerkship, students shall perform and/or interpret the following diagnostic procedures, as indicated by the supervising physician/preceptor and the clinical setting. These include, but are not limited to:

1. Venipuncture to obtain blood specimens and to start intravenous fluids
2. Arterial puncture for blood gas determination
3. Give intramuscular, subcutaneous, intravenous, intradermal injections
4. Blood cultures
5. Red and white blood cell count with WBC differential
6. Urinalysis including microscopic exam
7. Insertion and removal of a naso-gastric catheter
8. Insertion and removal of a urinary bladder catheter
9. Stool, sputum, urine, wound, specimen or drainage for culture
10. Occult blood in feces, urine, sputum, and gastric contents
11. Gram stain
12. PPD, Tine, and fungal skin tests
13. Wet mounts and KOH prep
14. 12 lead EKG
15. Administer inhalation oxygen
16. Radiographic studies
17. Routine blood chemistries and indices

**NOTE: *If unsure about the appropriateness of any clinical procedure, please contact the course instructor.***

During each clinical clerkship, physician assistant students shall perform and/or assist in the following procedures only under DIRECT SUPERVISION:

1. Endotracheal and/or naso-tracheal intubation
2. Paracentesis
3. Thoracentesis
4. Lumbar puncture
5. Joint aspiration or injection
6. Insertion of a central line
7. Peritoneal dialysis
8. Suturing
9. Splinting or immobilizing an extremity
10. Incision and drainage of abscess



11. Involved in resuscitative measures

## **CLINICAL PROCEDURE LOGGING**

Students are required to complete a certain number of clinical procedures as a graduation requirement. We encourage students to discuss procedure requirements with preceptors early in the clerkship. Preceptor assistance with completing these requirements and educating students on proper technique is appreciated. Students will request preceptors to “sign off” on procedures at the end of the clerkship. Please sign and stamp your name. Sign off only if students have demonstrated competency in the particular procedure.

It is the student’s responsibility to notify preceptors that procedures will be signed off on at the end of the clerkship. It is the student’s responsibility to keep track of the number of procedures completed.

## **WEEKLY PATIENT LOGS**

Students utilize a computerized tracking system to document patient encounters. These are reviewed by Program faculty weekly. These logs provide valuable information necessary for assessing student performance, clinical opportunities available, diversity of patient encounters, and procedures performed. Students will request preceptors to “sign off” on patient logs at the end of each clerkship. Please sign and stamp your name.

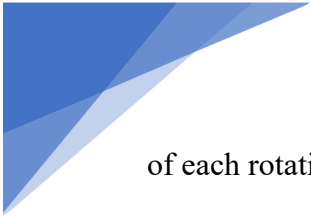
## **MID CLERKSHIP EVALUATIONS**

Mid clerkship evaluations are designed to give the preceptor an opportunity to provide feedback to student’s midway through a clinical rotation on their performance. Preceptors are encouraged to discuss student strengths and weaknesses as to encourage students and provide students with an opportunity to improve their performance. A portion of the mid clerkship evaluation is designed for students to self-reflect on their clinical experience as well. Students are permitted to fax this evaluation back to the program. Fax numbers are located on the evaluation. Students should not sign a blank mid clerkship evaluation without review. In doing so defeats the feedback process.

## **PRECEPTOR EVALUATION**

The program has adopted a standard preceptor evaluation online form that is utilized to assess student performance. Students will be evaluated on the basis of their general medical background, knowledge and ability to obtain a medical history and perform an appropriate physical exam. Included in the evaluation will be student ability to organize a database, propose a management plan, present cases, and demonstrate rapport with patients and co-workers. Dependability, attitude toward learning, and work habits are also part of the evaluation. Preceptor Evaluation consists of weighted grading scales in areas of clinical performance. The maximum possible score is 100 points. (See sample evaluation under “FORMS”)

The evaluation is filled out online through Exxat. An email will be sent to your inbox at the end



of each rotation.

## **STUDENT EVALUATION OF CLINICAL SITE AND PRECEPTOR**

Each student is required to complete a student critique of the clerkship site, which is handed it at the end of each clerkship. Student evaluations of sites provide feedback to assist in identifying site strengths and weaknesses. A compilation of the student critique will be reviewed with preceptors during the annual faculty evaluation of the site. This compilation may be either emailed or given to you in person.

## **FACULTY EVALUATION OF CLERKSHIP SITES**

A faculty member makes arrangements with preceptors annually to discuss such issues as overall performance of students, suggestions for changes in curriculum, overall performance of the clerkship site, changes in Program policy/procedure, review of student evaluations of site, strengths of site and area of improvement for site. The program will conduct an annual site evaluation to ensure that each site used during supervised clinical practice meet program prescribed expectations for learning outcomes and performance evaluation measures. Any site that is found to be of concern by program faculty, or adjunct faculty, or any site that falls beneath the program benchmark of 3.0 by student evaluation will be monitored by faculty until improvements have been met.

All preceptors must hold a valid license that will be verified by program. Physicians should be specialty board certified in their area of instruction. Physician assistants should be teamed with physicians that are board certified in their area of instruction. Other licensed health care providers should be experienced in their area of instruction. Physicians who are not board certified or other licensed health care providers serving as preceptors shall be evaluated and determined by the Medical Director and Program Director to be appropriate for the specified area of instruction.

## **CALL BACK DAY**


Students must return to the Program location at the end of each rotation to complete the following activities.

- 1) Written examinations
- 2) Oral presentations
- 3) Lecture series

Student call back days are on the “Clerkship Schedule” and are delineated on the student rotation schedules. Students should not be permitted to leave early or take the day off before call back days.

## **SITE VISIT FORMAT**

Faculty members will observe student evaluations of patients during the following clerkships:

- 
- Emergency Medicine

At this time, the faculty member will have an informal meeting with each student and discuss the overall clerkship. During the site visit, the faculty member will observe a patient interaction including obtaining a medical history, performing an appropriate physical exam, collecting pertinent data specific to the case and an oral presentation of the case to the preceptor including a differential diagnosis and management plan. After evaluating students, faculty members may wish to meet with preceptors to discuss general clerkship issues, updates in program policy/procedure, strengths and weakness of clerkships, student clerkship evaluations and/or the annual faculty evaluation of the site.

### **END OF CLERKSHIP EXAMINATIONS**

Specialty specific end of clerkship exams are administered on the call back days. Questions on these exams are based on the learning objectives for each specific clerkship. Program faculty and students are aware that all diagnoses listed in the objectives will not be encountered during clerkship experiences, nevertheless students are responsible for the material. Preceptors are not responsible for exam preparation or grading. Preceptors are not responsible for formulating or distributing end of clerkship exams.

### **CLINICAL DOCUMENTATION: HISTORY AND PHYSICAL/SOAP NOTES**

Each student is to hand in one complete H&P or SOAP note for each 5-week clerkship. Preceptors are **not responsible for collecting or grading these student notes**.

- Students are not permitted to submit documentation with patient identification material.



## DESCRIPTION OF CLINICAL YEAR COURSES

### **CLERKSHIP IN INTERNAL MEDICINE (PAS 701)**

Course Coordinator: Hayley Kovner, MS, PA-C

This supervised clinical course provides students an opportunity to participate in the care of patients with acute and chronic medical conditions in a hospital setting. This clerkship offers exposure to patients with various medical conditions and is designed to provide students supervised internal medicine clinical practice experiences enabling them to meet program expectations (outcomes) and acquire the competencies needed for entry-level clinical PA practice.

### **CLERKSHIP IN PEDIATRICS (PAS 702)**

Course Coordinator: Hayley Kovner, MS, PA-C

This supervised clinical course provides students an opportunity to participate in the care of a variety of pediatric patients with acute, chronic and preventative conditions. This clerkship offers exposure to patients with medical, child development and growth circumstances within the family unit and is designed to provide students supervised medical and clinical practice experiences enabling them to meet program expectations (outcomes) and acquire the competencies needed for entry-level clinical PA practice.

### **CLERKSHIP IN WOMEN'S HEALTH (PAS 703)**

Course Coordinator: Kindred Harland, MS, PA-C

This supervised clinical course provides the student with opportunities to participate in the care of a variety of patients with obstetric or gynecological complaints. The student will become proficient in accurate assessment of the obstetric patient with emphasis on prenatal and postpartum care. The student will also become involved with the practice of preventive obstetrics and gynecology as well as common gynecologic disorders.

### **CLERKSHIP IN BEHAVIORAL MEDICINE (PAS 704)**


Course Coordinator: Hayley Kovner, MS, PA-C

This supervised clinical course provides students an opportunity to participate in the care of a variety of patients with acute and chronic psychological disorders. This clerkship offers exposure to patients with mental health and behavioral medicine conditions and is designed to provide students supervised behavioral medicine clinical practice experiences enabling them to meet program expectations (outcomes) and acquire the competencies needed for entry-level clinical PA practice.

### **CLERKSHIP IN FAMILY MEDICINE (PAS 705)**

Course Coordinator: Alyssa Paloian, MS, PA-C





This supervised course provides the student with opportunities to participate in the care of a wide variety of patients. The student will work as a member of a health care team providing care for a variety of medical complaints or concerns both acute and chronic for children, adults and geriatric patients.

### **CLERKSHIP IN EMERGENCY MEDICINE (PAS 706)**

Course Coordinator: Shannon North, MS, PA-C

This supervised clinical course provides the student with an opportunity to participate in the care of a variety of patients with **emergent** and **acute** medical problems in the emergency department setting. This clerkship provides exposure to patients with medical and surgical emergencies as well as trauma. The clerkship is designed to provide students with supervised medical and clinical practice experiences enabling them to meet program expectations (outcomes) and acquire the competencies needed for entry-level clinical PA practice.

### **CLERKSHIP IN SURGERY (PAS 707)**

Course Coordinator: Kindred Harland, MS, PA-C

This supervised clinical course provides the student with opportunities to participate in the care of patients with surgical complaints. The student will, through rapid and methodical assessment, evaluate acutely ill and potential surgical patients. The student will work as a member of the medical team providing immediate pre- and post- op care as well as gaining hands-on experience in the operating room setting.

### **CLERKSHIP IN SELECTED ELECTIVE (PAS 708)**

Course Coordinator: Shannon North, MS, PA-C

This supervised clinical course, selected by the student, is available in a variety of clinical areas of medicine and surgical settings. Experiences can range from private practice to inpatient and from general areas to subspecialties, in both local and/or global settings.

#### **International Elective Rotation**

Students may choose to do their student selected elective rotation abroad through Child Family Health International (CFHI). Please visit <https://www.pace.edu/study-abroad> for further information about available programs. Detailed information about international elective rotations will be presented during the student's didactic year. International travel may require additional healthcare clearance requirements.


### **PROGRAM SELECTED CLERKSHIP (PAS 709)**

Course Coordinator: Shannon North, MS, PA-C

This supervised clinical course, selected by the program, is available in a variety of clinical areas of medicine and surgical settings. Experiences can range from private practice to inpatient and from general areas to subspecialties, in both local and/or global settings.

### **CLINICAL YEAR CAPSTONE COURSE (PAS 799C)**

Course Coordinator: Alison Ismael, MS, PA-C



This four unit capstone course is designed to enhance the physician assistant student's clinical education by providing opportunities to use critical clinical thinking skills through case simulation in the Clinical Education Labs using Human Patient Simulators and Standardized Patients, problem- based learning and group discussion. This module will increase the student's appreciation for the medical and behavioral management of their patients and improve their ability to apply their didactic education to a clinical setting. The focus will be on developing independent clinical reasoning skills with an emphasis on correlation of history taking, physical exam findings and pertinent laboratory results to formulate a diagnosis and initiate a plan.

### **RESEARCH METHODS/MASTER'S PROJECT (PAS 620)**

Course Coordinator: David Jackson, DHSc, PA-C

This course is designed to provide the future healthcare provider with knowledge and skills in medical writing. All students are required to develop a quality paper in American Medical Association (AMA) format style that meets the standards required for publication in a peer-reviewed professional journal. This is a non-thesis Master's degree. Although the Master project is not a thesis, it is expected that the final paper will be thoroughly researched and well written. The final project will include a clinical review article or a CME article. A clinical review article is an analysis and synthesis of existing knowledge on a given disease, health condition or professional topic.

### **LIST OF REQUIRED TEXTS**

FOR ALL CLERKSHIPS: Please refer to individual clinical course syllabi and the complete didactic year textbook list.





# **ACADEMIC POLICIES**



## **SPONSORSHIP**

On July 31, 1996, the New York State Education Department registered the Pace University-Lenox Hill Hospital PA Program. The Commission on Higher Education Middle States Association of Colleges and Secondary Schools accredits Pace University. The most recent Commission action was March 2009. Pace's clinical affiliate, Lenox Hill Hospital was awarded three-year accreditation by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) following its most recent survey in April 2005. The nineteen residency programs offered by Lenox Hill Hospital are accredited by their respective agencies.

## **TERMINAL TRAINING OBJECTIVES**

1. Elicit a complete or directed patient history.
2. Perform a complete or directed physical examination.
3. Recognize "normal" vs. abnormal findings on the history and physical examination.
4. Develop appropriate differential diagnoses, problem lists, and management plans.
5. Accurately record and orally present findings in an organized manner.
6. Perform, request, and/or interpret routine laboratory or diagnostic tests/studies.
7. Initiate treatment for common problems encountered in patient care including the writing of medical orders and prescriptions.
8. Perform routine therapeutic procedures, e.g. suturing and casting, and assist in surgical procedures.
9. Provide appropriate health education and counseling for patients.
10. Perform independent evaluation and therapeutic procedures in response to life-threatening situations.
11. Recognize the indications for patient/family referral and initiate such referrals.
12. Recognize the value of consultation with colleagues, physicians, and other health professionals.
13. Recognize the contribution of other health care professionals to the delivery of patient care and work effectively with them towards meeting patient care objectives in a variety of settings.
14. Maintain current knowledge of community health facilities, agencies, and resources.
15. Maintain and apply a critical, current operational knowledge of new medical information.
16. Recognize and respond appropriately to issues of diversity which impact on the delivery of patient care.
17. Practice in a manner consistent with the highest standards of ethical and professional behavior.



## STANDARDS OF CONDUCT FOR THE PHYSICIAN ASSISTANT STUDENT

As health care practitioners, physician assistants are required to conform to the highest standards of ethical and professional conduct. Physician assistant students also are expected to adhere to the same high ethical and professional standards required of physician assistants.


The American Academy of Physician Assistants has identified four primary bioethical principles, *i.e.*, autonomy, beneficence, nonmaleficence and justice, which form the foundation of the Statement of Values of The Physician Assistant Profession. The Statement of Values provides a guideline for ethical conduct by physician assistants. (A complete discussion of the ethical conduct required of physician assistants can be found at the American Academy of Physician Assistant website, [www.aapa.org](http://www.aapa.org)). In addition to the AAPA's guidelines, The National Commission on Certification of Physician Assistants, NCCPA, recently adopted a code of conduct for certified and certifying physician assistants. NCCPA's code of conduct "outlines principles that all certified or certifying physician assistants are expected to uphold." A complete discussion can be found at <https://www.nccpa.net/resources/code-of-conduct/>.

The Accreditation Review Commission on Education for the Physician Assistant, the accrediting body for physician assistant programs, recognizes that "The role of the physician assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare are essential attributes." Further information may be found at the website of the Accreditation Review Commission on Education for the Physician Assistant, [www.arc-pa.org](http://www.arc-pa.org).

In addition to knowing and complying with the principles and standards promulgated by the American Academy of Physician Assistants, The National Commission on Certification of Physician Assistants, and the Accreditation Review Commission on Education for the Physician Assistant, physician assistant students are required to know and comply with the policies, procedures and rules of the Physician Assistant Program and the University (including, without limitation, the Guiding Principles of Conduct that may be found in the Pace University Student Handbook); the Rules of Conduct contained in the Lenox Hill Hospital Organization Standards Manual; and the policies, procedures and rules of each clinical site to which the student is assigned. Further, physician assistant students are required to conduct themselves in a manner that complies with the following principles and standards:

### Respect

- Physician assistant students are expected to treat all patients, faculty, staff, clinical preceptors, health care workers, and fellow students with dignity and respect. For example:


- 
- Physician assistant students must recognize and embrace their role as a member of a team and interact with others on the team in a cooperative and considerate manner.
  - Physician assistant students train closely with other students, including in physical examinations of fellow students and discussion groups that may reveal personal information. Students must maintain and exhibit respect for the privacy and confidentiality of fellow students.
  - Students should offer criticism or suggestions in a thoughtful and reasoned manner that fosters respect and trust.
  - When confronted with conduct by another member of the team that may be inappropriate, students are not to respond angrily; rather, they must remain calm and respectful and respond in accordance with the standards of professional conduct required of physician assistant students.

### **Flexibility**

- Although every effort is made to provide training activities at times and places scheduled in advance, physician assistant students often will be required to be flexible because of changes in the schedule. For example, instructors who are also practicing clinicians may not have a regular schedule and accordingly flexibility is required of physician assistant students.
- Lectures or clinical sessions may, at times, need to be rescheduled with short notice. In addition, clinical sites create the student schedules for the clinical year and such schedules may require physician assistant students to work weekends and nights.

### **Academic Integrity**

- Physician assistant students are expected to comply with the University's Academic Integrity Code which may be found in the Pace University Student Handbook and the Pace University Catalogue. In addition, physician assistant students must know and comply with the academic integrity policy of the Physician Assistant Program which includes, but is not limited to, the following:
- Students are not permitted to use notes or other materials during examinations unless expressly authorized in advance to do so by the instructor.
- Students are required to do their own work and, without prior approval of the instructor, may not submit work created by others (including such things as terms papers purchased from commercial enterprises) as their own work.

- 
- Students are required to sit for examinations that are submitted to fulfill their own academic obligations; students may not have another student or person take an examination for them.
  - The same academic work may not be submitted more than once for credit, honors or to fulfill the requirements of an academic exercise.
  - Obtaining a copy of an examination or graded assignment (*e.g.*, case presentation, patient education project) used in a previous year or completed by another person is prohibited.
  - Prior to taking an examination or completing an assignment, students are not permitted to review prior related examination questions or answers and/or graded assignments completed by another person.
  - A student may not knowingly allow another student to copy or use his or her work.
  - A student must give proper attribution when using the words or ideas of another person, whether in a written or oral academic exercise. This includes, among other things, proper citation of quoted and paraphrased material.
  - Knowingly presenting false information to Program faculty and staff, supervisors, patients and clinical preceptors is prohibited.
  - Falsifying any information including, but not limited to, laboratory data and patient information, is prohibited.
  - Falsifying any document is prohibited.
  - Forging another's name or signature is prohibited.
  - Misrepresenting oneself as a graduate of the Program or one's physician assistant student status as, for example, a physician assistant, nurse practitioner, medical resident, and the like, is prohibited.


### **Honesty and Trustworthiness**

- Physician assistant students shall be honest and truthful in all respects. Students shall not intentionally mislead others.

### **Student Role and Accountability**


- Physician assistant students have a unique role in health care delivery. In that role, students are accountable for such things as:



- 
- Students shall perform only those procedures authorized by the Program, clinical site, supervisor, and/or preceptor.
  - Physician assistant students at clinical sites must always work under the supervision of a preceptor, and are prohibited from assuming primary responsibility for a patient's care. For example, students shall not treat or discharge a patient without prior consultation with and approval of a clinical preceptor or supervisor.
  - Students are responsible for timely completing all assignments and duties effectively and to the best of their ability.
  - Students are responsible for identifying and reporting unprofessional, unethical and/or illegal behavior by health care professionals and students, faculty and staff of the Physician Assistant Program. If a physician assistant student has a reasonable belief that such conduct has occurred, he or she should report it to the Program Director, preceptor, supervisor or clinical coordinator, as may be appropriate under the circumstances.
  - Physician assistant students are expected to accept and apply constructive feedback.
  - Physician assistant students are always required to exercise sound judgment.

### **Concern for the Patient**

- Physician assistant students must, by their words and behavior, demonstrate concern the patient. Concern for the patient is manifested in many ways including, but not limited to, the following:
- Physician assistant students must treat patients and their families with dignity and respect.
- At all times the physical and emotional comfort of the patient is of paramount importance.
- Students must use appropriate verbal and non-verbal communication to convey concern, pleasantness and professionalism to the patient.
- The patient's modesty should be considered at all times.

- 
- Students shall deliver health care services to patients without regard to their race, religion, national origin, age, sex, marital status, citizenship, sexual orientation, creed, disability, medical condition, socioeconomic status or political beliefs, or any status protected by law.
  - Students may not accept gifts or gratuities from patients or their families.
  - Sexual and romantic relationships with patients are prohibited and will not be tolerated.

### **Professional Demeanor**

Physician assistant students must dress in professional, neat and conservative attire. Nametags or badges are required to be worn at all times. Good personal hygiene is always required. (More detailed information on the dress code applicable to physician assistant students may be found in the Pace University-Lenox Hill Hospital Physician Assistant Program Student Handbook).

### **Maintaining Composure**

Physician assistant students must maintain a professional and calm demeanor at all times, even in emergency and other highly stressful situations.


### **Drugs and Alcohol**

Physician assistant students must comply with the University's Drug and Alcohol Policy and all other applicable policies and procedures concerning the use of drugs and alcohol at Lenox Hill Hospital and clinical sites. Students are prohibited from appearing at any clinical site while under the influence of alcohol or any drug that may affect performance or judgment.

### **Timeliness and Lateness**

Attendance and timeliness are important aspects of professional behavior. Students must report to all classes, labs, seminars, call back days, clinical sites and other scheduled activities on time. Timely return from designated breaks is required. Students must return messages from Program staff, faculty, clinical preceptors, patients and clinical sites in a timely manner (*i.e.*, in less than 36 hours). Students must submit all required assignments and forms on or before the designated date and/or time they are due.

The professional conduct of physician assistant students is evaluated on an on-going basis throughout the professional phase (*i.e.*, the didactic and clinical years)



of the Program. Violations of standards of conduct are subject to disciplinary actions administered by the University and by the Physician Assistant Program.



## TECHNICAL STANDARDS FOR ADMISSION AND CONTINUATION


Pace University complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as well as state and local laws which prohibit institutions of higher education from discriminating against students with disabilities. Although all applicants and students are held to the same technical and academic standards, reasonable accommodations are provided to qualified individuals with a disability. In order to request a reasonable accommodation, applicants and students should read *Information for Students with Disabilities* which may be found at <https://www.pace.edu/student-accessibility-services> and then contact the Coordinator of Disability Services for their campus.

The ability to meet the technical standards and educational objectives established by the program is essential for the fulfillment of the requirements for the Master of Science in Physician Assistant Studies degree. The academic and technical standards established by the faculty require that all students accepted by the Pace University – Lenox Hill Hospital PA Program possess the physical, cognitive, and behavioral abilities that insure that they will be able to complete all aspects of the curriculum. Students admitted to the Physician Assistant (PA) Program must have the intellectual, emotional and physical abilities to acquire the knowledge, behaviors, and clinical skills needed to successfully complete the entire curriculum and practice medicine as a physician assistant. The technical standards outlined below ("Technical Standards"), in conjunction with established academic standards, are followed by the Admissions Committee to select students who possess the intelligence, integrity, physical, and personal as well as emotional characteristics that are necessary to become an effective physician assistant. The Program and sponsoring institution must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a physician assistant. The program and sponsoring institution cannot compromise the health and safety of others and reserve the right not to admit any applicant who cannot meet the technical standards or who would constitute a direct threat to the health and safety of others, e.g., those individuals who are currently impaired by alcohol or substance abuse cannot meet the Technical Standards.

### **Technical Standards:**


Granting of the PA degree signifies that the holder is a physician assistant prepared for entry into the practice of medicine. Therefore it follows that graduates must have the knowledge and skills to practice medicine as PAs in a broad variety of clinical situations and to render a wide spectrum of patient care. Candidates must also have the physical and emotional stamina to function in a competent manner in educational and practice settings that may involve heavy workloads and stressful situations. Accordingly, candidates for the degree must be able to perform specific essential functions that the faculty deem requisite for the practice of medicine. These functions, expressed as technical standards, fall into several broad categories, including: observation, communication; motor; conceptual, integrative and quantitative; and behavioral and social.

- **Observation:** Candidates must be able to observe demonstrations in the basic sciences, medical illustrations and models, microscopic studies of microorganisms and tissues in normal and pathological states. They must also be able to directly and accurately observe a patient's demeanor, see a patient's physical condition, and obtain a medical history and perform a physical examination correctly on the patient in order to integrate the information derived from



these observations in order to develop an accurate diagnostic and treatment plan. These skills require the functional use of vision, hearing, smell, and somatic sensation.

- **Communication:** Candidates must be able to speak, hear, and observe patients in a clinical setting and elicit information, perceive nonverbal communications and detect changes in mood. They must be able to record information accurately and clearly, speak fluent English, and communicate effectively and sensitively with patients and families. Candidates must also be able to communicate effectively with other members of the healthcare team in oral, written and electronic form, and provide accurate information in patient care settings in which decisions based upon those communications must be made rapidly.
- **Motor:** Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers necessary to complete a full physical examination. They must possess motor function sufficient to perform basic laboratory tests (e.g., urinalysis, CBC, etc.) and carry out diagnostic procedures (e.g., venipuncture, arterial puncture, paracentesis, thoracentesis, lumbar puncture, etc.). These skills require coordination of gross and fine muscle movements, equilibrium, and sensation. Candidates must be able to execute the appropriate motor movements required to provide general care as well as emergency treatment to patients. Examples of emergency treatment reasonably required of physician assistants are cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the management of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. A candidate must be able to transport themselves from one location to another in a timely fashion in order to facilitate patient care responsibilities and receive educational training.
- **Interpretative, Conceptual and Quantitative:** Candidates for the degree must have effective and efficient learning techniques and habits that allow for mastery of the complex PA curriculum. They must be able to learn through a variety of modalities, including, but not limited to, classroom instruction, small group activities, individual study, preparation and presentation of reports, and use of computer technology. They must be able to memorize, measure, calculate, reason, analyze, and synthesize. They must also be able to comprehend spatial relationships and three-dimensional models.
- **Behavioral and Social Attributes:** Candidates must understand the legal and ethical aspects of the practice of medicine and function within the guidelines established by the law and by the ethical standards of the PA profession. They must be able to relate to patients and their families, colleagues, and other members of the healthcare team with courtesy, maturity, and respect for the dignity of individuals. This requires that they place the welfare of their patients foremost, and demonstrate honesty, integrity, dedication, compassion and nondiscrimination in the care of their patients. They must at all times demonstrate the emotional stability to be able to exercise good judgment, and carry out prompt completion of all the responsibilities attendant to the diagnosis and care of their patients in a sensitive and effective manner. This sensitivity includes self-examination of personal attitudes, perceptions, and stereotypes in order to avoid potential negative impact on relationships and patient care. Applicants must be able to adapt to changing



environments, display flexibility and professional responsibility to their patients, and to learn to function in an environment of uncertainty, in which changes may occur rapidly and without warning. A candidate must be able to accept criticism and respond by a modification of behavior. All of these personal qualities will be assessed during the admissions and educational process.



## HEALTH CLEARANCE POLICY

All students are required to have adequate health insurance. Students are responsible for their own health care while in school. Selected clinical agencies may require evidence of health insurance. If you are placed at such an agency, it will be necessary for you to provide this evidence. If a health condition arises during the course of study that would in any way alter a student's ability to perform in the clinical setting, it is the student's responsibility to notify the Director of the Physician Assistant Program immediately.

In order to ensure the safety of students, staff, clinical agency personnel, and patients, and to comply with clinical agency contract mandates, no students will be permitted to participate in Physician Assistant clinical application courses or clinical rotations **unless they have been medically cleared**. This may include but is not limited to facility mandated drug screening, background check, color blindness testing, physical exam, respirator mask fit testing, student interview, or facility orientation. Failure to satisfy these requirements may result in student removal from the rotation site, rotation reassignment and a subsequent delay in graduation. Students must bring copies of all completed health clearance documents with them for every clerkship. Students must keep a copy of the completed health clearance documents for their own records.

The majority of our Health Care Clearance process is now handled online through Exxat. Immunization forms, Hepatitis B Declination Forms (if applicable) and Consent for Release forms will be submitted to Exxat directly. Once these forms and other supporting documentation are submitted, Exxat will check this paperwork against the program's specifications and will deem the student compliant or not.

Additionally, the student must complete an annual Medical Clearance form including a physical exam. The student should upload only the Medical Clearance Form to Exxat.

In addition to the PA Program's Health Care Clearance process, Pace University has its own immunization requirements which students must meet. A completed Pace University Immunization Requirement Form must be submitted to OSA – Immunization Compliance in order to be cleared by Pace University.

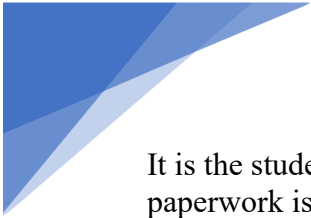
Students may contact Exxat directly at [cp servicedesk@certifiedprofile.com](mailto:cp servicedesk@certifiedprofile.com) or 888-914-7279 with questions regarding the medical requirements, website or forms.

Health Care Clearance forms that must be completed & submitted through your Exxat account:

- **Immunization Forms & required documentation**
- **Hepatitis B Declination Form**
- **Consent for Release Form**
- **Physical Exam Form**

Health Care Clearance forms that must be completed & emailed to OSA at [Immunization@pace.edu](mailto:Immunization@pace.edu):

- **Pace University Immunization Requirement Form**



It is the student's responsibility to read all of the instructions on each form and assure all paperwork is filled out correctly by health care providers.

**Please note:** some of these forms may require additional documentation to be submitted and the signature of the health care provider; students should read each form completely and carefully.

***IT IS THE RESPONSIBILITY OF STUDENTS TO OBTAIN THE APPROPRIATE HEALTH CLEARANCE.***

## **LIABILITY INSURANCE**

The Physician Assistant Program has assumed the cost of providing you with blanket malpractice liability insurance coverage through *Gallagher Risk Management Service, Inc.* (Certificate of Insurance-Copy available in Physician Assistant Program Office).

## **TRANSPORTATION AND LIVING ARRANGEMENTS**

Throughout the Physician Assistant Program students are required to attend various clinical conferences and participate in clinical experiences in community medical settings. Students are required to provide their own transportation to hospital and clinical sites during the clinical year. Transportation to various hospitals, clinical experiences and other events will be the student's responsibility. Clinical year students are responsible for transportation to all clinical clerkship sites and to the Program on call back days.

Students are responsible for the cost of temporary housing, meals, and transportation during the clinical year. It remains the student's responsibility to take the initiative to complete housing arrangements prior to the beginning of the next assigned clerkship.





## STUDENTS WITH DISABILITIES

Beginning a graduate career is an exciting and challenging experience. If you are a student with a disability, this experience can be especially challenging. Assistance is available to students with disabilities through the Office of Disability Services to enable them to have equal access to Pace University's educational programs and facilities.

The same rigorous admission and academic standards apply to students with and without a disability. In order to support the continued success of students with disabilities, the University prohibits discrimination on the basis of disability and is committed to providing equal access for students with disabilities to its facilities, programs, and activities. The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities.

### **Disabilities and Accommodations**


Federal law, including the Rehabilitation Act and the Americans with Disabilities Act, both as amended, as well as state and local laws prohibit institutions of higher education from discriminating against students with disabilities. The Americans with Disabilities Act defines an individual with a disability as a person who has a physical or mental impairment which substantially limits one or more major life activities of the individual, has a record of such an impairment, or is regarded as having an impairment.

Students with, among others, hearing, visual, or mobility impairments, or psychological conditions may be eligible for a reasonable accommodation. More specific examples of impairments include such things as specific learning disabilities, attention deficit and hyperactivity disorder, traumatic brain injuries, bipolar disorder, vision and hearing loss, cerebral palsy, paraplegia, and certain chronic health conditions.

Major life activities include, but are limited to, activities such as seeing, hearing, learning, reading, concentrating, communicating, standing, walking, eating, sleeping, speaking, caring for oneself, thinking, and the operation of a major bodily function.

Each student diagnosed with a particular disability will have a different level of functioning even within the same disability category. Further, compensation skills will also vary from one student to another and in the same student over time. Therefore, accommodations are determined on a case-by-case basis according to a student's documented needs, guidelines suggested by federal and state law, and criteria developed by the University.

Identifying and implementing a reasonable accommodation for a student with a disability is an interactive process that includes shared responsibility between the University and the student. Accommodations include, for example, academic adjustments or modifications, auxiliary aids and services, and adjustments to make the campus, residential housing and transportation accessible. Academic adjustments include such things as extended time to complete examinations, a distraction-reduced testing environment, permission to record classes, and course substitutions. Examples of auxiliary aids and services are note-taking services, readers and/or scribes for examinations, sign language interpreters, and caption services.



The University is required to provide a reasonable accommodation; it is not required to provide the specific accommodation requested by the student. In providing accommodations, the University is not required to lower or effect substantial modifications to essential requirements or to make modifications that would fundamentally alter the nature of the service, program or activity. Thus, for example, although the University may be required to provide extended time within which to complete a test, it is not required to change the substantive content of the test. Personal attendants, individually prescribed devices, readers for personal use or study, wheelchairs, hearing aids, and other devices or services of a personal nature are the responsibility of the student, not the University. Finally, the University is not required to make adjustments or provide auxiliary aids or services that would result in an undue burden on the University.

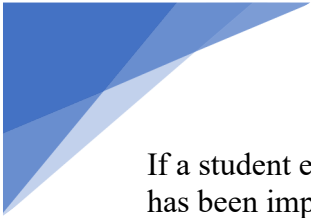
Funding for auxiliary aids and services may be available from certain state agencies such as, for example, the New York State Adult Career and Continuing Education Services - Vocational Rehabilitation. For those auxiliary aids and services that are likely to be funded by a state agency, the University may require the student to apply to the agency for funding. The University may provide assistance with the application for funding.

### **Requests for an Accommodation**

To request an accommodation for a qualifying disability, a student must self-identify and register with the Office of Disability Services for his or her campus. The Office of Disability Services is housed in the Counseling Center on both the New York City and Pleasantville campuses. The Office of Disability Services for the New York City campus may be contacted at 212-346-1526 or 156 William Street, 8th Floor. The Office of Disability Services for the Westchester campuses may be contacted at 914-773-3710 or the Administration Center, 861 Bedford Road, Pleasantville. Notifying other University offices, faculty or staff does not constitute giving notice to the University of a request for an accommodation. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Office of Disability Services staff. Moreover, no one, including faculty, is authorized to contact the Office of Disability Services on behalf of a student.

It is the student's responsibility to request an accommodation. Because some accommodations may take considerable time to arrange, students are urged to contact the Office of Disability Services in order to request an accommodation as soon as possible after receiving notice of admission to the University. Untimely requests may result in delay, substitution, or an inability to provide an accommodation. If a request for an accommodation is submitted late, the Office of Disability Services will, nevertheless, make every reasonable effort to process the request for an accommodation.

Before an accommodation will be provided, the student may be required to submit medical and/or other diagnostic information concerning the student's impairments and limitations. If the information provided is unclear or incomplete, the student may be required to provide additional information or participate in further evaluations. The Office of Disability Services will, in conjunction with others as may be appropriate, evaluate the information provided by the student and health care providers; refer the student for additional testing and evaluation as may be necessary; make recommendations for the accommodations to be provided to the student; and, assist in arranging for the implementation of the accommodation to be provided.



If a student experiences difficulties with the implementation of the accommodation or, if after it has been implemented, a student has concerns that the expected results of the accommodation are not being met, the student must promptly notify the Office of Disability Services. The Office of Disability Services will, as may be appropriate, endeavor to remedy the situation. If a student disagrees with the accommodation recommended by the Office of Disability Services, he or she should promptly appeal the recommendation to the Assistant Dean for Community Standards and Compliance at 914-773-3168.

Faculty members who have concerns about a reasonable accommodation recommended by the Office of Disability Services for his or her class, should contact the Office of Disability Services on the appropriate campus.

Depending on the nature of the disability and the accommodation provided, a student may be required periodically to submit medical and/or diagnostic information demonstrating the current status of the disability and/or to renew the request for an accommodation.

Any questions about the services offered by the University to students with disabilities or the procedures for requesting an accommodation should be directed to the Office of Disability Services for the New York City campus at 212-346-1526 or for the Westchester campuses at 914-773-3710.

### **Confidentiality**

The information and documents provided to the University in support of a student's request for an accommodation shall be maintained as confidential. Individually identifiable information will not be disclosed except as may be required or permitted by law or pursuant to a release signed by the student.

### **Complaints of Disability Discrimination**


If a student has concerns that he or she has been discriminated against because of a disability, he or she should contact the University's Affirmative Action Officer at 212-346-1310 or 914-773-3856.

### **Additional Services Offered by the Counseling Center**

The Counseling Centers for the New York City and Westchester campuses offer a range of personal counseling and group services to all students of the University. Students who wish to obtain information about the services offered by the Counseling Centers or to schedule an appointment, should call 212-346-1526 for the Counseling Center for the New York City campus or 914-773-3710 for the Westchester campuses.

## **SEXUAL HARASSMENT POLICY**

Pace University reaffirms the principle that its students, faculty, interns and staff shall be free from discrimination on the basis of sex. Sexual offenses such as rape, sexual abuse, or



discrimination in the form of sexual harassment, will not be tolerated. Please refer to the Pace University website for [sex-based misconduct policies and procedures \(PDF\)](#).

Sexual harassment in any situation is reprehensible. It is particularly damaging when it exploits the educational or professional dependence and trust between individuals with different levels of authority. When the authority and power inherent in such relationships are abused, whether overtly, implicitly, or mistakenly, there is potentially great damage to the individual, the alleged offender, and to the educational and professional climate of the University.

Both institutions have established grievance policies. Any student who believes he/she has been or is being sexually harassed should report this incident to the Program faculty immediately. The faculty can then direct the student through the appropriate channels. Any complaints will remain confidential. No student will be placed in a clinical experience that jeopardizes his or her educational and personal welfare.

## **WORK POLICY**

The Program advises against students holding outside employment while participating in the professional phase of the Physician Assistant Program. The faculty does recognize that a need for employment may be an issue that some students will face. However, Program obligations will not be altered due to a student's work obligations. The program faculty expects that work obligations will not interfere with the student's learning progress or responsibilities while in the Program. Working often interferes with learning opportunities during rotation activities. The schedule of clinical experiences and clerkship hours are set by the Program in conjunction with the preceptor and are not negotiable. The Program also discourages the student from working clinically at the same site where they are completing clinical experiences or clerkships.

Students who are involved in, or commence, volunteer or paid work during the course of their Physician Assistant training cannot use their affiliation with the Physician Assistant Program in any aspect of that job. Work outside the Physician Assistant Program undertaken by the student, independent of the Program, is not covered by the liability insurance offered for clinical work associated with the educational experience. Additionally, students may not represent themselves as a physician assistant student in such contexts.

In addition, students are not required to work for the Physician Assistant Program, either as a volunteer or as a paid employee.



# **Clinical Syllabi**



PACE UNIVERSITY-LENOX HILL HOSPITAL  
PHYSICIAN ASSISTANT PROGRAM  
Course Syllabus

## **Course Syllabus: Internal Medicine**

**Course Number:** PAS 701

**Course Discipline:** Physician Assistant Studies (PAS)

**Instructional Goals:**

This supervised clinical course provides students an opportunity to participate in the care of patients with acute and chronic medical conditions in a hospital setting. This clerkship offers exposure to patients with various medical conditions and is designed to provide students supervised internal medicine clinical practice experiences enabling them to meet program learning outcomes and acquire the competencies needed for entry-level clinical PA practice.

**Course Date:** 2022 – 2023 Clinical Year

**Credits:** Three (3)

**Course Goals:**

Upon completion of this course, the student will be able to:

- Utilize, refine, and build on the goals and objectives achieved in the didactic and clinical training.
- Develop basic diagnostic and therapeutic skills related to acute and chronic problems common to internal medicine.

**Course Instructor(s):**

Office Hours 5 hours weekly by appointment  
Hayley Kovner, MS, PA-C  
Clinical Assistant Professor  
Pace University – Lenox Hill Hospital  
Physician Assistant Program NYC  
163 William Street, Room 520  
New York, NY 10038  
[hkovner@pace.edu](mailto:hkovner@pace.edu)

**Learning Outcomes:**

Upon completion of the Internal Medicine Clinical Course, PA students will be able to:

a) **Acute**

1. Perform an appropriate patient-centered admission history and physical exam for a hospitalized patient and document findings and patient orders.
2. Recommend the appropriate intravenous fluid and electrolyte management for an adult inpatient.
3. Perform appropriate documentation of a hospital discharge summary/plan and educate the patient regarding instructions.
4. Evaluate an adult patient with gastrointestinal symptoms, formulate a differential and develop a management strategy.
5. For a patient in the hospital setting, determine appropriate management of oxygen therapy and intravenous medication of an adult patient.

b) **Chronic**

1. Monitor an adult patient with chronic diabetes mellitus and develop a management plan to include glucose monitoring and medication management.
2. In an adult patient with existing pulmonary disease, adjust the management plan as needed for a hospital patient.
3. Monitor and adjust medication of an adult patient on chronic antiplatelet/anticoagulation therapy.
4. Appropriately round on a patient daily by assessing vital signs, laboratory and diagnostic test results, patient status and disposition and accurately document findings in a progress note.
5. In an adult patient with impaired/decreased cardiac function, obtain a focused patient-centered H&P, order and interpret laboratory studies, monitor fluid and electrolyte status, and develop a management plan, which includes a cardiology consult as needed.

c) **Geriatric**

1. Perform a patient-centered history and physical exam to include screening for cognitive impairment on an elderly patient with respect to patient's privacy and comfort.
2. Assess a geriatric patient for potential fall risks, educate patient on prevention of falls, and document findings.
3. Counsel elderly patients about how to take their medications and screen for the potential adverse effects of polypharmacy.
4. Provide appropriate patient education to a senior patient regarding advance directives.
5. Recommend appropriate for immunizations for geriatric patients to include Pneumococcal pneumonia, influenza, herpes zoster (shingles), and tetanus.

- d) **Professional Practice**
1. Exhibit ethical behavior and demonstrate sensitivity and responsiveness to patients' culture, age, gender, and abilities.
  2. Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognize and correct systems-based factors that negatively impact patient care.
  3. Demonstrate appropriate response to supervision and constructive criticism; recognize and appropriately address personal biases, gaps in medical knowledge and physical limitations in themselves and others.
  4. Demonstrate competency in managing a patient relevant to student level of training.
  5. Consistently dress in a professional manner and properly identify self as a Physician Assistant student.

**Instructional Objectives:**

Student competencies for the following objectives will be evidenced by demonstration of skills to site preceptor, a passing grade on the end of rotation exam, virtual rounds, and clinical documentation submission. Upon completion of this rotation, the student will be able to:

**a) Medical Knowledge**

1. For each problem/condition listed in the topic list for the PAEA EOR Exam™ in Internal Medicine: <https://paeaonline.org/wp-content/uploads/imported-files/internal-medicine-blueprint-20180524.pdf> analyze the pathophysiology, etiology, epidemiology, physical symptoms and signs, differential diagnosis, appropriate diagnostic test work-up, management plan, prognosis and potential complications for patients. Student will be able to apply this knowledge in accordance with the general objectives stated above.

**b) History & Physical**

1. Defend their ability to elicit an accurate, detailed medical history relevant to the diagnosis of the presenting problem or to the comprehensive evaluation of the patient, using appropriate interview skills.
2. Perform a thorough and logical physical examination directed at evaluating the patient's complaint.

**c) Medical Decision Making**

1. Develop an appropriate differential diagnosis.
2. Develop a plan of investigation by ordering appropriate diagnostic studies, initiating pharmacological therapy, providing patient education, referring/consulting when needed and related medical care
3. Compare and discriminate between common diagnostic studies.

**d) Written and Oral Presentation Skills**



1. Develop an orderly, succinct oral presentation focusing on relevant positive and negative findings elicited in the history, physical and laboratory/diagnostic studies.
2. Appropriately document clinical encounters.

**e) Clinical Skills**

1. Seek opportunities to perform and develop proficiency in the following core technical procedures.
  - a. EKG
  - b. Foley catheter placement
  - c. Intradermal injections
  - d. Intramuscular injections
  - e. Intravenous insertions
  - f. Venipuncture
  - g. Arterial blood gases
  - h. Nasogastric tube placement
  - i. Pelvic examinations
  - j. Splinting
  - k. Suturing
  - l. Stapling
  - m. Surgical dressing changes
  - n. Surgical scrubbing
  - o. Rectal examinations
2. Develop the knowledge and skills necessary to perform and interpret the following non-core technical procedures related to the care of the adult or elderly patient under the instruction and supervision of a preceptor.
  - a. Central line insertion
  - b. Bedside spirometry
  - c. Bone marrow aspiration/biopsy
  - d. CPR
  - e. Endotracheal intubation
  - f. Joint aspiration and/or injection
  - g. Lumbar puncture

**f) Communication and Professional Practice**

1. Effectively educate the patient and family regarding the proposed treatment plan including discussion of the risks and benefits, cultural awareness, cost considerations, limitations, potential side effects and complications versus alternative approaches.
2. Appropriately communicate with the patient, patient's health care team, and family to ensure quality patient-centered care.

**Recommended Texts:**

Jameson J, Fauci AS, Kasper DL, Hauser SL, Longo DL, Loscalzo J. eds. *Harrison's Principles of Internal Medicine, 20e*. McGraw-Hill, 2018.

ISBN: 978-1259644030

Papadakis MA, McPhee SJ, Rabow MW. eds. *Current Medical Diagnosis and Treatment 2021*. 60<sup>th</sup> edition. McGraw-Hill, 2021.

ISBN: 978-1260469875

Dubin, D. *Rapid Interpretation of EKG's*, 6<sup>th</sup> edition, Cover Publishing Company, 2000.

ISBN-13: 978-0912912066

Katzung, BG, eds. *Basic & Clinical Pharmacology, 14e*. McGraw-Hill, 2018.

ISBN: 978-1259641152

Nicoll D, Mark Lu C, McPhee SJ. eds. *Guide to Diagnostic Tests, 7e*. McGraw-Hill, 2017.

ISBN: 978-1259640896

### **Optional Exam Review Questions:**

Online exam review question banks (Rosh Review & Exam Master) will be available as an optional learning tool in this course. It is strongly recommended to complete exam review questions to augment your studying.

### **Method of Student Evaluation/Assessment**

<b>Course components:</b>		
Preceptor Evaluation		25%
PAEA Internal Medicine EOR Exam		25%
Clinical Documentation (Full H&P)		15%
Aquifer Cases		15%
Virtual Rounds Site Visit		15%
Professionalism		5%
<b>Pass/Fail components:</b>		P/F
	Mid Clerkship Evaluation	
	Patient Exposure Logging	
	Drug Cards	
<b>Total</b>		<b>100%</b>

*Passage of the course requires a final average grade of 80% or greater.*

*Passage of the course requires a passing grade and if applicable, successful remediation of all course components.*

*Method of Student Evaluation/Assessment subject to change.*

### **Mid Clerkship Evaluation**

Mid clerkship evaluations are designed to give the preceptor an opportunity to provide feedback to students on their performance during the mid-point of each clinical rotation. Students should use this information as an opportunity to strengthen their skills. A portion of the mid clerkship evaluation is designed for the student to self-reflect on their clinical experience and to identify areas of improvement as well as strengths. Students must complete this portion of the evaluation before submission.

One Mid Clerkship Evaluation must be uploaded to your Exxat portfolio for each rotation. This evaluation must be submitted to the Program by the 3<sup>rd</sup> week of the clerkship (please see Exxat for specific date/time).

If any academic or clinically related problems arise from this interaction that is of concern, it is in the student's best interest to discuss this with the course instructor. Do not sign the mid-clerkship evaluation and then hand it to your preceptor to be filled out. Your signature indicates your review of the evaluation. Only the assigned preceptor should fill out the evaluation. If your preceptor is unable to complete the mid clerkship evaluation by the due date, it is the student's responsibility to contact the course instructor and the clinical administrative assistant by email prior to the late submission.

The Mid Clerkship Evaluation will be given a Pass/Fail grade. Submission of the Mid Clerkship Evaluation will result in a passing grade. If a Mid Clerkship Evaluation is not submitted, the student will not pass this component of the course.

### **End of Clerkship Preceptor Evaluation of Student**

The program has adopted a standard evaluation form, which each preceptor completes online through the Exxat system. The preceptor of record is responsible for assessing student performance and progress in achieving course specific learning outcomes. Students will be evaluated on the basis of their general medical knowledge and their ability to obtain a medical history and perform an appropriate physical exam. Included in the evaluation will be your ability to organize a database, propose a management plan, present cases, and demonstrate rapport with patients and co-workers. Dependability, attitude toward learning, and work habits are also part of the evaluation. The preceptor evaluation is a weighted grading process that assesses student professionalism and clinical performance. Please see the section above titled "Method of Student Evaluation/Assessment" for further information.

Please keep in mind that preceptors may request information from multiple other clinicians with whom you have interacted, in order to complete a composite evaluation.

The student evaluation should be completed by the designated preceptor online through the Exxat system. All evaluations must be completed by the end of the clerkship. It is the student's responsibility to ensure the preceptor evaluation is completed by Call Back Day. If there are extenuating circumstances that cause a delay, the clinical administrative assistant must be notified prior to Call Back Day.

A student must achieve an 80% or higher on the overall Preceptor Evaluation and each individual component. If a student receives a failing grade (score below 80% on overall evaluation or less than a three on the 1-5 Likert scale for each individual component), they will meet with their advisor to review the components of the evaluation they failed. Each failed component will be remediated as required by the course instructor. It is the student's responsibility to contact their course instructor within 1 week of receiving their grade to schedule the review if they do not successfully pass. Once competency is

demonstrated, the initial preceptor grade will be entered for tabulation of final course grade.

### **End of Clerkship Examination**

The End of Clerkship Examination for PAS 701 will be the PAEA Internal Medicine End of Rotation Exam. Please visit the following website for further information about the exam including an exam blueprint and topic list.

<http://www.endofrotation.org>

The End of Clerkship Exam is a 120-question exam from PAEA with two hours (120 minutes) allotted and is administered on Call Back Day. No breaks are permitted during the exam as per program policy. Questions on these exams are based on the PAEA exam blueprint and topic list. Students must receive a grade of 80% or higher to pass clinical year exams (see chart below to convert PAEA scaled score to percentage score). Students who do not receive a passing grade will be required to complete a remediation assignment and retake the exam. Once competency is demonstrated, the initial exam grade will be entered for tabulation of final course grade.

If a student receives a failing grade (z-score of less than -1.00% = score below 80%) on their End of Clerkship Exam, they should meet with their advisor to review areas for improvement identified by the score report provided by PAEA. Test questions are not provided by PAEA for the End of Rotation Exams. It is the student's responsibility to contact their academic advisor within 2 business days of receiving their grade to schedule an exam review if they do not successfully pass the examination.

The student will be assigned the following as a remediation assignment, which will be due on Exxat 1 week following the initial EOR exam at 9:00am. Successful completion of the remediation assignment is required to pass the course.

Please refer to your individual PAEA EOR Performance report found on Examdriver.com. Go to the second section titled "Feedback by Keyword" to review the questions you answered incorrectly on the exam.

For your remediation assignment, you will use the Task Areas and Diagnoses in this section to create an original study guide. Your study guide will be a word document with a short explanation about each Task Area and Diagnosis, written in your own words. Please include all relevant information related to the Task Area and Diagnosis (see the below example). Feel free to use the Recommended Texts on the syllabus as references, but you do not need to create citations for your study guide. For example:

- **Cardiovascular: History and Physical, Peripheral artery disease:** Patient may complain of pain in affected limb on exertion that is relieved by rest (intermittent claudication) or pain in affected limb at rest (critical limb ischemia). Can also be asymptomatic. Physical exam reveals weak or decreased peripheral pulses in affected limb.

More severe signs and symptoms include paresthesia/anesthesia, atrophy, shiny skin, hair loss, non-healing ulcers, gangrene.

\*Additionally, it is helpful in general when studying to compare/contrast similar conditions. So, for this example providing information as to how this is different from the general umbrella of peripheral vascular disease would be helpful.

The student will then be required to retest with another exam. If the student does not successfully pass the retest exam, they fail the PAEA EOR exam component and therefore fail the course.

Students who miss exams due to illness or other unexpected circumstances must comply with the policy regarding absenteeism in the Clinical Handbook and contact the course instructor immediately to arrange for an alternate examination. Alternative administration and format of the examination is at the discretion of the course instructor.

**To calculate your PAEA EOR Exam grade please utilize the below process:**

A Z-score less than -1.00 (80%) is failing:

$$\underline{Z\text{-score}} = (\text{Student Scale Score} - \text{National Mean}) / \text{National SD}$$

100% = +2.01 to +3.0 SD+ above the PAEA national average

95% = +1.51 to +2.0 SD above the PAEA national average

90% = +1.01 to +1.5 SD above the PAEA national average

85% = +0.01 to +1.00 SD above the PAEA national average

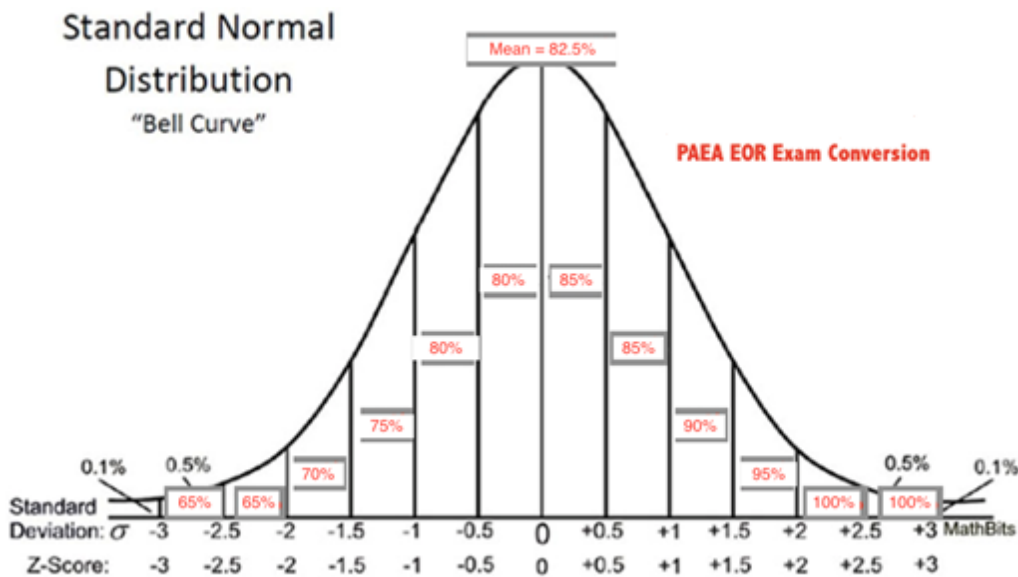
82.5% = PAEA national average

80% = -0.01 to -1.00 SD below the PAEA national average

75% = -1.01 to -1.50 SD below the PAEA national average (fail)

70% = -1.51 to -2.0 SD below the PAEA national average (fail)

65% = -2.01 SD or -3.0, below the PAEA national average (fail)



### **Clinical Documentation: Full H&P**

- Each student is to hand in one complete H&P note with an assessment and plan (see admission note in H&P Handbook) during their clerkship that will be graded.
- Please do not submit a progress or SOAP note as an H&P note.
- Notes should NOT have ANY identifying information on them. In place of the patient's name and DOB, please write "Name: XX, DOB: XX/XX/XX" at the beginning of the note. If a note is submitted with any identifying information (name, medical record number, DOB, address) on it, you will receive minus 20 for that particular note. (Violation of HIPAA regulations, see Policy and Procedure Handbook for further information).
- All notes must be uploaded to your Exxat portfolio by the 3<sup>rd</sup> week of your rotation (please see Exxat for specific date/time).
- Please refer to the H&P handbook for examples of proper note writing for specific rotations.

The student must receive a grade of 80% or higher to pass the assignment. If a passing grade is not achieved, the student must remediate by writing another note at the course instructor's discretion, until passing grade of 80% or higher is achieved. Once competency is demonstrated, the initial grade will be entered for tabulation of final course grade.

### **Aquifer Cases**

Aquifer cases, as stated on the website, are interactive virtual patient cases to help the student's ability to:

- Demonstrate the knowledge and clinical reasoning skills needed for:
  - Diagnosing and managing patient problems and
  - Providing effective health maintenance and anticipatory guidance outlined in the respective national core curricula.
- Identify important elements of the history, physical examination and tests, and use these to create focused differential diagnoses for patient problems.

Completion of eight (8) designated cases is required to pass this clerkship. The assigned cases have been selected to cover preventive, emergent, acute, chronic, and rehabilitative patient encounters commonly seen in Internal Medicine, with special consideration for caring for adults and the elderly, as well as palliative and end-of-life care (*ARC-PA standards, 5<sup>th</sup> ed: B2.08, B3.03,*). These must be completed by Friday at 9:00am of the designated week. The student is encouraged to complete more than the assigned eight cases if they so choose. All fields must be completed, including short answer documentation as prompted by the case. All students must achieve a 100% completion (blue bar on case list) for each Aquifer case in this course to receive a passing score for this component. Anything less than 100% completion for this component will result in a failing score for this component in the course. If a student receives a failing score, they must remediate the assignment at the discretion of the course instructor.

Please log the case(s) you complete in Aquifer as a virtual patient in Exxat's patient logging component.

The following must be completed by 9:00am on Friday of the designated weeks:

**Week 1:**

- 1) Family Medicine 22: 70-year-old male with new-onset unilateral weakness
- 2) Internal Medicine 02: 60-year-old female with chest pain

**Week 2:**

- 1) Geriatrics 12: 78-year-old female and falls
- 2) Internal Medicine 03: 54-year-old female with syncope

**Week 3:**

- 1) Diagnostic Excellence 01: Two females with iron-deficiency anemia
- 2) Geriatrics 13: 75-year-old male and 80-year-old female, prognosis and screening for older adults

**Week 4:**

- 1) High Value Care 09: 66-year-old female – Redefining value at end of life
- 2) Internal Medicine 22: 71-year-old male with cough and fatigue

These cases may be found under Aquifer Family Medicine, Aquifer Internal Medicine, Aquifer Geriatrics, Aquifer Diagnostic Excellence, and Aquifer High Value Care.

**Virtual Rounds / Site Visit**

An instructional faculty preceptor will lead a virtual rounds session to assess the progress of each student in meeting course learning outcomes. This session will occur via Zoom in the last two weeks of the rotation. The course instructor will send an email with the exact date and time at the beginning of the rotation.

During the virtual rounds, each student will perform an oral presentation on a patient encounter from their Internal Medicine rotation. The student will be prepared to discuss how they obtained a medical history, performed an appropriate physical exam, and collected the pertinent data specific to the case, including a differential diagnosis and management plan. All students are required to participate in discussion of each case as led by the faculty member.

A student must achieve an 80% or higher on the faculty preceptor evaluation. If a passing grade is not achieved, a remediation assignment as determined by the course instructor must be completed in order to demonstrate competency and pass that component of the course. Once competency is demonstrated, the initial grade will be entered for tabulation of final course grade.

**Professionalism**

The professionalism course component is worth 5% of the final course grade. Students who incur any of the following infractions will receive 0% for this course component. Students who do not have any such infractions will receive the full 5%. Ongoing professionalism issues will be addressed at the discretion of the course coordinator, program director and/or your faculty advisor.

Any of the following:

- Late submission of an assignment
- Unexcused absences (*please refer to the Clinical Handbook*)
- PSC forms during rotation/corresponding CBD (*please refer to Student Policy and Procedure Handbook*)
- Reports of unprofessional behavior

**Patient Exposure**

Exxat’s online patient tracking system will be used to log patient encounters and procedures. Students are required to log information regarding **every** patient seen daily. Weekly patient logs are due in Exxat **every Friday at 9 am** and will be reviewed by faculty course instructors. Patient logging will be given a Pass/Fail grade. Submission of patient logging will result in passing grade. If a patient log is not submitted, the student will not pass this component of the course. Logs will be reviewed based on # of encounters, types of encounters, types of experiences (based on ICD-10 codes), and amount of participation. The course instructor will notify students if there are any patient exposure deficiencies

At the **end of each rotation**, the “case log totals (graphical)” in the Exxat system must be printed, signed off on by preceptors and uploaded to Exxat by 9:00 am on Call Back Day.

**Clerkship Patient Exposures Required at Completion of Course**

Students are required to log the below **minimum** patient encounters by the completion of this course. The below table defines the requirements to be completed by end of clinical year, not at the completion of the course. Please make sure to perform, rather than observe or assist, as many procedures as possible, as credit is given only for those logged as “done”. Completion of all required clinical procedures is necessary to graduate. It is the student’s responsibility to log in Exxat, the number of procedures completed. Difficulty in meeting these requirements should be brought to the attention of the course instructor.

**Minimum Patient Exposures**

<i><b>Patient Exposure Category</b></i>	<i><b>Minimum # of encounters</b></i>
Encounter Type (B3.03a)	
Preventive <sup>1</sup>	5
Emergent <sup>2</sup>	-
Acute <sup>3</sup>	20



Chronic <sup>4</sup>	20
Lifespan Care (B3.03b)	
Infants (<2y)	-
Children (2-10y)	-
Adolescents (11-17y)	-
Adults	30
Elderly (>65y)	20
Women's Health (B3.03c)	
Prenatal	-
Gynecologic Care	-
Surgical Management (B3.03d)	
Pre-operative Care	-
Intra-operative Care	-
Post-operative Care	-
Psychiatry (B3.03e)	
Behavioral and Mental Health Conditions	3
Setting (B3.04)	
Emergency Department	-
Inpatient	50
Outpatient	-
Operating Room	-

**Note:**

**Please contact**

**the course instructor if you are having difficulty meeting required patient encounters and exposures.**

Multiple categories may be chosen for a single visit if applicable. For example, many chronic disease visits are also preventative.

1. Preventative: Protect, promote, and maintain health and well-being and to prevent disease, disability, and death (ex: immunizations, colonoscopy, screenings, well-baby visits, height/weight, pre-natal monitoring, contraceptive counseling, all annual exams – pediatric, women's health, family medicine.)
2. Emergent: Needing *immediate* action or treatment of possible life-threatening conditions (ex: any unstable patient, ACS, DKA, CVA, PE, sepsis, respiratory distress, fractures requiring neurovascular intervention, anaphylactic reactions, acute abdomens like appendicitis etc.)
3. Acute: Having rapid onset, severe symptoms, and a short course (ex: many medical visits are acute ranging from viral syndrome, respiratory infections, pharyngitis, ear infections, ingrown toenails, to laceration repair, stable fractures, STI, UTI, gastritis/gastroenteritis etc.)
4. Chronic: Of long duration; long-lasting. Referring to a disease or condition lasting longer than 3 months (Visits for evaluation of HTN, hyperlipidemia, diabetes, AFIB, mental health conditions, psoriasis, rheumatologic condition etc.)

### **Pharmacology: Drug Cards**

Students are required to research 3 pharmaceutical drugs for each clerkship and make flash cards indicating the class of drug, mechanism of action, indications, contraindications, side effects, dosing and cost of medication. Additionally, critically evaluate the cost effectiveness of the drug to provide high quality, evidence-based care for patients in a fiscally responsible manner. It is up to the student whether they would like to hand write these cards or create an electronic version (i.e. word document, etc.) with the information. The researched information on three pharmaceutical drugs must be uploaded to Exxat by the 3<sup>rd</sup> week of each rotation (please see Exxat for specific date/time). The student is required to have all of these “cards” on the day of site visit in PAS 706 and they will be asked to discuss their research as part of the site visit grade.

### **University Policies and Resources**

**COVID-19 VACCINE BOOSTER: Anyone coming to a Pace campus will be required to be both vaccinated and boosted once they are eligible** (subject to approved medical and religious exemptions). You must upload your booster record to the [Confidential Patient Portal](#). To continue to access campus, you must upload a record of your booster within 30 days of when you become eligible.

**MASKING:** Omicron is especially transmissible. While it seems to cause less severe illness than previous variants in those who are vaccinated and boosted, you can still be a vector of spread even if asymptomatic or with mild symptoms. The best way to protect yourself and your community is to continue wearing high-quality, well-fitting masks, such as a KN95 mask or a double mask, when you are in a public place. **Masks will remain a requirement on Pace campuses.**

More information is available on the [Return to Campus website](#).

### **Academic Integrity:**

Students in this course are required to adhere to Pace University's Academic Integrity Code. The Academic Integrity Code supports honesty and ethical conduct in the educational process. It educates students about what constitutes academic misconduct, helps to deter cheating and plagiarism, and provides a procedure for handling cases of academic misconduct. Students are expected to be familiar with the Code, which can be found under "University Policies" in the [Student Handbook](#). Individual schools and programs may have additional standards of academic integrity. Students are responsible for familiarizing themselves with the policies of the schools, programs, and courses in which they are enrolled.

Instructions for faculty, a paper about best practices, and the form for reporting integrity policy violations are posted on the [Provost's webpage under policies and forms](#). Reporting forms should be sent to the Chairs of the Academic Conduct Committee on each campus.

### **Learning Centers:**

[The Learning Commons](#) uses an array of programs and a holistic approach to assist students with academic skills and content knowledge. We are dedicated to developing independent learners through purposeful interactions with trained, well-qualified peer and professional staff. Services offered:

- Content Support Services including, content tutoring, exam review sessions, & content preparation/support workshops
- Academic Skills Services including small group peer mentoring, academic skills workshops, and individual academic development
- Writing Support Services including, writing tutoring & writing preparation/support workshops

### **Procedure for Students Who Wish to Obtain Reasonable Accommodations for a Course:**

The same rigorous admission and academic standards apply to students with and without a disability. In order to support the continued success of students with disabilities, the University prohibits discrimination on the basis of disability and is committed to providing equal access for students with disabilities to its facilities, programs, and activities. The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities.

To request an accommodation for a qualifying disability, a student must self-identify and register with the [Student Accessibility Services Office \(SAS\)](#) for their campus. Student Accessibility Services is housed in the Counseling Center on both the New York City and Pleasantville campuses. Student Accessibility Services for the New York City campus may be contacted at (212) 346-1526 or 156 William Street, 8th Floor. Student Accessibility Services for the Westchester campuses may be contacted at (914) 773-3710 or the Administration Center, 861 Bedford Road, Pleasantville. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Student Accessibility Services staff. Moreover, no one, including faculty, is authorized to contact Student Accessibility Services on behalf of a student.

### **Technological Resources:**

- List of all [Pace Information Technology Services](#).
- For assistance with a technological concern (Blackboard, Internet, Computer, etc.), contact the Pace Helpdesk at 914-773-3648 or create a [help desk ticket](#).
- Visit the [Learning Remotely website](#)

### **Appropriate Use Policy for Information Technology:**

Pace endorses the following statement on software and intellectual rights distributed by EDUCAUSE, the non-profit consortium of colleges and universities, committed to the use and management of information technology in higher education. The statement reads:

*Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all*

*media. It encompasses respect for the right to acknowledgment, right to privacy and right to determine the form, manner and terms of publication and distribution.*

*Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.*

[Pace's appropriate use policy](#) applies to recordings of classroom instruction and digital artifacts created by faculty and students.

### **Sex-Based Misconduct Policy and Procedure:**

Pace University is committed to providing a safe environment for every member of its community and to ensuring that no student, faculty or staff member is excluded from participation in or denied the benefits of any University program or activity on the basis of sex. Accordingly, the University prohibits the following forms of Sex-Based Misconduct: sexual assault, sexual harassment, gender-based harassment, dating violence, domestic violence, sexual exploitation and stalking.

Instructors are a non-confidential resource and have an obligation to report any information about sexual assault with the Executive Director of Institutional Equity and Title IX Coordinator (Bernard Dufresne, [bdufresne@pace.edu](mailto:bdufresne@pace.edu), 163 Williams Street, Room 1017, 212-346-1310). The Title IX/Affirmative Action Office is responsible for investigating violations of the sexual misconduct policy. For more information about the Pace University sexual misconduct policy, see the [Sex-Based Misconduct Policy and Procedure \(PDF\)](#).

Members of the University community who believe that they have been subjected to Sex-Based Misconduct are encouraged to report such incidents to the University and, where applicable, to local law enforcement. Confidential resources include the University Counseling Centers, Offices of Sexual and Interpersonal Wellness and University Healthcare. Contact information for those offices may be found in the self-care section below.

### **Self-Care:**

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. The Pace Community strongly encourages you to take care of yourself throughout the term before the demands of midterms and finals reach their peak.

The [Counseling Center Just In Case](#) information supplies potentially life-saving mental health information to Pace University students, staff, and faculty, putting vital information and support options at your fingertips, just in case you or a friend needs help... You can also find this information in the MyPace and PaceSafe apps.

During this academic year, the following information on [Coping Emotionally with COVID-19](#) may also be useful for you.

<b>Department</b>	<b>Pleasantville</b>	<b>New York City</b>
Counseling Center	914-773-3710	212-346-1526
Dean for Students Office	914-773-3351	212-346-1306
Health Care Unit	914-773-3760	212-346-1600
Residential Life	914-923-2791	212-346-1295
Student Development and Campus Activities	914-773-3861	212-346-1590
Office of Multicultural Affairs & Diversity Programs	914-773-3775	212-346-1563
Sexual Assault Prevention & Education	914-597-8783	212-346-1931
<b>Academic Advisement</b>		
Advising Center for Exploring Majors	914-773-3847	212-346-1798
College of Health Professions	914-773-3961	914-773-3552
Dyson College	914-773-3781	212-346-1518
International Student / Scholars	914-773-3425	212-346-1368
Lubin School of Business	914-773-3531	212-618-6550
Pforzheimer Honors College	914-773-3941	212-346-1697
Seidenberg School	914-773-3254	212-346-1864
Study Abroad	914-773-3447	212-346-1368



PACE UNIVERSITY-LENOX HILL HOSPITAL  
PHYSICIAN ASSISTANT PROGRAM

**Course Syllabus: Pediatrics**

**Course Number:** PAS 702

**Course Discipline:** Physician Assistant Studies (PAS)

**Instructional Goals:**

This supervised clinical course provides students an opportunity to participate in the care of a variety of pediatric patients with acute, chronic and preventative conditions. This clerkship offers exposure to patients with medical, child development and growth circumstances within the family unit and is designed to provide students supervised medical and clinical practice experiences enabling them to meet program expectations (outcomes) and acquire the competencies needed for entry-level clinical PA practice.

**Course Date:** 2022 – 2023 Clinical Year

**Credits:** Three (3)

**Course Goals:**

Upon completion of this course, the student will be able to:

- Utilize, refine, and build on the goals and objectives achieved in the didactic and clinical training.
- Develop basic diagnostic and therapeutic skills related to preventive, acute and chronic problems common to pediatric medicine.

**Course Instructor(s):**

Office Hours 5 hours weekly by appointment

Hayley Kovner, MS, PA-C

Clinical Assistant Professor

Pace University – Lenox Hill Hospital

Physician Assistant Program NYC

163 William Street, Room 520

New York, NY 10038

[hkovner@pace.edu](mailto:hkovner@pace.edu)

## **Learning Outcomes:**

Upon completion of the Pediatrics Clinical Course, PA students will be able to:

### **a) Infant**

1. Perform a well-baby exam, elicit a history from the parent/caregiver, and assess the developmental milestones of the infant.
2. Accurately chart the normal development and growth of an infant.
3. Appropriately provide anticipatory guidance to parents for common newborn and infant issues.
4. Recommend and educate parents of an infant regarding the appropriate immunization schedule.
5. In an infant with a fever, perform a problem-focused history and physical exam, develop a differential diagnosis and recommend an initial management plan.

### **3. Child**

1. Perform a history and physical exam on a child to include developmental milestones.
2. Write a prescription for pediatric medication, with consideration for dosage and formulation based on the age and weight of the child.
3. In a child presenting with ear pain, elicit a patient-centered problem-focused history, perform an accurate otoscopic exam, and develop a treatment plan.
4. Provide anticipatory guidance to a parent of a child to include safety issues.
5. For a child with upper respiratory/sore throat symptoms, evaluate the patient, perform a strep test/throat swab if indicated, and recommend a management strategy.

### **4. Adolescent**

1. Elicit an appropriate patient-centered history on an adolescent patient.
2. Perform a physical exam on an adolescent patient and assess the stages of growth.
3. Screen an adolescent patient for smoking, vaping and substance use and provide patient education if indicated.
4. Recommend appropriate immunizations (HPV, Tdap, Meningitis and annual influenza) for an adolescent and obtain parental consent.
5. Provide appropriate patient education to adolescents and parents regarding mental health services as needed.

### **d) Professional Practice**

6. Exhibit ethical behavior and demonstrates sensitivity and responsiveness to patients' culture, age, gender, and abilities.
7. Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognize and correct systems-based factors that negatively impact patient care.
8. Demonstrate appropriate response to supervision and constructive criticism;

recognize and appropriately address personal biases, gaps in medical knowledge and physical limitations in themselves and others.

9. Demonstrate competency in managing a patient relevant to student level of training.
10. Consistently dress in a professional manner and properly identify self as a Physician Assistant student.

### **Instructional Objectives:**

Student competencies for the following objectives will be evidenced by demonstration of skills to site preceptor, a passing grade on the end of clerkship exam, simulation, and clinical documentation submission. Upon completion of this rotation, the student will be able to:

#### **g) Medical Knowledge**

2. For each problem/condition listed in the topic list for the PAEA EOR Exam™ in Pediatrics: <https://paeaonline.org/wp-content/uploads/imported-files/pediatrics-blueprint-20180608.pdf> analyze the pathophysiology, etiology, epidemiology, physical symptoms and signs, differential diagnosis, appropriate diagnostic test work-up, management plan, prognosis and potential complications for patients. Student will be able to apply this knowledge in accordance with the general objectives stated above.

#### **h) History & Physical**

3. Defend their ability to elicit an accurate, detailed medical history relevant to the diagnosis of the presenting problem or to the comprehensive evaluation of the patient, using appropriate interview skills.
4. Perform a thorough and logical physical examination directed at evaluating the patient's complaint.

#### **i) Medical Decision Making**

4. Develop an appropriate differential diagnosis.
5. Develop a plan of investigation by ordering appropriate diagnostic studies, initiating pharmacological therapy, providing patient education, referring/consulting when needed and related medical care
6. Compare and discriminate between common diagnostic studies.

#### **j) Written and Oral Presentation Skills**

3. Develop an orderly, succinct case presentation focusing on relevant positive and negative findings elicited in the history, physical and laboratory/diagnostic studies.
4. Appropriately document clinical encounters.

#### **k) Clinical Skills**

3. Seek opportunities to perform and develop proficiency in the following core technical procedures.
  - a. EKG
  - b. Foley catheter placement
  - c. Intradermal injections



- d. Intramuscular injections
  - e. Intravenous insertions
  - f. Venipuncture
  - g. Arterial blood gases
  - h. Nasogastric tube placement
  - i. Pelvic examinations
  - j. Splinting
  - k. Suturing
  - l. Stapling
  - m. Surgical dressing changes
  - n. Surgical scrubbing
  - o. Rectal examinations
4. Develop the knowledge and skills necessary to perform and/or interpret the results of the following technical skills and health maintenance practices related to the care of the infant, child or adolescent patient under the instruction and supervision of a preceptor.
- a. Denver Developmental Screening Test
  - b. Plotting of growth charts
  - c. Obtaining body measurements & calculating BMI
  - d. Tanner staging
  - e. Providing appropriate anticipatory guidance at well child visits
  - f. Determining patient specific vaccination recommendations based on immunization schedule
  - g. Lead screenings
  - h. TB screenings
  - i. Vision, hearing, speech evaluations

**l) Communication and Professional Practice**

- 5. Effectively educate the patient and family regarding the proposed treatment plan including discussion of the risks and benefits, cultural awareness, cost considerations, limitations, potential side effects and complications versus alternative approaches.
- 6. Appropriately communicate with the patient, patient's health care team, and family to ensure quality patient-centered care.

**Recommended texts:**

Hay Jr. WW, Levin MJ, Abzug MJ, Bunik M. eds. *Current Diagnosis & Treatment: Pediatrics, 25e.*, McGraw-Hill, 2020.

ISBN: 978-1260457827

Papadakis MA, McPhee SJ, Rabow MW. Eds. *Current Medical Diagnosis and Treatment 2021*. 60<sup>th</sup> edition. McGraw-Hill, 2021.

ISBN: 978-1260469875

**Optional Exam Review Questions:**

Online exam review question banks (Rosh Review & Exam Master) will be available as an optional learning tool in this course.

### **Method of Student Evaluation/Assessment:**

<b>Graded components:</b>		
Preceptor Evaluation		25%
PAEA EOR Exam		25%
Clinical Documentation (SOAP)		25%
Aquifer Cases		20%
Professionalism		5%
<b>Pass/Fail components:</b>		P/F
	Mid Clerkship Evaluation	
	Simulation	
	Patient Exposure Logging	
	Drug Cards	
<b>Total</b>		<b>100%</b>

***Passage of the course requires a final average grade of 80% or greater.***

***Passage of the course requires a passing grade and if applicable, successful remediation of all course components.***

***Method of Student Evaluation/Assessment subject to change.***

### **Mid Clerkship Evaluations**

Mid clerkship evaluations are designed to give the preceptor an opportunity to provide feedback to students on their performance during the mid-point of each clinical rotation. Students should use this information as an opportunity to strengthen their skills. A portion of the mid clerkship evaluation is designed for the student to self-reflect on their clinical experience and to identify areas of improvement as well as strengths. Students must complete this portion of the evaluation before submission.

One Mid Clerkship Evaluation must be uploaded to your Exxat portfolio for each rotation. This evaluation must be submitted to the Program by the 3<sup>rd</sup> week of the clerkship (please see Exxat for specific date/time).

If any academic or clinically related problems arise from this interaction that is of concern, it is in the student's best interest to discuss this with the course instructor. Do not sign the mid-clerkship evaluation and then hand it to your preceptor to be filled out. Your signature indicates your review of the evaluation. Only the assigned preceptor should fill out the evaluation. If your preceptor is unable to complete the mid clerkship evaluation by the due date, it is the student's responsibility to contact the course instructor and the clinical administrative assistant by email prior to the late submission.

The Mid Clerkship Evaluation will be given a Pass/Fail grade. Submission of the Mid Clerkship Evaluation will result in a passing grade. If a Mid Clerkship Evaluation is not submitted, the student will not pass this component of the course.

## **Preceptor Evaluation**

The program has adopted a standard evaluation form, which each preceptor completes online through the Exxat system. The preceptor is responsible for assessing student performance. Students will be evaluated on the basis of their general medical knowledge and their ability to obtain a medical history and perform an appropriate physical exam. Included in the evaluation will be your ability to organize a database, propose a management plan, present cases, and demonstrate rapport with patients and co-workers. Dependability, attitude toward learning, and work habits are also part of the evaluation. The preceptor evaluation is a weighted grading process that assesses student professionalism and clinical performance. Please see the section above titled “Computing Clinical Clerkship Course Grades” for further information.

Please keep in mind that preceptors may request information from multiple other clinicians with whom you have interacted, in order to complete a composite evaluation.

The student evaluation should be completed by the designated preceptor online through the Exxat system. All evaluations must be completed by the end of the clerkship. It is the student’s responsibility to ensure the preceptor evaluation is completed by Call Back Day. If there are extenuating circumstances that cause a delay, the clinical administrative assistant must be notified prior to Call Back Day.

A student must achieve an 80% or higher on the overall Preceptor Evaluation and each individual component. If a student receives a failing grade (score below 80% on overall evaluation or less than a three on the 1-5 Likert scale for each individual component), they will meet with their advisor to review the components of the evaluation they failed. Each failed component will be remediated as required by the course instructor. It is the student’s responsibility to contact their course instructor within 1 week of receiving their grade to schedule the review if they do not successfully pass. Once competency is demonstrated, the initial preceptor grade will be entered for tabulation of final course grade.

## **End of Clerkship Examination**

The End of Clerkship Examination for PAS 702 will be the PAEA Pediatrics End of Rotation Exam. Please visit the following website for further information about the exam including an exam blueprint and topic list.

<http://www.endofrotation.org>

The End of Clerkship Exam is administered on Call Back Day. Questions on these exams are based on the PAEA exam blueprint and topic list. Students must receive a grade of 80% or higher to pass clinical year exams (see chart below to convert PAEA scaled score to percentage score). Students who do not receive a passing grade will be required to complete a remediation assignment and retake the exam. Once competency is demonstrated, the initial exam grade will be entered for tabulation of final course grade.

If a student receives a failing grade (z-score of less than -1.00% = score below 80%) on their End of Clerkship Exam, they should meet with their advisor to review areas for improvement identified by the score report provided by PAEA. Test questions are not provided by PAEA for the End of Rotation Exams. It is the student's responsibility to contact their academic advisor within 2 business days of receiving their grade to schedule an exam review if they do not successfully pass the examination.

The student will be assigned the following as a remediation assignment, which will be due on Exxat 1 week following the initial EOR exam at 9:00am. Successful completion of the remediation assignment is required to pass the course.

Please refer to your individual PAEA EOR Performance report found on Examdriver.com. Go to the second section titled "Feedback by Keyword" to review the questions you answered incorrectly on the exam.

For your remediation assignment, you will use the Task Areas and Diagnoses in this section to create an original study guide. Your study guide will be a word document with a short explanation about each Task Area and Diagnosis, written in your own words. Please include all relevant information related to the Task Area and Diagnosis (see the below example). Feel free to use the Recommended Texts on the syllabus as references, but you do not need to create citations for your study guide. For example:

- **Cardiovascular: History and Physical, Peripheral artery disease:** Patient may complain of pain in affected limb on exertion that is relieved by rest (intermittent claudication) or pain in affected limb at rest (critical limb ischemia). Can also be asymptomatic. Physical exam reveals weak or decreased peripheral pulses in affected limb. More severe signs and symptoms include paresthesia/anesthesia, atrophy, shiny skin, hair loss, non-healing ulcers, gangrene.

\*Additionally, it is helpful in general when studying to compare/contrast similar conditions. So, for this example providing information as to how this is different from the general umbrella of peripheral vascular disease would be helpful.

The student will then be required to retest with another PAEA EOR. If the student does not successfully pass the retest exam, they fail the PAEA EOR exam component and therefore fail the course.

Students who miss exams due to illness or other unexpected circumstances must comply with the policy regarding absenteeism in the Clinical Handbook and contact the course instructor immediately to arrange for an alternate examination. Alternative administration and format of the examination is at the discretion of the course instructor.

**To calculate your PAEA EOR Exam grade please utilize the below process:**

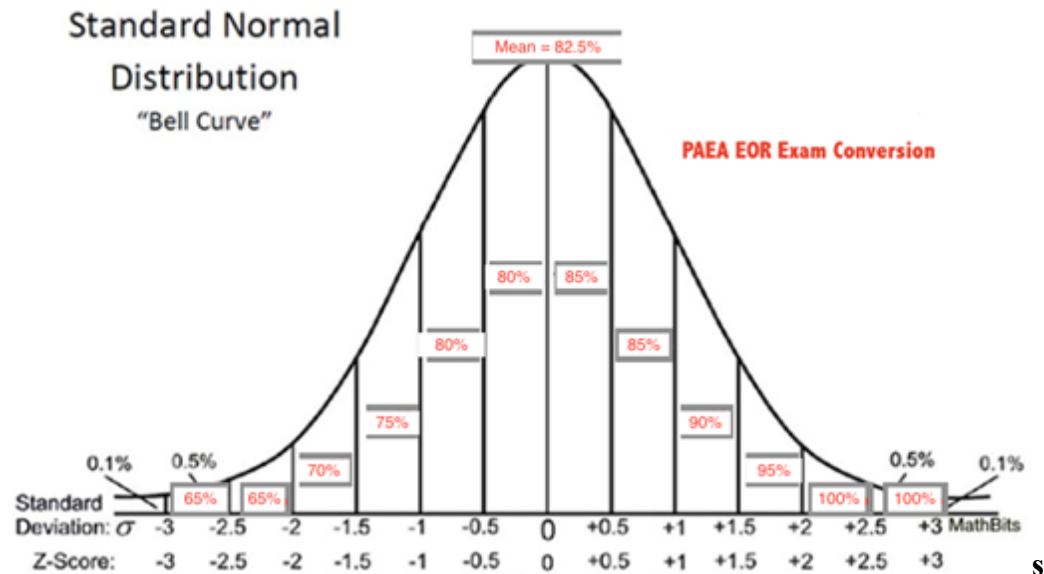
A Z-score less than -1.00 (80%) is failing:

Z-score = (Student Scale Score - National Mean) / National SD

100% = +2.01 to +3.0 SD+ above the PAEA national average

95% = +1.51 to +2.0 SD above the PAEA national average

- 90% = +1.01 to +1.5 SD above the PAEA national average
- 85% = +0.01 to +1.00 SD above the PAEA national average
- 82.5% = PAEA national average
- 80% = -0.01 to -1.00 SD below the PAEA national average
- 75% = -1.01 to -1.50 SD below the PAEA national average (fail)
- 70% = -1.51 to -2.0 SD below the PAEA national average (fail)
- 65% = -2.01 SD or -3.0, below the PAEA national average (fail)



### Clinical Documentation: SOAP

- Each student is to hand in one complete SOAP note during this clerkship that will be graded.
- Please do not submit a progress note as a SOAP note.
- Notes should NOT have ANY identifying information on them. In place of the patient's name and DOB, please write "Name: XX, DOB: XX/XX/XX" at the beginning of the note. If a note is submitted with any identifying information (name, medical record number, DOB, address) on it, you will receive minus 20 for that particular note. (Violation of HIPAA regulations, see Policy and Procedure Handbook for further information).
- All notes must be uploaded to your Exxat portfolio by the 3<sup>rd</sup> week of your rotation (please see Exxat for specific date/time).
- Please refer to the H&P handbook for examples of proper note writing for specific pediatric rotations.

The student must receive a grade of 80% or higher to pass the SOAP assignment. If a passing grade is not achieved, the student must remediate by writing another note at the course instructor's discretion, until passing grade of 80% or higher is achieved. Once competency is demonstrated, the initial grade will be entered for tabulation of final course grade.

### Aquifer Cases

Aquifer cases, as stated on the website, are interactive virtual patient cases to help the student's ability to:

- Demonstrate the knowledge and clinical reasoning skills needed for:
  - Diagnosing and managing patient problems
  - Providing effective health maintenance and anticipatory guidance outlined in the respective national core curricula.
- Identify important elements of the history, physical examination and tests, and use these to create focused differential diagnoses for patient problems.

Completion of five (5) designated cases is required to pass this clerkship. The assigned cases have been selected to cover preventive, emergent, acute, and chronic patient encounters commonly seen when caring for infants and children in Pediatrics, with special consideration for social determinants of health, behavioral and mental health conditions, and issues of disability status or special health care needs, ethnicity/race, and religion/spirituality. These must be completed by Friday at 9:00am of the designated week. The student is encouraged to complete more than the assigned four cases if they so choose. (ARC-PA Standards, 5<sup>th</sup> ed, B2.06, B3.03) All students must achieve a 100% completion (blue bar on case list) for each Aquifer case in this course to receive a passing score for this component. Anything less than 100% completion for this component will result in a failing score for this component in the course. If a student receives a failing score, they must remediate the assignment at the discretion of the course instructor.

Please log the case(s) you complete in Aquifer as a virtual patient in Exxat's patient logging component.

The following must be completed by 9:00am on Friday of the designated weeks:

**Week 1:** Pediatrics 01: Newborn male infant evaluation and care, Pediatrics 04: 8-year-old male well-child check

**Week 2:** Medical Home 02: 11-year-old female with meningomyelocele

**Week 3:** Pediatrics 32: 5-year-old female with rash

**Week 4:** Pediatrics 11: 4-year-old male with fever and adenopathy

### **Professionalism**

The professionalism course component is worth 5% of the final course grade. Students who incur any of the following infractions will receive 0% for this course component. Students who do not have any such infractions will receive the full 5%. The course coordinator, program director and your faculty advisor reserve the right to intervene on a case-by-case basis for ongoing professionalism issues.

Any of the following:

- Late submission of an assignment
- Unexcused absences (*please refer to the Clinical Handbook*)
- PSC forms during rotation/corresponding CBD (*please refer to Student Policy and Procedure Handbook*)
- Reports of unprofessional behavior

### **Simulation**

The student will participate in pediatric simulation to enhance their clinical education by providing opportunities to use critical clinical thinking skills through case simulation in the Center for Excellence in Healthcare Simulation using Human Patient Simulators (HPS), Standardized Patients (SPs), problem-based learning and group discussion. Simulation will increase the student's appreciation for the medical and behavioral management of their patients and improve their ability to apply their didactic education to a clinical setting. The focus will be on developing independent clinical reasoning skills with an emphasis on correlation of history taking, physical exam findings and pertinent laboratory results to formulate a diagnosis and initiate a management plan.

Simulation is based on unit participation and will be Pass/Fail. Attendance is mandatory. Students who attend and actively participate in their assigned cases, including completing the assigned reading and active participation in the debriefing exercises will receive a passing grade. Students who do not receive a passing grade will be required to remediate until they receive a passing grade. Remediation assignments will be determined by the course instructor.

### **Patient Exposure**

Exxat's online patient tracking system will be used to log patient encounters and procedures. Students are required to log information regarding **every** patient seen daily. Weekly patient logs are due in Exxat **every Friday at 9 am** and will be reviewed by faculty course instructors. Patient logging will be given a Pass/Fail grade. Submission of patient logging will result in passing grade. If a patient log is not submitted, the student will not pass this component of the course. Logs will be reviewed based on # of encounters, types of encounters, types of experiences (based on ICD-10 codes), and amount of participation. The course instructor will notify students if there are any patient exposure deficiencies.

At the **end of each rotation**, the "case log totals (graphical)" in the Exxat system must be printed, signed off on by preceptors and uploaded to Exxat by 9:00 am on Call Back Day.

### **Clerkship Patient Exposures Required at Completion of Course**

Students are required to log the below **minimum** patient encounters by the completion of this course. The below table defines the requirements to be completed by end of clinical year, not at the completion of the course. Please make sure to perform, rather than observe or assist, as many procedures as possible, as credit is given only for those logged as "done". Completion of all required clinical procedures is necessary to graduate. It is the student's responsibility to log in Exxat, the number of procedures completed. Difficulty in meeting these requirements should be brought to the attention of the course instructor.

### **Minimum Patient Exposures**

<i><b>Patient Exposure Category</b></i>	<i><b><u>Minimum</u> # of encounters</b></i>
Encounter Type (B3.03a)	
Preventive <sup>1</sup>	5
Emergent <sup>2</sup>	-

Acute <sup>3</sup>	15
Chronic <sup>4</sup>	10
Lifespan Care (B3.03b)	
Infants (<2y)	10
Children (2-10y)	40
Adolescents (11-17y)	20
Adults	-
Elderly (>65y)	-
Women's Health (B3.03c)	
Prenatal	-
Gynecologic Care	-
Surgical Management (B3.03d)	
Pre-operative Care	-
Intra-operative Care	-
Post-operative Care	-
Psychiatry (B3.03e)	
Behavioral and Mental Health Conditions	3
Setting (B3.04)	
Emergency Department	-
Inpatient	-
Outpatient	-
Operating Room	-

**Note: Please instructor if you difficulty meeting encounters and**  
Multiple categories a single visit if

**contact the course are having required patient exposures.** may be chosen for applicable. For

example, many chronic disease visits are also preventative.

1. **Preventative:** Protect, promote, and maintain health and well-being and to prevent disease, disability, and death (ex: immunizations, colonoscopy, screenings, well-baby visits, height/weight, pre-natal monitoring, contraceptive counseling, all annual exams – pediatric, women's health, family medicine.)
2. **Emergent:** Needing *immediate* action or treatment of possible life-threatening conditions (ex: any unstable patient, ACS, DKA, CVA, PE, sepsis, respiratory distress, fractures requiring neurovascular intervention, anaphylactic reactions, acute abdomens like appendicitis etc.)
3. **Acute:** Having rapid onset, severe symptoms, and a short course (ex: many medical visits are acute ranging from viral syndrome, respiratory infections, pharyngitis, ear infections, ingrown toenails, to laceration repair, stable fractures, STI, UTI, gastritis/gastroenteritis etc.)
4. **Chronic:** Of long duration; long-lasting. Referring to a disease or condition lasting longer than 3 months (Visits for evaluation of HTN, hyperlipidemia, diabetes, AFIB, mental health conditions, psoriasis, rheumatologic condition etc.)

### **Pharmacology: Drug Cards**

Students are required to research 3 pharmaceutical drugs for each clerkship and make flash cards indicating the class of drug, mechanism of action, indications, contraindications, side effects, dosing



and cost of medication. Additionally, critically evaluate the cost effectiveness of the drug to provide high quality, evidence-based care for patients in a fiscally responsible manner. It is up to the student whether they would like to hand write these cards or create an electronic version (i.e. word document, etc.) with the information. The researched information on three pharmaceutical drugs must be uploaded to Exxat by the 3<sup>rd</sup> week of each rotation (please see Exxat for specific date/time). The student is required to have all of these “cards” on the day of their virtual rounds in PAS 701, 705 and 706 and they will be quizzed on their research as part of the virtual rounds grade. If drug cards are not present at the time of the virtual rounds, students will not receive credit for that portion of the virtual rounds grade.

## **University Policies and Resources**

**COVID-19 VACCINE BOOSTER:** Anyone coming to a Pace campus will be required to be both vaccinated and boosted once they are eligible (subject to approved medical and religious exemptions). You must upload your booster record to the [Confidential Patient Portal](#). To continue to access campus, you must upload a record of your booster within 30 days of when you become eligible.

**MASKING:** Omicron is especially transmissible. While it seems to cause less severe illness than previous variants in those who are vaccinated and boosted, you can still be a vector of spread even if asymptomatic or with mild symptoms. The best way to protect yourself and your community is to continue wearing high-quality, well-fitting masks, such as a KN95 mask or a double mask, when you are in a public place. **Masks will remain a requirement on Pace campuses.**

More information is available on the [Return to Campus website](#).

### **Academic Integrity:**

Students in this course are required to adhere to Pace University’s Academic Integrity Code. The Academic Integrity Code supports honesty and ethical conduct in the educational process. It educates students about what constitutes academic misconduct, helps to deter cheating and plagiarism, and provides a procedure for handling cases of academic misconduct. Students are expected to be familiar with the Code, which can be found under “University Policies” in the [Student Handbook](#). Individual schools and programs may have additional standards of academic integrity. Students are responsible for familiarizing themselves with the policies of the schools, programs, and courses in which they are enrolled.

Instructions for faculty, a paper about best practices, and the form for reporting integrity policy violations are posted on the [Provost’s webpage under policies and forms](#). Reporting forms should be sent to the Chairs of the Academic Conduct Committee on each campus.

### **Learning Centers:**

[The Learning Commons](#) uses an array of programs and a holistic approach to assist students with academic skills and content knowledge. We are dedicated to developing independent learners through purposeful interactions with trained, well-qualified peer and professional staff. Services offered:

- Content Support Services including, content tutoring, exam review sessions, & content preparation/support workshops
- Academic Skills Services including small group peer mentoring, academic skills workshops, and individual academic development
- Writing Support Services including, writing tutoring & writing preparation/support workshops

**Procedure for Students Who Wish to Obtain Reasonable Accommodations for a Course:**

The same rigorous admission and academic standards apply to students with and without a disability. In order to support the continued success of students with disabilities, the University prohibits discrimination on the basis of disability and is committed to providing equal access for students with disabilities to its facilities, programs, and activities. The University’s commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities.

To request an accommodation for a qualifying disability, a student must self-identify and register with the [Student Accessibility Services Office \(SAS\)](#) for their campus. Student Accessibility Services is housed in the Counseling Center on both the New York City and Pleasantville campuses. Student Accessibility Services for the New York City campus may be contacted at (212) 346-1526 or 156 William Street, 8<sup>th</sup> Floor. Student Accessibility Services for the Westchester campuses may be contacted at (914) 773-3710 or the Administration Center, 861 Bedford Road, Pleasantville. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Student Accessibility Services staff. Moreover, no one, including faculty, is authorized to contact Student Accessibility Services on behalf of a student.

**Technological Resources:**

- List of all [Pace Information Technology Services](#).
- For assistance with a technological concern (Blackboard, Internet, Computer, etc.), contact the Pace Helpdesk at 914-773-3648 or create a [help desk ticket](#).
- Visit the [Learning Remotely website](#)

**Appropriate Use Policy for Information Technology:**

Pace endorses the following statement on software and intellectual rights distributed by EDUCAUSE, the non-profit consortium of colleges and universities, committed to the use and management of information technology in higher education. The statement reads:

*Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy and right to determine the form, manner and terms of publication and distribution.*

*Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.*

[Pace’s appropriate use policy](#) applies to recordings of classroom instruction and digital artifacts created by faculty and students.

**Sex-Based Misconduct Policy and Procedure:**

Pace University is committed to providing a safe environment for every member of its community and to ensuring that no student, faculty or staff member is excluded from participation in or denied the benefits of any University program or activity on the basis of sex. Accordingly, the University prohibits the following forms of Sex-Based Misconduct: sexual assault, sexual harassment, gender-based harassment, dating violence, domestic violence, sexual exploitation and stalking.

Instructors are a non-confidential resource and have an obligation to report any information about sexual assault with the Executive Director of Institutional Equity and Title IX Coordinator (Bernard Dufresne, [bdufresne@pace.edu](mailto:bdufresne@pace.edu), 163 Williams Street, Room 1017, 212-346-1310). The Title IX/Affirmative Action Office is responsible for investigating violations of the sexual misconduct policy. For more information about the Pace University sexual misconduct policy, see the [Sex-Based Misconduct Policy and Procedure \(PDF\)](#).

Members of the University community who believe that they have been subjected to Sex-Based Misconduct are encouraged to report such incidents to the University and, where applicable, to local law enforcement. Confidential resources include the University Counseling Centers, Offices of Sexual and Interpersonal Wellness and University Healthcare. Contact information for those offices may be found in the self-care section below.

**Self-Care:**

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. The Pace Community strongly encourages you to take care of yourself throughout the term before the demands of midterms and finals reach their peak.

The [Counseling Center Just In Case](#) information supplies potentially life-saving mental health information to Pace University students, staff, and faculty, putting vital information and support options at your fingertips, just in case you or a friend needs help... You can also find this information in the MyPace and PaceSafe apps.

During this academic year, the following information on [Coping Emotionally with COVID-19](#) may also be useful for you.

Department	Pleasantville	New York City
Counseling Center	914-773-3710	212-346-1526
Dean for Students Office	914-773-3351	212-346-1306
Health Care Unit	914-773-3760	212-346-1600
Residential Life	914-923-2791	212-346-1295
Student Development and Campus Activities	914-773-3861	212-346-1590

Office of Multicultural Affairs & Diversity Programs	914-773-3775	212-346-1563
Sexual Assault Prevention & Education	914-597-8783	212-346-1931
<b>Academic Advisement</b>		
Advising Center for Exploring Majors	914-773-3847	212-346-1798
College of Health Professions	914-773-3961	914-773-3552
Dyson College	914-773-3781	212-346-1518
International Student / Scholars	914-773-3425	212-346-1368
Lubin School of Business	914-773-3531	212-618-6550
Pforzheimer Honors College	914-773-3941	212-346-1697
Seidenberg School	914-773-3254	212-346-1864
Study Abroad	914-773-3447	212-346-1368



PACE UNIVERSITY-LENOX HILL HOSPITAL  
PHYSICIAN ASSISTANT PROGRAM

## **Course Syllabus: Women's Health**

**Course Name:** Clerkship in Women's Health

**Course Number:** PAS 703

**Course Discipline:** Physician Assistant Studies (PAS)

### **Instructional Goals:**

This supervised clinical course in Women's Health provides the student with an opportunity to participate in the care of a variety of patients seeking gynecologic care for both acute and chronic complaints. The student will be exposed to the assessment of the obstetric patient including prenatal and postpartum care. The student will also be exposed to the practice of preventive obstetrics and gynecology as well as common gynecologic disorders. The rotation is designed to provide students with supervised medical and clinical practice experiences enabling them to meet program expectations (outcomes) and acquire the competencies needed for entry-level clinical PA practice.

**Course Date:** 2022 – 2023 Clinical Year

**Credits:** Three (3)

### **Course Goals:**

Upon completion of this course, the student will be able to:

- Utilize, refine, and build on the goals and objectives achieved in the didactic and clinical training.
- Expose the student to a representative sampling of patient exposures and encounters typical of **women's health including prenatal and gynecologic care** (B3.07).
- Develop basic diagnostic and therapeutic skills related to preventive, chronic, acute, and emergent, and chronic problems utilized by women's health providers.

**Course Instructor(s):**

Office Hours 5 hours weekly by appointment

Kindred Shulgin, MS, PA-C

Clinical Assistant Professor

Pace University – Lenox Hill Hospital

Physician Assistant Program NYC

163 William Street, 5<sup>th</sup> floor

New York, NY 10038

[kshulgin@pace.edu](mailto:kshulgin@pace.edu)

**Learning Outcomes:**

Upon completion of the Women’s Health Clinical Course, the PA student will be able to:

- A. Gynecological care
  - 1. Perform a thorough yet focused patient-centered gynecologic history, communicating with the patient both professionally and empathetically.
  - 2. Correctly perform a physical examination and assess indication for screening studies based on patient’s age, risk factors, and current guidelines.
  - 3. Order and interpret appropriate preventive screening tests for a gynecological patient if indicated by current guidelines or clinical presentation.
  - 4. Evaluate a patient presenting with acute vaginal discharge, order appropriate diagnostic studies, form a differential diagnosis, and develop a treatment plan.
  - 5. Counsel a gynecologic patient on available pregnancy and/or STI prevention methods
- B. Prenatal
  - 1. Obtain a thorough patient-centered prenatal history and correctly screen for factors that indicate a high-risk pregnancy.
  - 2. Perform a prenatal physical exam including accurately measuring fundal height and assessing fetal heart rate.
  - 3. Order and interpret appropriate screening tests for a prenatal patient based on gestational age and maternal risk factors.
  - 4. Conduct appropriate patient education regarding pre-natal care based on current ACOG guidelines including recommended immunizations
  - 5. Screen a prenatal patient for mental health changes and intimate partner violence as indicated by current guidelines.
- C. Professional Practice
  - 1. Exhibit ethical behavior and demonstrates sensitivity and responsiveness to patients’ culture, age, gender and abilities.
  - 2. Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognizing and correct systems-based factors that negatively impact patient care.

3. Demonstrate appropriate response to supervision and constructive criticism; recognize & appropriately address personal biases, gaps in medical knowledge & physical limitations in themselves & others.
4. Demonstrate competency in managing a patient relevant to student level of training.
5. Consistently dress in a professional manner and properly identify self as a Physician Assistant student.

### **Instructional Objectives:**

Student competencies for the following objectives will be evidenced by demonstration of skills to site preceptor, a passing grade on the end of rotation exam, site visit, simulation and clinical documentation.

Upon completion of this rotation, the student will be able to:

- A) Medical Knowledge:
  - a. Analyze the pathophysiology, etiology, epidemiology, physical symptoms and signs, differential diagnosis, appropriate diagnostic test work-up, management plan, prognosis and potential complications for patients for each problem/condition listed in the topic list for the PAEA EOR Exam™ in Women's Health: <https://paeaonline.org/wp-content/uploads/imported-files/eor-womenshealth-topiclist-20200309.pdf>
- B) History & Physical:
  - a. Defend their ability to elicit an accurate, detailed medical history relevant to the diagnosis of the presenting problem or to the comprehensive evaluation of the patient, using appropriate interview skills.
  - b. Perform a thorough and logical physical examination directed at evaluating the patient's complaint.
- C) Medical Decision Making:
  - a. Develop an appropriate differential diagnosis.
  - b. Develop a plan of investigation by ordering appropriate diagnostic studies, initiating pharmacological therapy, providing patient education, referring/consulting when needed and related medical care.
  - c. Compare and discriminate between common diagnostic studies.
- D) Written and Oral Presentation Skills
  - a. Develop an oral presentation focusing on relevant positive and negative findings elicited in the history, physical and laboratory/diagnostic studies.
  - b. Appropriately document clinical encounters.
- E) Communication and Professional Practice
  - a. Effectively educate the patient and family regarding the proposed treatment plan including discussion of the risks and benefits, cultural awareness, cost considerations, limitations, potential side effects and complications versus alternative approaches.

- b. Appropriately communicate with the patient, patient's health care team and patient's family to ensure quality patient-centered care.
- F) Clinical Skills
- a. Seek opportunities to perform and develop proficiency in the following core technical procedures.
    - i. Electrocardiogram
    - ii. Foley catheter placement
    - iii. Intradermal injections
    - iv. Intramuscular injections
    - v. Intravenous insertions
    - vi. Venipuncture
    - vii. Arterial blood gases
    - viii. Nasogastric tube placement
    - ix. Pelvic examinations
    - x. Splinting
    - xi. Suturing
    - xii. Stapling
    - xiii. Surgical dressing changes
    - xiv. Surgical scrubbing
    - xv. Rectal examinations
  - b. Develop the knowledge and skills necessary to perform the following non-core technical procedures related to the care of the infant, child, adolescent, adult or elderly patient, under the instruction and supervision of a preceptor.
  - c. For each of the following procedures, evaluate the indications, contraindications and complications, select the appropriate equipment necessary for their performance, employ the correct technique used in the performance of each procedure and develop skills to demonstrate them under physician supervision or assist the physician in their performance.
    - i. Pelvic examination
    - ii. Papanicolaou smear
    - iii. Urinalysis, including microscopic examination
    - iv. Amniocentesis
    - v. Ultrasound (vaginal probe and transabdominal)
    - vi. Fetal monitoring
    - vii. Caesarean section
    - viii. Hysterectomy (vaginal, laparoscopically assisted vaginal, total laparoscopic, supracervical, and abdominal)
    - ix. Dilation and curettage
    - x. Hysteroscopy
    - xi. Dilation and suction curettage
    - xii. Dilation and evacuation
    - xiii. Episiotomy and repair of obstetrical lacerations
    - xiv. Bilateral salpingo-oophorectomy
    - xv. Cervical conization



- xvi. Cervical biopsy
- xvii. Colposcopy
- d. Develop the skills to identify and describe routine prenatal care/pregnancy concerns:
  - i. Perform fundal height
  - ii. Perform Leopold's maneuvers
  - iii. Perform cervical examinations in labor
  - iv. Perform microscopy for ferning to assess for spontaneous rupture of membranes (SROM)
  - v. Perform nitrazine test to assess for spontaneous rupture of membranes (SROM)
  - vi. Auscultate fetal heart sounds
  - vii. Counsel regarding exercise, teratogens, diet, weight gain, sexual relations, breastfeeding
  - viii. Interpret results of intrapartum fetal monitoring studies
- e. For the following types of medications commonly used in pregnancy, labor and delivery, list the indications, contraindications and the effects on both the patient and fetus:
  - i. Antihypertensive medications
    - 1. Labetalol
    - 2. Hydralazine
    - 3. Nifedipine
  - ii. Tocolytic medications
    - 1. Terbutaline
    - 2. Nifedipine
    - 3. Magnesium sulfate
  - iii. Seizure prophylaxis (with pre-eclampsia)
    - 1. Magnesium sulfate
  - iv. Uterotonic medications
    - 1. Oxytocin
    - 2. Prostaglandin E<sub>1</sub>
    - 3. Prostaglandin E<sub>2</sub>
    - 4. Prostaglandin F<sub>2α</sub>
  - v. Analgesia/anesthesia
    - 1. Regional blocks (epidural, spinal, pudendal, local)
    - 2. Analgesics (morphine)

\* Please note that these instructional objectives are provided to the student as guidelines and it must be appreciated that on any given Women's Health rotation, some objectives may not be met. However, during the rotation, the student will encounter many other medical problems which are not included and which will broaden the experience immensely.

**Recommended References:**

Cunningham F, Leveno KJ, Bloom SL, Dashe JS, Hoffman BL, Casey BM, Spong CY. eds. *Williams Obstetrics, 25e*. McGraw-Hill, 2018.

ISBN: 978-1259644320

Hoffman BL, Schorge JO, Halvorson LM, Hamid CA, Corton MM, Schaffer JI. eds. *Williams Gynecology, 4e*. McGraw-Hill, 2020.

ISBN: 978-1260456868

Toy EC, Baker B, Ross PJ, Jennings JC. *Case Files: Ob/Gyn 5<sup>th</sup> ed*. McGraw-Hill, 2016.

ISBN: 978-0-07-184872-5

Katzung, BG, eds. *Basic & Clinical Pharmacology, 14e*. McGraw-Hill, 2018.

ISBN: 978-1259641152

Nicoll D, Mark Lu C, McPhee SJ. eds. *Guide to Diagnostic Tests, 7e*. McGraw-Hill, 2017.

ISBN: 978-1259640896

*\*Students have free access to textbooks provided by Pace University via Access Medicine*

**Optional Review Questions:**

Online exam review question banks (Rosh Review & Exam Master) will be available as an optional learning tool in this course. It is strongly recommended to complete exam review questions to augment your studying.

**Method of Student Evaluation/Assessment:**

<b>Course components:</b>		
Preceptor Evaluation		25%
PAEA Women's Health EOR Exam		25%
Clinical Documentation		25%
Aquifer Cases		20%
Professionalism		5%
<b>Pass/Fail components:</b>		P/F
Mid Clerkship Evaluation		
Simulation Experience		
Patient Exposure Logging		
Drug Cards		
<b>Total</b>		<b>100%</b>

***Passage of the course requires a final average grade of 80% or greater.***

***Passage of the course requires a passing grade and if applicable, successful remediation of all course components.***

***Method of Student Evaluation/Assessment subject to change.***

## **Mid Clerkship Evaluation**

Mid clerkship evaluations are designed to give the preceptor an opportunity to provide feedback to students on their performance during the mid-point of each clinical rotation. Students should use this information as an opportunity to strengthen their skills. A portion of the mid clerkship evaluation is designed for the student to self-reflect on their clinical experience and to identify areas of improvement as well as strengths. Students must complete this portion of the evaluation before submission.

One Mid Clerkship Evaluation must be uploaded to your Exxat portfolio for each rotation. This evaluation must be submitted to the Program by the 3<sup>rd</sup> week of the clerkship (please see Exxat for specific date/time).

If any academic or clinically related problems arise from this interaction that is of concern, it is in the student's best interest to discuss this with the course instructor. Do not sign the mid-clerkship evaluation and then hand it to your preceptor to be filled out. Your signature indicates your review of the evaluation. Only the assigned preceptor should fill out the evaluation. If your preceptor is unable to complete the mid clerkship evaluation by the due date, it is the student's responsibility to contact the course instructor and the clinical administrative assistant by email prior to the late submission.

The Mid Clerkship Evaluation will be given a Pass/Fail grade. Submission of the Mid Clerkship Evaluation will result in a passing grade. If a Mid Clerkship Evaluation is not submitted, the student will not pass this component of the course.

## **Preceptor Evaluation**

The program has adopted a standard evaluation form, which each preceptor completes online through the Exxat system. The preceptor is responsible for assessing student performance. Students will be evaluated on the basis of their general medical knowledge and their ability to obtain a medical history and perform an appropriate physical exam. Included in the evaluation will be your ability to organize a database, propose a management plan, present cases, and demonstrate rapport with patients and co-workers. Dependability, attitude toward learning, and work habits are also part of the evaluation. The preceptor evaluation is a weighted grading process that assesses student professionalism and clinical performance. Please see the section above titled "Method of Student Evaluation/Assessment" for further information.

Please keep in mind that preceptors may request information from multiple other clinicians with whom you have interacted, in order to complete a composite evaluation.

The student evaluation should be completed by the designated preceptor online through the Exxat system. All evaluations must be completed by the end of the clerkship. It is the student's

responsibility to ensure the preceptor evaluation is completed by Call Back Day. If there are extenuating circumstances that cause a delay, the clinical administrative assistant must be notified prior to Call Back Day.

A student must achieve an 80% or higher on the overall Preceptor Evaluation and each individual component. If a student receives a failing grade (score below 80% on overall evaluation or less than a three on the 1-5 Likert scale for each individual component), they will meet with their advisor to review the components of the evaluation they failed. Each failed component will be remediated as required by the course instructor. It is the student's responsibility to contact their course instructor within 1 week of receiving their grade to schedule the review if they do not successfully pass. Once competency is demonstrated, the initial preceptor grade will be entered for tabulation of final course grade.

### **End of Clerkship Examination**

The End of Clerkship Examination for PAS 703 will be the PAEA Women's Health End of Rotation Exam. Please visit the following website for further information about the exam including an exam blueprint and topic list.

<http://www.endofrotation.org>

The End of Clerkship Exam is administered on Call Back Day. Questions on these exams are based on the learning objectives listed below, the PAEA exam blueprint and topic list. Students must receive a grade of 80% or higher to pass clinical year exams (see chart below to convert PAEA scaled score to percentage score). Students who do not receive a passing grade will be required to complete a remediation assignment and retake the exam. Once competency is demonstrated as determined by the course instructor(s), the initial exam grade will be entered for tabulation of final course grade.

If a student receives a failing grade (z-score of less than -1.0% = score below 80%) on their End of Clerkship Exam, they should meet with their advisor to review areas for improvement identified by the score report provided by PAEA. Test questions are not provided by PAEA for the End of Rotation Exams. It is the student's responsibility to contact their academic advisor within 2 business days of receiving their grade to schedule an exam review if they do not successfully pass the examination.

The student will be assigned the following as a remediation assignment, which will be due on Exxat 1 week following the initial EOR exam at 9:00am. Successful completion of the remediation assignment is required to pass the course.

Please refer to your individual PAEA EOR Performance report found on Examdriver.com. Go to the second section titled "Feedback by Keyword" to review the questions you answered incorrectly on the exam.

For your remediation assignment, you will use the Task Areas and Diagnoses in this section to create an original study guide. Your study guide will be a word document with a short explanation about each Task Area and Diagnosis, written in your own words.

Please include all relevant information related to the Task Area and Diagnosis (see the below example). Feel free to use the Recommended Texts on the syllabus as references, but you do not need to create citations for your study guide. For example:

- **Cardiovascular: History and Physical, Peripheral artery disease:** Patient may complain of pain in affected limb on exertion that is relieved by rest (intermittent claudication) or pain in affected limb at rest (critical limb ischemia). Can also be asymptomatic. Physical exam reveals weak or decreased peripheral pulses in affected limb. More severe signs and symptoms include paresthesia/anesthesia, atrophy, shiny skin, hair loss, non-healing ulcers, gangrene.

\*Additionally, it is helpful in general when studying to compare/contrast similar conditions. So, for this example providing information as to how this is different from the general umbrella of peripheral vascular disease would be helpful.

The student will then be required to retest with another exam. If the student does not successfully pass the retest exam, they fail the PAEA EOR exam component and therefore fail the course.

Students who miss exams due to illness or other unexpected circumstances must comply with the policy regarding absenteeism in the Clinical Handbook and contact the course instructor immediately to arrange for an alternate examination. Alternative administration and format of the examination is at the discretion of the course instructor.

**To calculate your PAEA EOR Exam grade please utilize the below process:**

A Z-score less than -1.00 (80%) is failing:

Z-score = (Student Scale Score - National Mean) / National SD

100% = +2.01 to +3.0 SD+ above the PAEA national average

95% = +1.51 to +2.0 SD above the PAEA national average

90% = +1.01 to +1.5 SD above the PAEA national average

85% = +0.01 to +1.00 SD above the PAEA national average

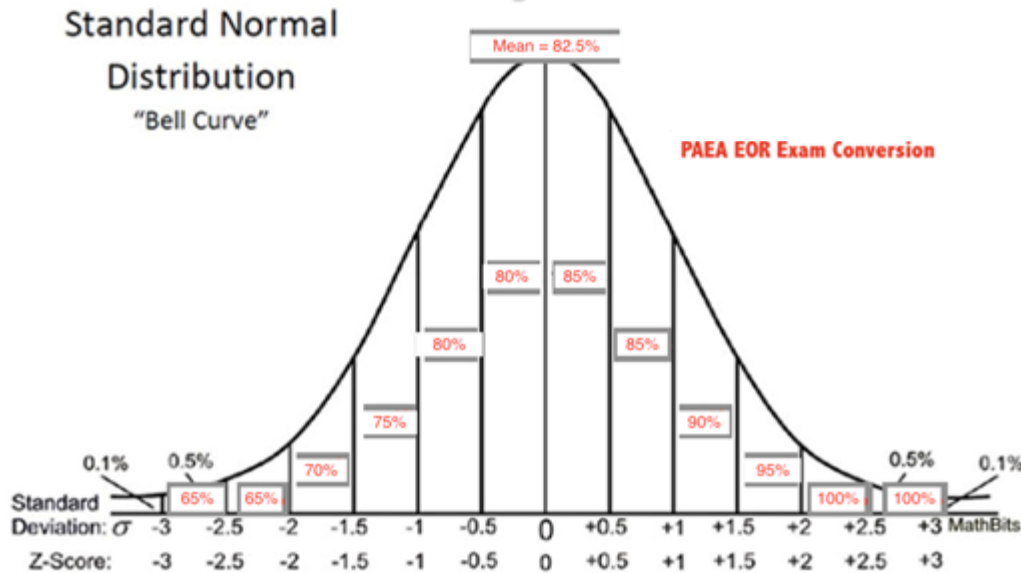
82.5% = PAEA national average

80% = -0.01 to -1.00 SD below the PAEA national average

75% = -1.01 to -1.50 SD below the PAEA national average (fail)

70% = -1.51 to -2.0 SD below the PAEA national average (fail)

65% = -2.01 SD or -3.0, below the PAEA national average (fail)



### Clinical Documentation: SOAP note

- Each student is to hand in one complete SOAP note during their clerkship that will be graded.
- Do not submit a progress note or a full H&P note as a SOAP note.
- Notes should NOT have ANY identifying information on them. In place of the patient's name and DOB, please write "Name: XX, DOB: XX/XX/XX" at the beginning of the note. If a note is submitted with any identifying information (name, medical record number, DOB, address) on it, you will receive minus 20 for that particular note. (Violation of HIPAA regulations, see Policy and Procedure Handbook for further information).
- All notes must be uploaded to your Exxat portfolio by the 3<sup>rd</sup> week of your rotation (please see Exxat for specific date/time).
- Please refer to the H&P handbook for examples of proper note writing for specific rotations.

The student must receive a grade of 80% or higher to pass the assignment. If a passing grade is not achieved, the student must remediate by writing another note at the course instructor's discretion, until passing grade of 80% or higher is achieved. Once competency is demonstrated, the initial grade will be entered for tabulation of final course grade.

### Aquifer Cases:

Aquifer cases, as stated on the website, are interactive virtual patient cases to help the student's ability to:

- Demonstrate the knowledge and clinical reasoning skills needed for:
  - Diagnosing and managing patient problems and
  - Providing effective health maintenance and anticipatory guidance outlined in the respective national core curricula.

- Identify important elements of the history, physical examination and tests, and use these to create focused differential diagnoses for patient problems.

Completion of six (6) designated cases is required to pass this clerkship. The assigned cases have been selected to cover preventive, acute, and chronic patient encounters commonly seen in Women's Health, including prenatal and gynecologic care (*ARC-PA standards, 5<sup>th</sup> ed: B3.07*). These must be completed by Friday at 9:00am of the designated week. The student is encouraged to complete more than the assigned eight cases if they so choose. All fields must be completed, including short answer documentation as prompted by the case. All students must achieve a 100% completion (blue bar on case list) for each Aquifer case in this course to receive a passing score for this component. Anything less than 100% completion for this component will result in a failing score for this component in the course. If a student receives a failing score, they must remediate the assignment at the discretion of the course instructor.

Please log the case(s) you complete in Aquifer as a virtual patient in Exxat's patient logging component.

The following must be completed by **9:00am on Friday** of the designated weeks:

Week 1:

- 1) Family Medicine 30: 27-year-old female labor and delivery
- 2) Family Medicine 12: 16-year-old female with vaginal bleeding and UCG

Week 2:

- 1) Family Medicine 32: 33-year-old female with painful periods
- 2) Diagnostic Excellence 03: 16-year-old female with pelvic pain

Week 3:

- 1) Family Medicine 14: 35-year-old female with missed period

Week 4:

- 1) Family Medicine 17: 55-year-old postmenopausal female with vaginal bleeding

Aquifer cases are found at [www.aquifer.org](http://www.aquifer.org).

### **Simulation Experience:**

Each student will participate in a Simulation Experience in the Center for Excellence in Healthcare Simulation at 163 William Street, 6<sup>th</sup> floor. You will be excused from your clinical rotation on the day of the SPE. Students are required to read the two articles below prior to the experience, which are posted on Exxat:

- Arnold MJ, Beer J. Preoperative evaluation: A time-saving algorithm. *Journal of Family Practice*. 2016 Oct; 65(10): 702-710.
- Rabin RC. Huge Racial Disparities Found in Deaths Linked to Pregnancy. *The New York Times*. May 7, 2019. Accessed July 27, 2020. [www.thenewyorktimes.com](http://www.thenewyorktimes.com)

The following resource on prenatal care is available and should be reviewed prior to the session as well:

- Chames MC, et al. University of Michigan Medicine Quality Department Guidelines for Clinical Care Ambulatory: Prenatal Care.
- Published "January, 2019. Accessed July 27, 2020."

Each student will have two (2) encounters with standardized patients (SPs). One encounter is with a patient seeking prenatal care and one is with a patient seeking pre-operative care. The student will work on skills in these specific settings including demonstrating empathy, performing a focused history and physical exam, anticipating potential problems, developing an appropriate management plan, and delivering effective patient education. Students will answer questions throughout the experience and analyze laboratory and testing results. Following the simulation experience, the students will meet with a faculty member to debrief both cases and discuss problem-solving and clinical reasoning. The student will also have access to a video of their simulation experience for self-reflection regarding interpersonal skills and professional behavior.

Upon reading these articles and completing the simulation experience, the student will be able to distinguish and apply appropriate prenatal and pre-operative management guidelines, and to discuss how women's health in particular is impacted by issues of gender identity, ethnicity/race, and social determinants of health care (*ARC-PA standards, 5<sup>th</sup> ed: B2.06, B3.03*).

The grade for the simulation experience is based on participation and will be Pass/Fail. Attendance is mandatory for both SP encounters as well as the debrief meeting with faculty. Students who attend and actively participate in their assigned cases, including completing the assigned reading, questions, and group activities, will receive a passing grade. Students who do not receive a passing grade will be required to remediate until they receive a passing grade. Remediation assignments will be determined by the course instructor.

### **Professionalism**

The professionalism course component is worth 5% of the final course grade. Students who incur any of the following infractions will receive 0% for this course component. Students who do not have any such infractions will receive the full 5%. Ongoing professionalism issues will be addressed at the discretion of the course coordinator, program director and/or your faculty advisor.

Any of the following:

- Late submission of an assignment
- Unexcused absences (*please refer to the Clinical Handbook*)
- PSC forms during rotation/corresponding CBD (*please refer to Student Policy and Procedure Handbook*)
- Reports of unprofessional behavior



### Patient Exposure

Exxat's online patient tracking system will be used to log patient encounters and procedures. Students are required to log information regarding **every** patient seen daily. Weekly patient logs are due in Exxat **every Friday at 9 am** and will be reviewed by faculty course instructors. Patient logging will be given a Pass/Fail grade. Submission of patient logging will result in passing grade. If a patient log is not submitted, the student will not pass this component of the course. Logs will be reviewed based on # of encounters, types of encounters, types of experiences (based on ICD-10 codes), and amount of participation. The course instructor will notify students if there are any patient exposure deficiencies.

At the **end of each rotation**, the "case log totals (graphical)" in the Exxat system must be printed, signed off on by preceptors and uploaded to Exxat by 9:00 am on Call Back Day.

### Clerkship Patient Exposures Required at Completion of Course

Students are required to log the below **minimum** patient encounters by the completion of this course. The below table defines the requirements to be completed by end of clinical year, not at the completion of the course. Please make sure to perform, rather than observe or assist, as many procedures as possible, as credit is given only for those logged as "done". Completion of all required clinical procedures is necessary to graduate. It is the student's responsibility to log in Exxat, the number of procedures completed. Difficulty in meeting these requirements should be brought to the attention of the course instructor.

### Minimum Patient Exposures

<i><b>Patient Exposure Category</b></i>	<i><b>Minimum # of encounters</b></i>
Encounter Type (B3.03a)	
Preventive <sup>1</sup>	10
Emergent <sup>2</sup>	-
Acute <sup>3</sup>	40
Chronic <sup>4</sup>	-
Lifespan Care (B3.03b)	
Infants (<2y)	-
Children (2-10y)	-
Adolescents (11-17y)	-
Adults	50
Elderly (>65y)	-
Women's Health (B3.03c)	
Prenatal	15
Gynecologic Care	30

Surgical Management (B3.03d)	
Pre-operative Care	-
Intra-operative Care	-
Post-operative Care	-
Psychiatry (B3.03e)	
Behavioral and Mental Health Conditions	-
Setting (B3.04)	
Emergency Department	-
Inpatient	-
Outpatient	-
Operating Room	-

**Note: Please contact the course instructor if you are having difficulty meeting required patient encounters and exposures.**

Multiple categories may be chosen for a single visit if applicable. For example, many chronic disease visits are also preventative.

1. **Preventative:** Protect, promote, and maintain health and well-being and to prevent disease, disability, and death (ex: immunizations, colonoscopy, screenings, well-baby visits, height/weight, pre-natal monitoring, contraceptive counseling, all annual exams – pediatric, women’s health, family medicine.)
2. **Emergent:** Needing *immediate* action or treatment of possible life-threatening conditions (ex: any unstable patient, ACS, DKA, CVA, PE, sepsis, respiratory distress, fractures requiring neurovascular intervention, anaphylactic reactions, acute abdomens like appendicitis etc.)
3. **Acute:** Having rapid onset, severe symptoms, and a short course (ex: many medical visits are acute ranging from viral syndrome, respiratory infections, pharyngitis, ear infections, ingrown toenails, to laceration repair, stable fractures, STI, UTI, gastritis/gastroenteritis etc.)
4. **Chronic:** Of long duration; long-lasting. Referring to a disease or condition lasting longer than 3 months (Visits for evaluation of HTN, hyperlipidemia, diabetes, AFIB, mental health conditions, psoriasis, rheumatologic condition etc.)

**Pharmacology: Drug Cards**

Students are required to research 3 pharmaceutical drugs for each clerkship and make flash cards indicating the class of drug, mechanism of action, indications, contraindications, side effects, dosing and cost of medication. Additionally, critically evaluate the cost effectiveness of the drug to provide high quality, evidence-based care for patients in a fiscally responsible manner. It is up to the student whether they would like to hand write these cards or create an electronic version (i.e. word document, etc.) with the information. The researched information

on three pharmaceutical drugs must be uploaded to Exxat by the 3<sup>rd</sup> week of each rotation (please see Exxat for specific date/time). The student is required to have all of these “cards” on the day of site visit in PAS 706 and they will be asked to discuss their research as part of the site visit grade.

### **University Policies and Resources:**

#### Pace University COVID-19 Safety

CDC guidelines and University policy require proper face covering use in all classrooms, conference rooms, hallways, elevators, and other common areas. Face coverings are required even if you are more than 6 feet from another individual in a common indoor area. We must work together to protect others and ourselves from the transmission of COVID-19. Any student entering class without a face covering will be asked to: a) don a face covering or b) go to Security to obtain a face covering if the student does not have one. Students who do neither of these things will be asked to leave class and they will be marked absent for the session. Students are expected to be familiar with the current COVID-19 regulations, which are posted on the [Return to Campus website](#). See also [up-to-date policies and announcements](#) and more information about [Pace University's response to COVID-19](#).

#### Academic Integrity

Students in this course are required to adhere to Pace University's [Academic Integrity Code \(PDF\)](#), which supports honesty and ethical conduct in the educational process. It educates students about what constitutes academic misconduct, helps to deter cheating and plagiarism, and provides a procedure for handling cases of academic misconduct. Students are expected to be familiar with the Code, which can be found in [Policies and Procedures](#). Individual schools and programs may have additional standards of academic integrity. Students are responsible for familiarizing themselves with the policies of the schools, programs, and courses in which they are enrolled.

Instructions for faculty, a paper about best practices, and the form for reporting integrity policy violations are posted on the Provost's webpage [under “Academic Policies and Forms.”](#) Reporting forms should be sent to the Chairs of the Academic Conduct Committee on each campus.

#### Learning Commons

[The Learning Commons](#) uses an array of programs and a holistic approach to assist students with academic skills and content knowledge. We are dedicated to developing independent learners through purposeful interactions with trained, well-qualified peer and professional staff. Services offered:

- Content Support Services including, content tutoring, exam review sessions, & content preparation/support workshops
- Academic Skills Services including small group peer mentoring, academic skills workshops, and individual academic development

- Writing Support Services including, writing tutoring & writing preparation/support workshops

#### Procedure for Students Who Wish to Obtain Reasonable Accommodations for a Course:

The same rigorous admission and academic standards apply to students with and without a disability. In order to support the continued success of students with disabilities, the University prohibits discrimination on the basis of disability and is committed to providing equal access for students with disabilities to its facilities, programs, and activities. The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities.

To request an accommodation for a qualifying disability, a student must self-identify and register with the [Student Accessibility Services Office \(SAS\)](#) for their campus. Student Accessibility Services is housed in the Counseling Center on both the New York City and Pleasantville campuses. Student Accessibility Services for the New York City campus may be contacted at (212) 346-1526 or 156 William Street, 8th Floor. Student Accessibility Services for the Westchester campuses may be contacted at (914) 773-3710 or the Administration Center, 861 Bedford Road, Pleasantville. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Student Accessibility Services staff. Moreover, no one, including faculty, is authorized to contact Student Accessibility Services on behalf of a student.

#### Technological Resources:

- List of all [Pace Information Technology Services](#).
- For assistance with a technological concern contact the Pace Helpdesk at (914) 773-3648 or create a [help desk ticket](#).
- Visit the [Learning Remotely website](#)

#### **Appropriate Use Policy for Information Technology:**

Pace endorses the following statement on software and intellectual rights distributed by EDUCAUSE, the non-profit consortium of colleges and universities, committed to the use and management of information technology in higher education. The statement reads:

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy and right to determine the form, manner and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and

trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

[Pace’s appropriate use policy](#) applies to recordings of classroom instruction and digital artifacts created by faculty and students.

**Sex-Based Misconduct Policy and Procedure:**

Pace University is committed to providing a safe environment for every member of its community and to ensuring that no student, faculty or staff member is excluded from participation in or denied the benefits of any University program or activity on the basis of sex. Accordingly, the University prohibits the following forms of Sex-Based Misconduct: sexual assault, sexual harassment, gender-based harassment, dating violence, domestic violence, sexual exploitation and stalking.

Instructors are a **non-confidential** resource and have an obligation to report any information about sexual assault with the Executive Director of Institutional Equity and Title IX Coordinator – Bernard Dufresne, [bdufresne@pace.edu](mailto:bdufresne@pace.edu), 163 Williams Street, Room 1017, (212) 346-1310. The Title IX/Affirmative Action Office is responsible for investigating violations of the sexual misconduct policy. Go here for more information about the [Pace University sexual misconduct policy](#).

Members of the University community who believe that they have been subjected to Sex-Based Misconduct are encouraged to report such incidents to the University and, where applicable, to local law enforcement. **Confidential** resources include the **University Counseling Centers**, **Offices of Sexual and Interpersonal Wellness** and **University Healthcare**. Contact information for those offices may be found in the self-care section below.

**Self-Care:**

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. The Pace Community strongly encourages you to take care of yourself throughout the term, before the demands of midterms and finals reach their peak.

The [Counseling Center Just In Case](#) information supplies potentially life-saving mental health information to Pace University students, staff, and faculty, putting vital information and support options at your fingertips, just in case you or a friend needs help... You can also find this information in the MyPace and PaceSafe apps.

During this academic year, the following information on [Coping Emotionally with COVID-19](#) may also be useful for you.

Department	Pleasantville	New York City
Advising Center for Exploring Majors	First-year: (914) 773-3756   (914) 773-3757	(212) 346-1798

Affirmative Action Office	(914) 923-2610	(212) 346-1310
Center for Spiritual Development	(914) 773-3767	
College of Health Professions Academic Advisement	UG (914) 773-3961 UG (914) 773-3347 Grad (914) 773-3114	UG (212) 618-6027 Grad (914) 773-3114
Counseling Center/Student Accessibility Services	(914) 773-3710	(212) 346-1526
Dean for Students Office	(914) 773-3351	(212) 346-1306
Dyson College Academic Advisement	(914) 773-3781	(212) 346-1518
International Student/Scholars	(212) 346-1368	
Lubin School of Business Academic Advisement	UG (914) 773-3531	UG (212) 618-6550 Grad (212) 618-6440
New Student Experience and Transitions	(914) 773-3756	(212) 346-1219 and (212) 346-1346
Office of Multicultural Affairs	(914) 773-3628	(212) 346-1546
Office of the Registrar	help.pace.edu	
Office of Sexual and Interpersonal Wellness	(212) 346-1931	
Pace Women's Justice Center	(914) 287-0739	
Pforzheimer Honors College Academic Advisement	(212) 346-1697	
Residential Life	(914) 597-8777	(212) 346-1295
Seidenberg School Academic Advisement	(914) 773-3527	(212) 346-1687
Study Abroad	(212) 346-1368	
Student Accessibility Services	(914) 773-3710	(212) 346-1526
Student Accounts	(877) 672-1830	
Student Engagement	(914) 773-3767	(212) 346-1590
University Health Care	(914) 773-3760	(212) 346-1600



**PACE UNIVERSITY-LENOX HILL HOSPITAL  
PHYSICIAN ASSISTANT PROGRAM**

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## **Course Syllabus: Behavioral Medicine**

**Course Name:** Clerkship in Behavioral Medicine

**Course Number:** PAS 704

**Course Discipline:** Physician Assistant Studies (PAS)

**Instructional Goals:** This supervised clinical course provides students an opportunity to participate in the care of a variety of patients with acute and chronic psychological disorders. This clerkship offers exposure to patients with mental health and behavioral medicine conditions and is designed to provide students supervised behavioral medicine clinical practice experiences enabling them to meet program expectations (outcomes) and acquire the competencies needed for entry-level clinical PA practice.

**Course Date:** 2022 – 2023 Clinical Year

**Credits:** Three (3)

**Course Goals:** Upon completion of this course, the student will be able to:

- Utilize, refine, and build on the goals and objectives achieved in the didactic year and clinical training.
- Develop basic diagnostic and therapeutic skills related to acute and chronic problems common to mental health and behavioral medicine.

**Course Instructor(s):**

Office Hours 5 hours weekly by appointment

Hayley Kovner, MS, PA-C

Clinical Assistant Professor

Pace University – Lenox Hill Hospital

Physician Assistant Program NYC

163 William Street, Room 520

New York, NY 10038

[hkovner@pace.edu](mailto:hkovner@pace.edu)

**Learning Outcomes:**

Upon completion of the Behavioral Medicine Clinical Course, PA students will be able to:

1. Elicit a patient-centered problem-oriented history to include pertinent psychiatric history components.



2. Evaluate a patient for depression using the appropriate criteria and recommend a management plan to include pharmacological treatment.
3. Screen a patient for substance abuse, formulate a differential diagnosis, and recommend initial management if warranted.
4. Administer a MMSE to a patient with an alteration in cognition.
5. In a patient presenting with anxiety symptoms, evaluate the patient, develop a differential diagnosis, and create a management plan.
6. Write an accurate SOAP note for a patient with a behavioral medicine complaint.
7. Professionally screen a behavioral health patient for suicidal and homicidal ideation.
8. Appropriately use the DSM V in diagnosis of psychiatric conditions for behavioral health patients.
9. Counsel patients and caregivers regarding the side effects of medications utilized in behavioral medicine.
10. Refer a patient for follow-up care to include referral for counseling psychologist, social work, or other health professionals as needed.

### **Professional Practice**

11. Exhibit ethical behavior and demonstrates sensitivity and responsiveness to patients' culture, age, gender, and abilities.
12. Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognize and correct systems-based factors that negatively impact patient care.
13. Demonstrate appropriate response to supervision and constructive criticism; recognize and appropriately address personal biases, gaps in medical knowledge and physical limitations in themselves and others.
14. Demonstrate competency in managing a patient relevant to student level of training.
15. Consistently dress in a professional manner and properly identify self as a Physician Assistant student.

### **Instructional Objectives:**

Student competencies for the following objectives will be evidenced by demonstration of skills to site preceptor, a passing grade on the end of clerkship exam and clinical documentation submission. Upon completion of this rotation, the student will be able to:

#### **m) Medical Knowledge**

3. For each problem/condition listed in the topic list for the PAEA EOR Exam™ in Psychiatry & Behavioral Health: <https://paeaonline.org/wp-content/uploads/imported-files/psychiatry-blueprint-20180608.pdf> the student will be able to analyze the pathophysiology, etiology, epidemiology, physical symptoms and signs, differential diagnosis, appropriate diagnostic test work-up, management plan, prognosis and potential complications for patients. Student will be able to apply this knowledge in accordance with the general objectives stated above.

#### **n) History & Physical**

5. Defend their ability to elicit an accurate, detailed medical history relevant to the diagnosis of the presenting problem or to the comprehensive evaluation of the patient, using appropriate interview skills.
6. Perform a thorough and logical physical examination directed at evaluating the patient's complaint.

**o) Medical Decision Making**

7. Develop an appropriate differential diagnosis.
8. Develop a plan of investigation by ordering appropriate diagnostic studies, initiating pharmacological therapy, providing patient education, referring/consulting when needed and related medical care
9. Compare and discriminate between common diagnostic studies.

**p) Written and Oral Presentation Skills**

5. Develop an orderly, succinct case presentation focusing on relevant positive and negative findings elicited in the history, physical and laboratory/diagnostic studies.
6. Appropriately document clinical encounters.

**q) Clinical Skills**

5. Seek opportunities to perform and develop proficiency in the following core technical procedures.
  - a. EKG
  - b. Foley catheter placement
  - c. Intradermal injections
  - d. Intramuscular injections
  - e. Intravenous insertions
  - f. Venipuncture
  - g. Arterial blood gases
  - h. Nasogastric tube placement
  - i. Pelvic examinations
  - j. Splinting
  - k. Suturing
  - l. Stapling
  - m. Surgical dressing changes
  - n. Surgical scrubbing
  - o. Rectal examinations
6. Develop the knowledge and skills to properly perform and interpret the results of a complete mental status examination.
7. Analyze indications, contraindications, and side effects of the following treatment modalities.
  - a. Psychotherapy
  - b. Behavioral therapy
  - c. Electro convulsive therapy

**r) Communication and Professional Practice**

7. Effectively educate the patient and family regarding the proposed treatment plan including discussion of the risks and benefits, cultural awareness, cost considerations, limitations, potential side effects and complications versus alternative approaches.
8. Appropriately communicate with the patient, patient's health care team, and family to ensure quality patient-centered care.

**Recommended Texts:**

Feldman MD, Christensen JF, Satterfield JM, Laponis R. eds. *Behavioral Medicine: A Guide for Clinical Practice, 5e.* McGraw-Hill, 2020.

ISBN: 978-1260142686

Smith RC, Osborn GG, Swamena FC, D'Mello D. Freilich L, Laird-Fick HS. eds. *Essentials of Psychiatry in Primary Care: Behavioral Health in the Medical Setting.* McGraw-Hill, 2019.

ISBN: 978-1260116779

Jameson J, Fauci AS, Kasper DL, Hauser SL, Longo DL, Loscalzo J. eds. *Harrison's Principles of Internal Medicine, 20e.* McGraw-Hill, 2018.

ISBN: 978-1259644030

Papadakis MA, McPhee SJ, Rabow MW. eds. *Current Medical Diagnosis and Treatment 2021.* 60<sup>th</sup> edition. McGraw-Hill, 2021.

ISBN: 978-1260469875

Katzung, BG, eds. *Basic & Clinical Pharmacology, 14e.* McGraw-Hill, 2018.

ISBN: 978-1259641152

**Optional Exam Review Questions:**

Online exam review question banks (Rosh Review & Exam Master) will be available as an optional learning tool in this course.

**Method of Student Evaluation/Assessment:**

<b>Graded components:</b>		
Preceptor Evaluation		25%
PAEA EOR Exam		25%
Clinical Documentation (SOAP)		25%
Aquifer Cases		20%
Professionalism		5%
<b>Pass/Fail components:</b>		P/F
	Mid Clerkship Evaluation	
	Patient Exposure Logging	
	Yale Coursera Course	
	Oxford MMSE	
	Drug Cards	
<b>Total</b>		<b>100%</b>

***Passage of the course requires a final average grade of 80% or greater.***

*Passage of the course requires a passing grade and if applicable, successful remediation of all course components.*

*Method of Student Evaluation/Assessment subject to change.*

### **Mid Clerkship Evaluations**

Mid clerkship evaluations are designed to give the preceptor an opportunity to provide feedback to students on their performance during the mid-point of each clinical rotation. Students should use this information as an opportunity to strengthen their skills. A portion of the mid clerkship evaluation is designed for the student to self-reflect on their clinical experience and to identify areas of improvement as well as strengths. Students must complete this portion of the evaluation before submission.

One Mid Clerkship Evaluation must be uploaded to your Exxat portfolio for each rotation. This evaluation must be submitted to the Program by the 3<sup>rd</sup> week of the clerkship (please see Exxat for specific date/time).

If any academic or clinically related problems arise from this interaction that is of concern, it is in the student's best interest to discuss this with the course instructor. Do not sign the mid-clerkship evaluation and then hand it to your preceptor to be filled out. Your signature indicates your review of the evaluation. Only the assigned preceptor should fill out the evaluation. If your preceptor is unable to complete the mid clerkship evaluation by the due date, it is the student's responsibility to contact the course instructor and the clinical administrative assistant by email prior to the late submission.

The Mid Clerkship Evaluation will be given a Pass/Fail grade. Submission of the Mid Clerkship Evaluation will result in a passing grade. If a Mid Clerkship Evaluation is not submitted, the student will not pass this component of the course.

### **Preceptor Evaluation**

The program has adopted a standard evaluation form, which each preceptor completes online through the Exxat system. The preceptor of record is responsible for assessing student performance and progress in achieving course specific learning outcomes. Students will be evaluated on the basis of their general medical knowledge and their ability to obtain a medical history and perform an appropriate physical exam. Included in the evaluation will be your ability to organize a database, propose a management plan, present cases, and demonstrate rapport with patients and co-workers. Dependability, attitude toward learning, and work habits are also part of the evaluation. The preceptor evaluation is a weighted grading process that assesses student professionalism and clinical performance. Please see the section above titled "Method of Student Evaluation/Assessment" for further information.

Please keep in mind that preceptors may request information from multiple other clinicians with whom you have interacted, in order to complete a composite evaluation.

The student evaluation should be completed by the designated preceptor online through the Exxat system. All evaluations must be completed by the end of the clerkship. It is the student's

responsibility to ensure the preceptor evaluation is completed by Call Back Day. If there are extenuating circumstances that cause a delay, the clinical administrative assistant must be notified prior to Call Back Day.

A student must achieve an 80% or higher on the overall Preceptor Evaluation and each individual component. If a student receives a failing grade (score below 80% on overall evaluation or less than a three on the 1-5 Likert scale for each individual component), they will meet with their advisor to review the components of the evaluation they failed. Each failed component will be remediated as required by the course instructor. It is the student's responsibility to contact their course instructor within 1 week of receiving their grade to schedule the review if they do not successfully pass. Once competency is demonstrated, the initial preceptor grade will be entered for tabulation of final course grade.

### **End of Clerkship Examination**

The End of Clerkship Examination for PAS 704 will be the PAEA Psychiatric & Behavioral Health End of Rotation Exam. Please visit the following website for further information about the exam including an exam blueprint and topic list.

<http://www.endofrotation.org>

The End of Clerkship Exam is administered on Call Back Day. Questions on these exams are based on the PAEA exam blueprint and topic list. Students must receive a grade of 80% or higher to pass clinical year exams (see chart below to convert PAEA scaled score to percentage score). Students who do not receive a passing grade will be required to complete a remediation assignment and retake the exam. Once competency is demonstrated, the initial exam grade will be entered for tabulation of final course grade.

If a student receives a failing grade (z-score of less than -1.00% = score below 80%) on their End of Clerkship Exam, they should meet with their advisor to review areas for improvement identified by the score report provided by PAEA. Test questions are not provided by PAEA for the End of Rotation Exams. It is the student's responsibility to contact their academic advisor within 2 business days of receiving their grade to schedule an exam review if they do not successfully pass the examination.

The student will be assigned the following as a remediation assignment, which will be due on Exxat 1 week following the initial EOR exam at 9:00am. Successful completion of the remediation assignment is required to pass the course.

Please refer to your individual PAEA EOR Performance report found on Examdriver.com. Go to the second section titled "Feedback by Keyword" to review the questions you answered incorrectly on the exam.

For your remediation assignment, you will use the Task Areas and Diagnoses in this section to create an original study guide. Your study guide will be a word document with a short explanation about each Task Area and Diagnosis, written in your own words. Please include all

relevant information related to the Task Area and Diagnosis (see the below example). Feel free to use the Recommended Texts on the syllabus as references, but you do not need to create citations for your study guide. For example:

- **Cardiovascular: History and Physical, Peripheral artery disease:** Patient may complain of pain in affected limb on exertion that is relieved by rest (intermittent claudication) or pain in affected limb at rest (critical limb ischemia). Can also be asymptomatic. Physical exam reveals weak or decreased peripheral pulses in affected limb. More severe signs and symptoms include paresthesia/anesthesia, atrophy, shiny skin, hair loss, non-healing ulcers, gangrene.

\*Additionally, it is helpful in general when studying to compare/contrast similar conditions. So, for this example providing information as to how this is different from the general umbrella of peripheral vascular disease would be helpful.

The student will then be required to retest with another PAEA EOR exam. If the student does not successfully pass the retest exam, they fail the PAEA EOR exam component and therefore fail the course.

Students who miss exams due to illness or other unexpected circumstances must comply with the policy regarding absenteeism in the Clinical Handbook and contact the course instructor immediately to arrange for an alternate examination. Alternative administration and format of the examination is at the discretion of the course instructor.

**To calculate your PAEA EOR Exam grade please utilize the below process:**

A Z-score less than -1.00 (80%) is failing:

$$\underline{Z\text{-score}} = (\text{Student Scale Score} - \text{National Mean}) / \text{National SD}$$

100% = +2.01 to +3.0 SD+ above the PAEA national average

95% = +1.51 to +2.0 SD above the PAEA national average

90% = +1.01 to +1.5 SD above the PAEA national average

85% = +0.01 to +1.00 SD above the PAEA national average

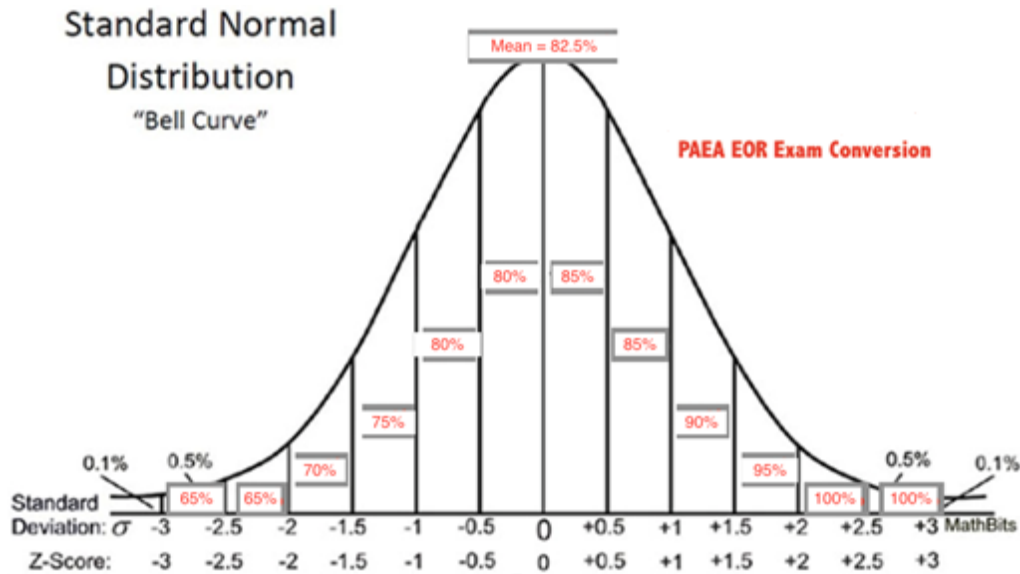
82.5% = PAEA national average

80% = -0.01 to -1.00 SD below the PAEA national average

75% = -1.01 to -1.50 SD below the PAEA national average (fail)

70% = -1.51 to -2.0 SD below the PAEA national average (fail)

65% = -2.01 SD or -3.0, below the PAEA national average (fail)



### Clinical Documentation: SOAP Note

- Each student is to hand in one complete Behavioral Medicine SOAP note during their clerkship that will be graded. Example of Behavioral Medicine SOAP note provided in H&P Handbook.
- Please do not submit Progress Notes as a SOAP note.
- Notes should NOT have ANY identifying information on them. In place of the patient's name and DOB, please write "Name: XX, DOB: XX/XX/XX" at the beginning of the note. If a note is submitted with any identifying information (name, medical record number, DOB, address) on it, you will receive minus 20 for that particular note. (Violation of HIPAA regulations, see Policy and Procedure Handbook for further information).
- All notes must be uploaded to your Exxat portfolio by the 3<sup>rd</sup> week of your rotation (please see Exxat for specific date/time).
- Please refer to the H&P handbook for examples of proper note writing for specific rotations.

The student must receive a grade of 80% or higher to pass the assignment. If a passing grade is not achieved, the student must remediate by writing another note at the course instructor's discretion, until passing grade of 80% or higher is achieved. Once competency is demonstrated, the initial grade will be entered for tabulation of final course grade.

### Aquifer Cases

Aquifer cases, as stated on the website, are interactive virtual patient cases to help the student's ability to:

- Demonstrate the knowledge and clinical reasoning skills needed for:
  - Diagnosing and managing patient problems
  - Providing effective health maintenance and anticipatory guidance outlined in the respective national core curricula.

- Identify important elements of the history, physical examination and tests, and use these to create focused differential diagnoses for patient problems.

Completion of four (4) designated cases is required to pass this clerkship. The assigned cases have been selected to cover behavioral and mental health conditions commonly seen in Behavioral Medicine with consideration for social determinants of health (*ARC-PA standards, 5<sup>th</sup> ed: B2.06, B3.03*). These must be completed by Friday at 9:00am of the designated week. The student is encouraged to complete more than the assigned four cases if they so choose. All fields must be completed, including short answer documentation as prompted by the case. All students must achieve a 100% completion (blue bar on case list) for each Aquifer case in this course to receive a passing score for this component. Anything less than 100% completion for this component will result in a failing score for this component in the course. If a student receives a failing score, they must remediate the assignment at the discretion of the course instructor.

Please log the case(s) you complete in Aquifer as a virtual patient in Exxat's patient logging component.

The following must be completed by 9:00am on Friday of the designated weeks:

**Week 1:**

- 1) Family Medicine 03: 65-year-old female with insomnia

**Week 2:**

- 1) Family Medicine 09: 50-year-old female with palpitations

**Week 3:**

- 1) Internal Medicine 05: 55-year-old male with fatigue

**Week 4:**

- 1) Internal Medicine 26: 58-year-old male with altered mental status experiencing homelessness

These cases may be found under Aquifer Family Medicine and Aquifer Internal Medicine.

**Professionalism**

The professionalism course component is worth 5% of the final course grade. Students who incur any of the following infractions will receive 0% for this course component. Students who do not have any such infractions will receive the full 5%. The course coordinator, program director and/or your faculty advisor reserve the right to intervene on a case-by-case basis for ongoing professionalism issues.

Any of the following:

- Late submission of an assignment
- Unexcused absences (*please refer to the Clinical Handbook*)
- PSC forms during rotation/corresponding CBD (*please refer to Student Policy and Procedure Handbook*)
- Reports of unprofessional behavior



**Yale Coursera Course: Addiction Treatment: Clinical Skills for Healthcare Providers**

Students will register for the free version of this course via the link below. Students should expect to allocate a **minimum** of 3 hours per week toward completion of this course. Upon successful completion of this course, the student will “screen shot” the appropriate documentation to be uploaded into Exxat. This documentation must be uploaded by 9am on Call Back Day of the rotation.

<https://www.coursera.org/learn/addiction-treatment>

\* Note: Please use your Pace email address when registering for this course.

**Oxford Medical Education – Mini Mental State Exam and Video (Ox-MMSE)**

Students will watch the video via the below link and complete the corresponding Ox-MMSE form from the perspective of the provider. The completed form must be uploaded into Exxat by 9am on Call Back Day of the rotation.

<https://www.youtube.com/watch?v=y39BDAljIbg>

**Patient Exposure**

Exxat’s online patient tracking system will be used to log patient encounters and procedures. Students are required to log information regarding **every** patient seen daily. Weekly patient logs are due in Exxat **every Friday at 9 am** and will be reviewed by faculty course instructors. Patient logging will be given a Pass/Fail grade. Submission of patient logging will result in passing grade. If a patient log is not submitted, the student will not pass this component of the course. Logs will be reviewed based on # of encounters, types of encounters, types of experiences (based on ICD-10 codes), and amount of participation. The course instructor will notify students if there are any patient exposure deficiencies

At the **end of each rotation**, the “case log totals (graphical)” in the Exxat system must be printed, signed off on by preceptors and uploaded to Exxat by 9:00 am on Call Back Day.

**Clerkship Patient Exposures Required at Completion of Course**

Students are required to log the below **minimum** patient encounters by the completion of this course. The below table defines the requirements to be completed by end of clinical year, not at the completion of the course. Please make sure to perform, rather than observe or assist, as many procedures as possible, as credit is given only for those logged as “done”. Completion of all required clinical procedures is necessary to graduate. It is the student’s responsibility to log in Exxat, the number of procedures completed. Difficulty in meeting these requirements should be brought to the attention of the course instructor.

**Minimum Patient Exposures**

<i><b>Patient Exposure Category</b></i>	<i><b>Minimum # of encounters</b></i>
Encounter Type (B3.03a)	
Preventive <sup>1</sup>	-
Emergent <sup>2</sup>	-

**Note: Please instructor if you difficulty meeting encounters and Multiple categories a single visit if example, many visits are also**

Acute <sup>3</sup>	10
Chronic <sup>4</sup>	10
Lifespan Care (B3.03b)	
Infants (<2y)	-
Children (2-10y)	-
Adolescents (11-17y)	-
Adults	20
Elderly (>65y)	-
Women's Health (B3.03c)	
Prenatal	-
Gynecologic Care	-
Surgical Management (B3.03d)	
Pre-operative Care	-
Intra-operative Care	-
Post-operative Care	-
Psychiatry (B3.03e)	
Behavioral and Mental Health Conditions	25
Setting (B3.04)	
Emergency Department	-
Inpatient	-
Outpatient	-
Operating Room	-

**contact the course are having required patient exposures. may be chosen for applicable. For chronic disease preventative.**

1. **Preventative:** Protect, promote, and maintain health and well-being and to prevent disease, disability, and death (ex: immunizations, colonoscopy, screenings, well-baby visits, height/weight, pre-natal monitoring, contraceptive counseling, all annual exams – pediatric, women's health, family medicine.)
2. **Emergent:** Needing *immediate* action or treatment of possible life-threatening conditions (ex: any unstable patient, ACS, DKA, CVA, PE, sepsis, respiratory distress, fractures requiring neurovascular intervention, anaphylactic reactions, acute abdomens like appendicitis etc.)
3. **Acute:** Having rapid onset, severe symptoms, and a short course (ex: many medical visits are acute ranging from viral syndrome, respiratory infections, pharyngitis, ear infections, ingrown toenails, to laceration repair, stable fractures, STI, UTI, gastritis/gastroenteritis etc.)
4. **Chronic:** Of long duration; long-lasting. Referring to a disease or condition lasting longer than 3 months (Visits for evaluation of HTN, hyperlipidemia, diabetes, AFIB, mental health conditions, psoriasis, rheumatologic condition etc.)

**Pharmacology: Drug Cards**

Students are required to research 3 pharmaceutical drugs for each clerkship and make flash cards indicating the class of drug, mechanism of action, indications, contraindications, side effects, dosing and cost of medication. Additionally, critically evaluate the cost effectiveness of the drug to provide high quality, evidence-based care for patients in a fiscally responsible manner. It is up

to the student whether they would like to hand write these cards or create an electronic version (i.e. word document, etc.) with the information. The researched information on three pharmaceutical drugs must be uploaded to Exxat by the 3<sup>rd</sup> week of each rotation (please see Exxat for specific date/time). The student is required to have all of these “cards” on the day of site visit in PAS 706 and they will be asked to discuss their research as part of the site visit grade.

### **Additional Resources (Optional): Psychiatry Case Files via Access Medicine**

#### **Steps to access Case Files:**

- 1) Log into Access Medicine via Pace On-line Library and then sign in\*
- 2) Select Cases from top menu
- 3) Highlight drop down menu arrow, then select Case Files (one down)
- 4) Select Clinical Medicine, then select Case Files: Psychiatry 5e
- 5) Then select specific case and begin

Access Medicine → Cases / Case Files → Clinical Medicine → Psychiatry → specific Psychiatry Case

**\*Note: Upon entering Access Medicine via the Pace University on-line library, you may need to sign-in/create a My Access Account before you can see the cases.** Please use your Pace email address when creating a sign-in/My Access account.

- 1) Psychiatry Case Files: Somatic Symptom Disorder with Predominant Pain
- 2) Psychiatry Case Files: Posttraumatic Stress Disorder
- 3) Psychiatry Case Files: Stimulant (Cocaine) Intoxication and Use Disorder
- 4) Psychiatry Case Files: Schizophrenia

### **University Policies and Resources**

**COVID-19 VACCINE BOOSTER: Anyone coming to a Pace campus will be required to be both vaccinated and boosted once they are eligible** (subject to approved medical and religious exemptions). You must upload your booster record to the [Confidential Patient Portal](#). To continue to access campus, you must upload a record of your booster within 30 days of when you become eligible.

**MASKING:** Omicron is especially transmissible. While it seems to cause less severe illness than previous variants in those who are vaccinated and boosted, you can still be a vector of spread even if asymptomatic or with mild symptoms. The best way to protect yourself and your community is to continue wearing high-quality, well-fitting masks, such as a KN95 mask or a double mask, when you are in a public place. **Masks will remain a requirement on Pace campuses.**

More information is available on the [Return to Campus website](#).

### **Academic Integrity:**

Students in this course are required to adhere to Pace University's Academic Integrity Code. The Academic Integrity Code supports honesty and ethical conduct in the educational process. It educates students about what constitutes academic misconduct, helps to deter cheating and plagiarism, and provides a procedure for handling cases of academic misconduct. Students are expected to be familiar with the Code, which can be found under "University Policies" in the [Student Handbook](#). Individual schools and programs may have additional standards of academic integrity. Students are responsible for familiarizing themselves with the policies of the schools, programs, and courses in which they are enrolled.

Instructions for faculty, a paper about best practices, and the form for reporting integrity policy violations are posted on the [Provost's webpage under policies and forms](#). Reporting forms should be sent to the Chairs of the Academic Conduct Committee on each campus.

### **Learning Centers:**

[The Learning Commons](#) uses an array of programs and a holistic approach to assist students with academic skills and content knowledge. We are dedicated to developing independent learners through purposeful interactions with trained, well-qualified peer and professional staff. Services offered:

- Content Support Services including, content tutoring, exam review sessions, & content preparation/support workshops
- Academic Skills Services including small group peer mentoring, academic skills workshops, and individual academic development
- Writing Support Services including, writing tutoring & writing preparation/support workshops

### **Procedure for Students Who Wish to Obtain Reasonable Accommodations for a Course:**

The same rigorous admission and academic standards apply to students with and without a disability. In order to support the continued success of students with disabilities, the University prohibits discrimination on the basis of disability and is committed to providing equal access for students with disabilities to its facilities, programs, and activities. The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities.

To request an accommodation for a qualifying disability, a student must self-identify and register with the [Student Accessibility Services Office \(SAS\)](#) for their campus. Student Accessibility Services is housed in the Counseling Center on both the New York City and Pleasantville campuses. Student Accessibility Services for the New York City campus may be contacted at (212) 346-1526 or 156 William Street, 8th Floor. Student Accessibility Services for the Westchester campuses may be contacted at (914) 773-3710 or the Administration Center, 861 Bedford Road, Pleasantville. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Student Accessibility Services staff. Moreover, no one, including faculty, is authorized to contact Student Accessibility Services on behalf of a student.

### **Technological Resources:**

- List of all [Pace Information Technology Services](#).

- For assistance with a technological concern (Blackboard, Internet, Computer, etc.), contact the Pace Helpdesk at 914-773-3648 or create a [help desk ticket](#).
- Visit the [Learning Remotely website](#)

### **Appropriate Use Policy for Information Technology:**

Pace endorses the following statement on software and intellectual rights distributed by EDUCAUSE, the non-profit consortium of colleges and universities, committed to the use and management of information technology in higher education. The statement reads:

*Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy and right to determine the form, manner and terms of publication and distribution.*

*Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.*

[Pace's appropriate use policy](#) applies to recordings of classroom instruction and digital artifacts created by faculty and students.

### **Sex-Based Misconduct Policy and Procedure:**

Pace University is committed to providing a safe environment for every member of its community and to ensuring that no student, faculty or staff member is excluded from participation in or denied the benefits of any University program or activity on the basis of sex. Accordingly, the University prohibits the following forms of Sex-Based Misconduct: sexual assault, sexual harassment, gender-based harassment, dating violence, domestic violence, sexual exploitation and stalking.

Instructors are a non-confidential resource and have an obligation to report any information about sexual assault with the Executive Director of Institutional Equity and Title IX Coordinator (Bernard Dufresne, [bdufresne@pace.edu](mailto:bdufresne@pace.edu), 163 Williams Street, Room 1017, 212-346-1310). The Title IX/Affirmative Action Office is responsible for investigating violations of the sexual misconduct policy. For more information about the Pace University sexual misconduct policy, see the [Sex-Based Misconduct Policy and Procedure \(PDF\)](#).

Members of the University community who believe that they have been subjected to Sex-Based Misconduct are encouraged to report such incidents to the University and, where applicable, to local law enforcement. Confidential resources include the University Counseling Centers, Offices of Sexual and Interpersonal Wellness and University Healthcare. Contact information for those offices may be found in the self-care section below.

### **Self-Care:**

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. The Pace

Community strongly encourages you to take care of yourself throughout the term before the demands of midterms and finals reach their peak.

The [Counseling Center Just In Case](#) information supplies potentially life-saving mental health information to Pace University students, staff, and faculty, putting vital information and support options at your fingertips, just in case you or a friend needs help... You can also find this information in the MyPace and PaceSafe apps.

During this academic year, the following information on [Coping Emotionally with COVID-19](#) may also be useful for you.

<b>Department</b>	<b>Pleasantville</b>	<b>New York City</b>
Counseling Center	914-773-3710	212-346-1526
Dean for Students Office	914-773-3351	212-346-1306
Health Care Unit	914-773-3760	212-346-1600
Residential Life	914-923-2791	212-346-1295
Student Development and Campus Activities	914-773-3861	212-346-1590
Office of Multicultural Affairs & Diversity Programs	914-773-3775	212-346-1563
Sexual Assault Prevention & Education	914-597-8783	212-346-1931
<b>Academic Advisement</b>		
Advising Center for Exploring Majors	914-773-3847	212-346-1798
College of Health Professions	914-773-3961	914-773-3552
Dyson College	914-773-3781	212-346-1518
International Student / Scholars	914-773-3425	212-346-1368
Lubin School of Business	914-773-3531	212-618-6550
Pforzheimer Honors College	914-773-3941	212-346-1697
Seidenberg School	914-773-3254	212-346-1864
Study Abroad	914-773-3447	212-346-1368

\*\* *Course delivery subject to change.*



PACE UNIVERSITY-LENOX HILL HOSPITAL  
PHYSICIAN ASSISTANT PROGRAM

## **Course Syllabus: Family Medicine**

**Course Name:** Clerkship in Family Medicine

**Course Number:** PAS 705

**Course Discipline:** Physician Assistant Studies (PAS)

### **Instructional Goals:**

This supervised clinical course provides the student with an opportunity to participate in the care of a variety of patients with **acute** and **chronic** medical problems, as well as patients seeking **preventive** medical care, in the outpatient setting. This clerkship provides exposure to patients seeking medical care across the life span. The rotation is designed to provide students with supervised medical and clinical practice experiences enabling them to meet program expectations (outcomes) and acquire the competencies needed for entry-level clinical PA practice.

**Course Date:** 2022 – 2023 Clinical Year

**Credits:** Three (3)

### **Course Goals:**

Upon completion of this course, the student will be able to:

- Utilize, refine, and build on the goals and objectives achieved in the didactic and clinical training.
- Expose the student to a representative sampling of patient exposures and encounters typical of family medicine.
- Develop basic diagnostic and therapeutic skills related to preventive, chronic, and acute problems utilized by family medical providers.

### **Course Instructor:**

Office Hours 5 hours weekly by appointment

Alyssa Burnham, MS, PA-C

Clinical Assistant Professor

Pace University – Lenox Hill Hospital

Physician Assistant Program NYC

163 William Street, 5<sup>th</sup> floor

New York, NY 10038

[apaloian@pace.edu](mailto:apaloian@pace.edu)

**Learning Outcomes:**

Upon completion of the Family Medicine Clinical Course, the PA student will be able to:

A) Acute

1. Elicit a problem-focused H&P, order appropriate labs/diagnostic tests to include radiographs, formulate a differential diagnosis and develop a management plan for an adult patient with commonly seen acute complaints in family practice.
2. Develop a differential diagnosis for a patient with an acute issue and recommend the appropriate management.
3. Evaluate a patient with a gastrointestinal complaint, develop a differential diagnosis, and design a treatment strategy for the patient.
4. Evaluate a patient with a respiratory complaint, formulate a differential diagnosis and recommend pharmacological treatment if indicated.

B) Chronic

1. In an adult patient presenting for follow-up of HTN, create a management plan to include ordering and interpreting appropriate diagnostic and laboratory testing and any medication adjustment.
2. Perform an appropriate patient-centered H&P, review laboratory results including a HgbA1c, appropriately adjust medications, and recommend appropriate glucose monitoring and lifestyle modifications for an adult patient presenting for follow-up of diabetes mellitus.
3. Interpret the lipid panel and other appropriate laboratory tests and recommend a management plan to include patient education, lifestyle modification, and pharmacological treatment for an adult patient with dyslipidemia.
4. For an adult patient with chronic joint pain, evaluate the patient and design a management plan to include activity modification and pharmacological treatment.

C) Preventive

1. Perform a routine annual examination of a patient, order and interpret appropriate screening laboratory and diagnostic tests, and recommend immunizations as appropriate.
2. Professionally screen an adult patient for colon cancer and order a colonoscopy if indicated by current guidelines or clinical presentation.
3. Appropriately provide patient-centered education to patients on smoking cessation including relevant treatment options.
4. Screen a patient for osteoporosis and order appropriate diagnostic tests to determine bone density as indicated.
5. Identify patients who are classified as overweight/obese and educate on lifestyle modification.

D) Professional Practice

1. Exhibit ethical behavior and demonstrates sensitivity and responsiveness to patients' culture, age, gender and abilities.
2. Act appropriately within the role of a PA student; accept responsibility for



- promoting a safe environment for patient care and recognizing and correct systems-based factors that negatively impact patient care.
3. Demonstrate appropriate response to supervision and constructive criticism; recognize & appropriately address personal biases, gaps in medical knowledge & physical limitations in themselves & others.
  4. Demonstrate competency in managing a patient relevant to student level of training.
  5. Consistently dress in a professional manner and properly identify self as a Physician Assistant student.

**Instructional Objectives:**

Student competencies for the following objectives will be evidenced by demonstration of skills to site preceptor, a passing grade on the end of rotation exam, site visit, simulation and clinical documentation.

Upon completion of this rotation, the student will be able to:

- G) Medical Knowledge:
  - a. Analyze the pathophysiology, etiology, epidemiology, physical symptoms and signs, differential diagnosis, appropriate diagnostic test work-up, management plan, prognosis and potential complications for patients for each problem/condition listed in the topic list for the PAEA EOR Exam™ in family medicine: <https://paeaonline.org/wp-content/uploads/imported-files/eor-familymed-topiclist-20200309.pdf>
- H) History & Physical:
  - a. Defend their ability to elicit an accurate, detailed medical history relevant to the diagnosis of the presenting problem or to the comprehensive evaluation of the patient, using appropriate interview skills.
  - b. Perform a thorough and logical physical examination directed at evaluating the patient's complaint.
- I) Medical Decision Making:
  - a. Develop an appropriate differential diagnosis.
  - b. Develop a plan of investigation by ordering appropriate diagnostic studies, initiating pharmacological therapy, providing patient education, referring/consulting when needed and related medical care.
  - c. Compare and discriminate between common diagnostic studies.
- J) Written and Oral Presentation Skills
  - a. Develop an oral presentation focusing on relevant positive and negative findings elicited in the history, physical and laboratory/diagnostic studies.
  - b. Appropriately document clinical encounters.
- K) Communication and Professional Practice
  - a. Effectively educate the patient and family regarding the proposed treatment plan including discussion of the risks and benefits, cultural awareness, cost considerations, limitations, potential side effects and complications versus alternative approaches.
  - b. Appropriately communicate with the patient, patient's health care team and patient's family to ensure quality patient-centered care.
- L) Clinical Skills
  - a. Seek opportunities to perform and develop proficiency in the following core technical procedures.
    - i. Electrocardiogram
    - ii. Foley catheter placement
    - iii. Intradermal injections
    - iv. Intramuscular injections

- v. Intravenous insertions
  - vi. Venipuncture
  - vii. Arterial blood gases
  - viii. Nasogastric tube placement
  - ix. Pelvic examinations
  - x. Splinting
  - xi. Suturing
  - xii. Stapling
  - xiii. Surgical dressing changes
  - xiv. Surgical scrubbing
  - xv. Rectal examinations
- b. Develop the knowledge and skills necessary to perform the following non-core technical procedures related to the care of the infant, child, adolescent, adult or elderly patient, under the instruction and supervision of a preceptor.
- i. Obtain throat culture
  - ii. Urinalysis, including microscopic examination
  - iii. Rapid viral testing (COVID, influenza, etc.)
- c. Deliver appropriate patient education, in a thorough, clear and easily understandable manner on the following topics:
- i. Osteoporosis
  - ii. Screening- HTN, diabetes, cholesterol, pap, mammogram, fecal occult blood, TST
  - iii. Counseling- substance and tobacco use, HIV, exercise, injury prevention, STI
  - iv. Diet- low fat/cholesterol, low and high fiber, high protein, low calorie/ada, low salt, purine, balanced diet, vitamin supplementation
  - v. Immunizations- tetanus, influenza, pneumococcal
  - vi. Wound care
  - vii. Ambulation following a fracture/sprain or surgical procedure
  - viii. Hypertension
  - ix. Diabetes/Pre-diabetes
  - x. Obesity/Overweight

\* Please note that these instructional objectives are provided to the student as guidelines and it must be appreciated that on any given Family Medicine rotation, some objective may not be met. However, during the rotation, the student will encounter many other medical problems which are not included and which will broaden the experience immensely.

**Recommended References:**

Jameson J, Fauci AS, Kasper DL, Hauser SL, Longo DL, Loscalzo J. eds. *Harrison's Principles of Internal Medicine, 20e*. McGraw-Hill, 2018.

ISBN: 978-1259644030

Papadakis MA, McPhee SJ, Rabow MW. eds. *Current Medical Diagnosis and Treatment 2021*. 60<sup>th</sup> edition. McGraw-Hill, 2021.

ISBN: 978-1260469875

Toy EC, Briscoe D, Britton B, Heidelbaugh JJ. *Case Files: Family Medicine, Fifth Edition*. McGraw-Hill, 2021.

ISBN: 978-1-260-46859-5

Dubin, D. *Rapid Interpretation of EKG's*, 6<sup>th</sup> edition, Cover Publishing Company, 2000.

ISBN-13: 978-0912912066

Usatine RP, Smith MA, Mayeaux Jr. EJ, Chumley HS. Eds. *The Color Atlas and Synopsis of Family Medicine, 3e.* McGraw-Hill, 2019.

ISBN: 978-1-259-86204-5

Katzung, BG, eds. *Basic & Clinical Pharmacology, 14e.* McGraw-Hill, 2018.

ISBN: 978-1259641152

Nicoll D, Mark Lu C, McPhee SJ. eds. *Guide to Diagnostic Tests, 7e.* McGraw-Hill, 2017.

ISBN: 978-1259640896

Smith RC, Osborn GG, Swamena FC, D'Mello D. Freilich L, Laird-Fick HS. eds. *Essentials of Psychiatry in Primary Care: Behavioral Health in the Medical Setting.* McGraw-Hill, 2019.

ISBN: 978-1260116779

Hay Jr. WW, Levin MJ, Abzug MJ, Bunik M. eds. *Current Diagnosis & Treatment: Pediatrics, 25e.,* McGraw-Hill, 2020.

ISBN: 978-1260457827

*\*Students have free access to textbooks provided by Pace University via Access Medicine*

### **Optional Review Questions:**

Online exam review question banks (Rosh Review & Exam Master) will be available as an optional learning tool in this course. It is strongly recommended to complete exam review questions to augment your studying.

### **Method of Student Evaluation/Assessment:**

<b>Course components:</b>	
Preceptor Evaluation	25%
PAEA Family Medicine EOR Exam	25%
Clinical Documentation (SOAP)	15%
Aquifer cases	15%
Virtual Rounds / Site Visit	15%
Professionalism	5%
<b>Pass/Fail components:</b>	P/F
Mid Clerkship Evaluation	
Patient Exposure Logging	
Drug Cards	
<b>Total</b>	<b>100%</b>

***Passage of the course requires a final average grade of 80% or greater.***

***Passage of the course requires a passing grade and if applicable, successful remediation of all course components.***

***Method of Student Evaluation/Assessment subject to change.***

### **Mid Clerkship Evaluation**

Mid clerkship evaluations are designed to give the preceptor an opportunity to provide feedback to students on their performance during the mid-point of each clinical rotation. Students should use this information as an opportunity to strengthen their skills. A portion of the mid clerkship evaluation is designed for the student to self-reflect on their clinical experience and to identify areas of improvement as well as strengths. Students must complete this portion of the evaluation before submission.

One Mid Clerkship Evaluation must be uploaded to your Exxat portfolio for each rotation. This evaluation must be submitted to the Program by the 3<sup>rd</sup> week of the clerkship (please see Exxat for specific date/time).

If any academic or clinically related problems arise from this interaction that is of concern, it is in the student's best interest to discuss this with the course instructor. Do not sign the mid-clerkship evaluation and then hand it to your preceptor to be filled out. Your signature indicates your review of the evaluation. Only the assigned preceptor should fill out the evaluation. If your preceptor is unable to complete the mid clerkship evaluation by the due date, it is the student's responsibility to contact the course instructor and the clinical administrative assistant by email prior to the late submission.

The Mid Clerkship Evaluation will be given a Pass/Fail grade. Submission of the Mid Clerkship Evaluation will result in a passing grade. If a Mid Clerkship Evaluation is not submitted, the student will not pass this component of the course.

### **End of Clerkship Preceptor Evaluation of Student**

The program has adopted a standard evaluation form, which each preceptor completes online through the Exxat system. The preceptor is responsible for assessing student performance. Students will be evaluated on the basis of their general medical knowledge and their ability to obtain a medical history and perform an appropriate physical exam. Included in the evaluation will be your ability to organize a database, propose a management plan, present cases, and demonstrate rapport with patients and co-workers. Dependability, attitude toward learning, and work habits are also part of the evaluation. The preceptor evaluation is a weighted grading process that assesses student professionalism and clinical performance. Please see the section above titled "Method of Student Evaluation/Assessment" for further information.

Please keep in mind that preceptors may request information from multiple other clinicians with whom you have interacted, in order to complete a composite evaluation.

The student evaluation should be completed by the designated preceptor online through the Exxat system. All evaluations must be completed by the end of the clerkship. It is the student's responsibility to ensure the preceptor evaluation is completed by Call Back Day. If there are extenuating circumstances that cause a delay, the clinical administrative assistant must be notified prior to Call Back Day.

A student must achieve an 80% or higher on the overall Preceptor Evaluation and each individual component. If a student receives a failing grade (score below 80% on overall evaluation or less than a three on the 1-5 Likert scale for each individual component), they will meet with their advisor to review the components of the evaluation they failed. Each failed component will be remediated as required by the course instructor. It is the student's responsibility to contact their course instructor within 1 week of receiving their grade to schedule the review if they do not successfully pass. Once competency is demonstrated, the initial preceptor grade will be entered for tabulation of final course grade.

### **End of Clerkship Examination**

The End of Clerkship Examination for PAS 705 will be the PAEA Family Medicine End of Rotation Exam. Please visit the following website for further information about the exam including an exam blueprint and topic list.

<http://www.endofrotation.org>

The End of Clerkship Exam is administered on Call Back Day. Questions on these exams are based on the learning objectives listed below, the PAEA exam blueprint and topic list. Students must receive a grade of 80% or higher to pass clinical year exams (see chart below to convert PAEA scaled score to percentage score). Students who do not receive a passing grade will be required to complete a remediation assignment and retake the exam. Once competency is demonstrated as determined by the course instructor(s), the initial exam grade will be entered for tabulation of final course grade.

If a student receives a failing grade (z-score of less than -1.0% = score below 80%) on their End of Clerkship Exam, they should meet with their advisor to review areas for improvement identified by the score report provided by PAEA. Test questions are not provided by PAEA for the End of Rotation Exams. It is the student's responsibility to contact their academic advisor within 2 business days of receiving their grade to schedule an exam review if they do not successfully pass the examination.

The student will be assigned the following as a remediation assignment, which will be due on Exxat 1 week following the initial EOR exam at 9:00am. Successful completion of the remediation assignment is required to pass the course.

Please refer to your individual PAEA EOR Performance report found on Examdriver.com. Go to the second section titled "Feedback by Keyword" to review the questions you answered incorrectly on the exam.

For your remediation assignment, you will use the Task Areas and Diagnoses in this section to create an original study guide. Your study guide will be a word document with a short explanation about each Task Area and Diagnosis, written in your own words. Please include all relevant information related to the Task Area and Diagnosis (see the below example). Feel free to use the Recommended Texts on the syllabus as references, but you do not need to create citations for your study guide. For example:

**Cardiovascular: History and Physical, Peripheral artery disease:** Patient may complain of pain in affected limb on exertion that is relieved by rest (intermittent claudication) or pain in affected limb at rest (critical limb ischemia). Can also be asymptomatic. Physical exam reveals weak or decreased peripheral pulses in affected limb. More severe signs and symptoms include paresthesia/anesthesia, atrophy, shiny skin, hair loss, non-healing ulcers, gangrene.

\*Additionally, it is helpful in general when studying to compare/contrast similar conditions. So, for this example providing information as to how this is different from the general umbrella of peripheral vascular disease would be helpful.

The student will then be required to retest with another exam. If the student does not successfully pass the retest exam, they fail the PAEA EOR exam component and therefore fail the course.

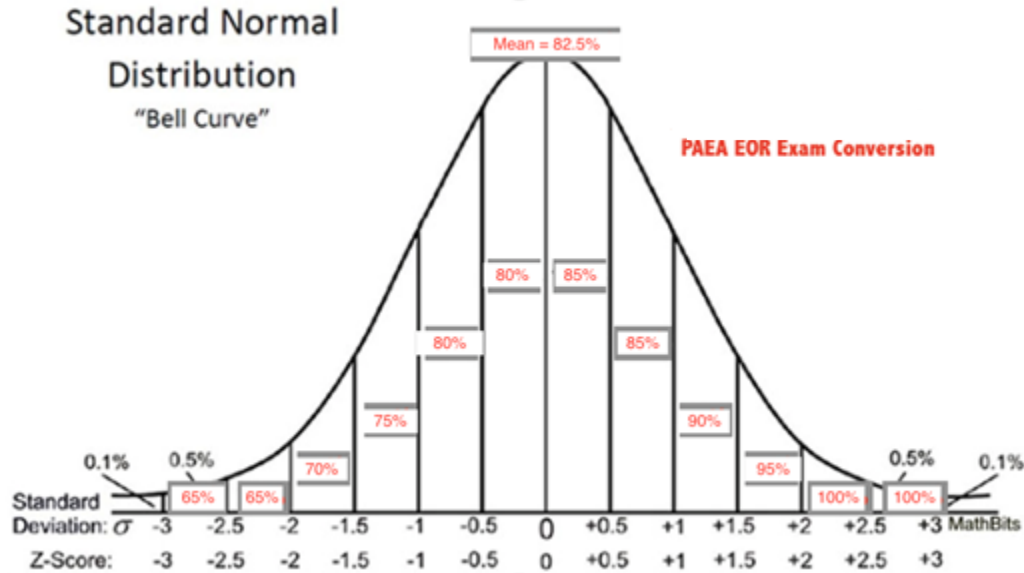
Students who miss exams due to illness or other unexpected circumstances must comply with the policy regarding absenteeism in the Clinical Handbook and contact the course instructor immediately to arrange for an alternate examination. Alternative administration and format of the examination is at the discretion of the course instructor.

**To calculate your PAEA EOR Exam grade please utilize the below process:**

A Z-score less than -1.00 (80%) is failing:

Z-score = (Student Scale Score-National Mean)/National SD

- 100% = +2.01 to +3.0 SD+ above the PAEA national average
- 95% = +1.51 to +2.0 SD above the PAEA national average
- 90% = +1.01 to +1.5 SD above the PAEA national average
- 85% = +0.01 to +1.00 SD above the PAEA national average
- 82.5% = PAEA national average
- 80% = -0.01 to -1.00 SD below the PAEA national average
- 75% = -1.01 to -1.50 SD below the PAEA national average (fail)
- 70% = -1.51 to -2.0 SD below the PAEA national average (fail)
- 65% = -2.01 SD or -3.0, below the PAEA national average (fail)



### Clinical Documentation: SOAP note

Each student is to hand in one complete SOAP note during their clerkship that will be graded.

- Do not submit progress notes as a SOAP note.
- Notes should NOT have ANY identifying information on them. In place of the patient's name and DOB, please write "Name: XX, DOB: XX/XX/XX" at the beginning of the note. If a note is submitted with any identifying information (name, medical record number, DOB, address) on it, you will receive minus 20 for that particular note. (Violation of HIPAA regulations, see Policy and Procedure Handbook for further information).
- All notes must be uploaded to your Exxat portfolio by the 3<sup>rd</sup> week of your rotation (please see Exxat for specific date/time).
- Please refer to the H&P handbook for examples of proper note writing for specific rotations.

The student must receive a grade of 80% or higher to pass the clinical documentation assignment. If a passing grade is not achieved, the student must remediate by writing another note at the course coordinator's discretion, until passing grade of 80% or higher is achieved. Once competency is demonstrated, the initial grade will be entered for tabulation of final course grade.

### Aquifer Cases:

Aquifer cases, as stated on the website, are interactive virtual patient cases to help the student's ability to:

- Demonstrate the knowledge and clinical reasoning skills needed for:
  - Diagnosing and managing patient problems and
  - Providing effective health maintenance and anticipatory guidance outlined in the respective national core curricula.
- Identify important elements of the history, physical examination and tests, and use these to create focused differential diagnoses for patient problems.

Completion of eight (8) designated cases is required to pass this clerkship. The assigned cases have been selected to cover preventive, acute, and chronic patient encounters commonly seen in Family Medicine, with consideration for social determinants of health and issues of ethnicity/race (*ARC-PA standards, 5<sup>th</sup> ed: B2.06, B3.03*). These must be completed by Friday at 9:00am of the designated week. The student is encouraged to complete more than the assigned eight cases if they so choose. All fields must be completed, including short answer documentation as prompted by the case. All students must achieve a 100% completion (blue bar on case list) for each Aquifer case in this course to receive a passing score for this component. Anything less than 100% completion for this component will result in a failing score for this component in the course. If a student receives a failing score, they must remediate the assignment at the discretion of the course instructor.

Please log the case(s) you complete in Aquifer as a virtual patient in Exxat's patient logging component.

The following must be completed by **9:00am on Friday** of the designated weeks:

Week 1:

1. Family Medicine 01: 45-year-old female wellness visit
2. Internal Medicine 16: 45-year-old male who is overweight

Week 2:

1. Family Medicine 02: 55-year-old male wellness visit
2. Family Medicine 28: 58-year-old male with shortness of breath

Week 3:

1. Internal Medicine 06: 45-year-old male with hypertension
2. Family Medicine 19: 39-year-old man with epigastric pain

Week 4:

1. Family Medicine 06: 57-year-old female diabetes care visit
2. Internal Medicine 11: 45-year-old male with abnormal liver chemistries

Aquifer cases are found at [www.aquifer.org](http://www.aquifer.org).

### **Virtual Rounds/Site Visit**

An instructional faculty preceptor will lead a virtual rounds session to assess the progress of each student. This session will occur via Zoom in the last two weeks of the rotation. The course instructor will send an email with the exact date and time at the beginning of the rotation.

During the virtual rounds, each student will perform an oral presentation on a patient encounter from their Internal Medicine rotation. The student will be prepared to discuss how they obtained a medical history, performed an appropriate physical exam, and collected the pertinent data specific to the case, including a differential diagnosis and management plan. All students are required to participate in discussion of each case as led by the faculty member.

Students are required to be prepared with the drug cards they have researched for each clerkship at the time of virtual rounds. Please refer to the section on Drug Cards below.

A student must achieve an 80% or higher on the faculty preceptor evaluation. If a passing grade is not achieved, a remediation assignment as determined by the course instructor must be completed in order to demonstrate competency and pass that component of the course. Once competency is demonstrated, the initial grade will be entered for tabulation of final course grade.

**Professionalism**

The professionalism course component is worth 5% of the final course grade. Students who incur any of the following infractions will receive 0% for this course component. Students who do not have any such infractions will receive the full 5%. Ongoing professionalism issues will be addressed at the discretion of the course coordinator, program director and/or your faculty advisor.

Any of the following:

- Late submission of an assignment
- Unexcused absences (*please refer to the Clinical Handbook*)
- PSC forms during rotation/corresponding CBD (*please refer to Student Policy and Procedure Handbook*)
- Reports of unprofessional behavior

**Patient Exposure**

Exxat’s online patient tracking system will be used to log patient encounters and procedures. Students are required to log information regarding every patient seen daily. Weekly patient logs are due in Exxat every Friday at 9 am and will be reviewed by faculty course instructors. Patient logging will be given a Pass/Fail grade. Submission of patient logging will result in passing grade. If a patient log is not submitted, the student will not pass this component of the course. Logs will be reviewed based on # of encounters, types of encounters, types of experiences (based on ICD-10 codes), and amount of participation. The course instructor will notify students if there are any patient exposure deficiencies.

At the end of each rotation, the “case log totals (graphical)” in the Exxat system must be printed, signed off on by preceptors and uploaded to Exxat by 9:00 am on Call Back Day.

**Clerkship Patient Exposures Required at Completion of Course**

Students are required to log the below **minimum** patient encounters by the completion of this course. The below table defines the requirements to be completed by end of clinical year, not at the completion of the course. Please make sure to perform, rather than observe or assist, as many procedures as possible, as credit is given only for those logged as “done”. Completion of all required clinical procedures is necessary to graduate. It is the student’s responsibility to log in Exxat, the number of procedures completed. Difficulty in meeting these requirements should be brought to the attention of the course instructor.

**Patient Exposure**

<i>Patient Exposure Category</i>	<i>Minimum # of encounters</i>
Encounter Type (B3.03a)	



Preventive <sup>1</sup>	20
Emergent <sup>2</sup>	-
Acute <sup>3</sup>	20
Chronic <sup>4</sup>	10
Lifespan Care (B3.03b)	
Infants (<2y)	-
Children (2-10y)	-
Adolescents (11-17y)	-
Adults	80
Elderly (>65y)	-
Women's Health (B3.03c)	
Prenatal	-
Gynecologic Care	-
Surgical Management (B3.03d)	
Pre-operative Care	-
Intra-operative Care	-
Post-operative Care	-
Psychiatry (B3.03e)	
Behavioral and Mental Health Conditions	5
Setting (B3.04)	
Emergency Department	-
Inpatient	-
Outpatient	80
Operating Room	-

**Note: Please instructor if you difficulty meeting encounters and**

Multiple categories single visit if example, many visits are also

1. Preventative: and maintain health to prevent disease, (ex: immunizations, screenings, well-height/weight, pre-contraceptive

annual exams – pediatric, women's health, family medicine.)

2. Emergent: Needing *immediate* action or treatment of possible life-threatening conditions (ex: any unstable patient, ACS, DKA, CVA, PE, sepsis, respiratory distress, fractures requiring neurovascular intervention, anaphylactic reactions, acute abdomens like appendicitis etc.)

3. Acute: Having rapid onset, severe symptoms, and a short course (ex: many medical visits are acute ranging from viral syndrome, respiratory infections, pharyngitis, ear infections, ingrown toenails, to laceration repair, stable fractures, STI, UTI, gastritis/gastroenteritis etc.)

4. Chronic: Of long duration; long-lasting. Referring to a disease or condition lasting longer than 3 months (Visits for evaluation of HTN, hyperlipidemia, diabetes, AFIB, mental health conditions, psoriasis, rheumatologic condition etc.)

**contact the course are having required patient exposures.**

may be chosen for a applicable. For chronic disease preventative. Protect, promote, and well-being and disability, and death colonoscopy, baby visits, natal monitoring, counseling, all

### **Pharmacology: Drug Cards**

Students are required to research 3 pharmaceutical drugs for each clerkship and make flash cards indicating the class of drug, mechanism of action, indications, contraindications, side effects, dosing and cost of medication. Additionally, critically evaluate the cost effectiveness of the drug to provide high quality, evidence-based care for patients in a fiscally responsible manner. It is up to the student whether they would like to hand write these cards or create an electronic version (i.e. word document, etc.) with the information. The researched information on three pharmaceutical drugs must be uploaded to Exxat by the 3<sup>rd</sup> week of each rotation (please see Exxat for specific date/time). The student is required to have all of these "cards" on the day of site visit in PAS 706 and they will be asked to discuss their research as part of the site visit grade.

## **University Policies and Resources:**

### Pace University COVID-19 Safety

CDC guidelines and University policy require proper face covering use in all classrooms, conference rooms, hallways, elevators, and other common areas. Face coverings are required even if you are more than 6 feet from another individual in a common indoor area. We must work together to protect others and ourselves from the transmission of COVID-19. Any student entering class without a face covering will be asked to: a) don a face covering or b) go to Security to obtain a face covering if the student does not have one. Students who do neither of these things will be asked to leave class and they will be marked absent for the session. Students are expected to be familiar with the current COVID-19 regulations, which are posted on the [Return to Campus website](#). See also [up-to-date policies and announcements](#) and more information about [Pace University's response to COVID-19](#).

### Academic Integrity

Students in this course are required to adhere to Pace University's [Academic Integrity Code \(PDF\)](#), which supports honesty and ethical conduct in the educational process. It educates students about what constitutes academic misconduct, helps to deter cheating and plagiarism, and provides a procedure for handling cases of academic misconduct. Students are expected to be familiar with the Code, which can be found in [Policies and Procedures](#). Individual schools and programs may have additional standards of academic integrity. Students are responsible for familiarizing themselves with the policies of the schools, programs, and courses in which they are enrolled.

Instructions for faculty, a paper about best practices, and the form for reporting integrity policy violations are posted on the Provost's webpage [under "Academic Policies and Forms"](#). Reporting forms should be sent to the Chairs of the Academic Conduct Committee on each campus.

### Learning Commons

[The Learning Commons](#) uses an array of programs and a holistic approach to assist students with academic skills and content knowledge. We are dedicated to developing independent learners through purposeful interactions with trained, well-qualified peer and professional staff. Services offered:

- Content Support Services including, content tutoring, exam review sessions, & content preparation/support workshops
- Academic Skills Services including small group peer mentoring, academic skills workshops, and individual academic development
- Writing Support Services including, writing tutoring & writing preparation/support workshops

### **Procedure for Students Who Wish to Obtain Reasonable Accommodations for a Course:**

The same rigorous admission and academic standards apply to students with and without a disability. In order to support the continued success of students with disabilities, the University prohibits discrimination on the basis of disability and is committed to providing equal access for students with disabilities to its facilities, programs, and activities. The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities.

To request an accommodation for a qualifying disability, a student must self-identify and register with the [Student Accessibility Services Office \(SAS\)](#) for their campus. Student Accessibility Services is housed in the Counseling Center on both the New York City and Pleasantville campuses. Student Accessibility

Services for the New York City campus may be contacted at (212) 346-1526 or 156 William Street, 8th Floor. Student Accessibility Services for the Westchester campuses may be contacted at (914) 773-3710 or the Administration Center, 861 Bedford Road, Pleasantville. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Student Accessibility Services staff. Moreover, no one, including faculty, is authorized to contact Student Accessibility Services on behalf of a student.

#### Technological Resources:

- List of all [Pace Information Technology Services](#).
- For assistance with a technological concern contact the Pace Helpdesk at (914) 773-3648 or create a [help desk ticket](#).
- Visit the [Learning Remotely website](#)

#### Appropriate Use Policy for Information Technology:

Pace endorses the following statement on software and intellectual rights distributed by EDUCAUSE, the non-profit consortium of colleges and universities, committed to the use and management of information technology in higher education. The statement reads:

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy and right to determine the form, manner and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations, may be grounds for sanctions against members of the academic community. [Pace's appropriate use policy](#) applies to recordings of classroom instruction and digital artifacts created by faculty and students.

#### Sex-Based Misconduct Policy and Procedure:

Pace University is committed to providing a safe environment for every member of its community and to ensuring that no student, faculty or staff member is excluded from participation in or denied the benefits of any University program or activity on the basis of sex. Accordingly, the University prohibits the following forms of Sex-Based Misconduct: sexual assault, sexual harassment, gender-based harassment, dating violence, domestic violence, sexual exploitation and stalking.

Instructors are a **non-confidential** resource and have an obligation to report any information about sexual assault with the Executive Director of Institutional Equity and Title IX Coordinator – Bernard Dufresne, [bdufresne@pace.edu](mailto:bdufresne@pace.edu), 163 Williams Street, Room 1017, (212) 346-1310. The Title IX/Affirmative Action Office is responsible for investigating violations of the sexual misconduct policy. Go here for more information about the [Pace University sexual misconduct policy](#).

Members of the University community who believe that they have been subjected to Sex-Based Misconduct are encouraged to report such incidents to the University and, where applicable, to local law enforcement. **Confidential** resources include the **University Counseling Centers, Offices of Sexual and Interpersonal Wellness** and **University Healthcare**. Contact information for those offices may be found in the self-care section below.

**Self-Care:**

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. The Pace Community strongly encourages you to take care of yourself throughout the term, before the demands of midterms and finals reach their peak.

The [Counseling Center Just In Case](#) information supplies potentially life-saving mental health information to Pace University students, staff, and faculty, putting vital information and support options at your fingertips, just in case you or a friend needs help... You can also find this information in the MyPace and PaceSafe apps.

During this academic year, the following information on [Coping Emotionally with COVID-19](#) may also be useful for you.

<b>Department</b>	<b>Pleasantville</b>	<b>New York City</b>
Advising Center for Exploring Majors	First-year: (914) 773-3756   (914) 773-3757	(212) 346-1798
Affirmative Action Office	(914) 923-2610	(212) 346-1310
Center for Spiritual Development	(914) 773-3767	
College of Health Professions Academic Advisement	UG (914) 773-3961 UG (914) 773-3347 Grad (914) 773-3114	UG (212) 618-6027 Grad (914) 773-3114
Counseling Center/Student Accessibility Services	(914) 773-3710	(212) 346-1526
Dean for Students Office	(914) 773-3351	(212) 346-1306
Dyson College Academic Advisement	(914) 773-3781	(212) 346-1518
International Student/Scholars	(212) 346-1368	
Lubin School of Business Academic Advisement	UG (914) 773-3531	UG (212) 618-6550 Grad (212) 618-6440
New Student Experience and Transitions	(914) 773-3756	(212) 346-1219 and (212) 346-1346
Office of Multicultural Affairs	(914) 773-3628	(212) 346-1546
Office of the Registrar	help.pace.edu	
Office of Sexual and Interpersonal Wellness	(212) 346-1931	
Pace Women’s Justice Center	(914) 287-0739	
Pforzheimer Honors College Academic Advisement	(212) 346-1697	
Residential Life	(914) 597-8777	(212) 346-1295

Seidenberg School Academic Advisement	(914) 773-3527	(212) 346-1687
Study Abroad	(212) 346-1368	
Student Accessibility Services	(914) 773-3710	(212) 346-1526
Student Accounts	(877) 672-1830	
Student Engagement	(914) 773-3767	(212) 346-1590
University Health Care	(914) 773-3760	(212) 346-1600



PACE UNIVERSITY-LENOX HILL HOSPITAL  
PHYSICIAN ASSISTANT PROGRAM

## **Course Syllabus: Emergency Medicine**

Course Title: Clerkship in Emergency Medicine

Course Number: 706

Course Discipline: Physician Assistant Studies (PAS)

Instructional Goals: This supervised clinical course provides the student with an opportunity to participate in the care of a variety of patients with emergent and acute medical problems in the emergency department setting. This clerkship provides exposure to patients with medical and surgical emergencies as well as trauma. The clerkship is designed to provide students with supervised medical and clinical practice experiences enabling them to meet program learning outcomes and acquire the competencies needed for entry-level clinical PA practice.

Course Date: 2022 – 2023 Clinical Year

Credits: Three (3)

Course Goals:

Upon completion of this course, the student will be able to:

- Utilize, refine, and build on the goals and objectives achieved in the didactic and clinical training.
- Expose the student to a representative sampling of patient exposures and encounters typical of emergency medicine.
- Develop basic diagnostic and therapeutic skills related to preventive, chronic, acute and emergent problems utilized by emergency medical providers.

Course Instructor:

Shannon North, MS, PA-C  
Clinical Associate Professor  
Pace University  
163 William Street, 5<sup>th</sup> floor  
New York, NY 10038  
(212) 618-6036  
[snorth@pace.edu](mailto:snorth@pace.edu)

Office hours: 5 hours weekly by appointment  
Preferred contact method: email

Learning Outcomes:

Upon completion of the Emergency Medicine Clinical Course, the PA student will be able to:

A) Emergent

1. Prioritize emergent patients by differentiating between threatening and non-threatening patient presentations.
2. In an adult patient with chest pain, perform a patient-centered problem-oriented H&P, order and interpret the appropriate labs and diagnostic tests to include an ECG, and formulate a differential diagnosis for the patient.
3. Evaluate a patient with shortness of breath, order and interpret lab/diagnostic testing to include pulse oximetry and chest x-ray, develop a differential diagnosis, and design an initial treatment plan.
4. Assess an emergent patient using proper sepsis criteria.
5. Evaluate an adult patient with neurological symptoms, order/interpret appropriate labs and diagnostic tests, formulate a differential diagnosis, and recommend initial management for the patient.

B) Acute

1. For a patient with acute abdominal pain, elicit a patient-centered history, perform a physical exam, formulate a differential diagnosis, order appropriate diagnostic tests, and recommend an initial management plan.
2. For a patient with an acute musculoskeletal injury, interpret laboratory tests/diagnostic imaging to include an x-ray, and correctly immobilize the extremity.
3. Appropriately irrigate, debride and suture/staple a laceration of a patient.
4. Appropriately document a SOAP note for an emergency medicine patient.
5. Professionally perform patient education regarding discharge instructions, while documenting discharge summary and plan for an adult ED patient.
6. Appropriately performs procedures on patients under supervision.

C) Professional Practice

1. Exhibit ethical behavior and demonstrates sensitivity and responsiveness to patients' culture, age, gender and abilities.
2. Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognizing and correct systems-based factors that negatively impact patient care.
3. Demonstrate appropriate response to supervision and constructive criticism; recognize & appropriately address personal biases, gaps in medical knowledge & physical limitations in themselves & others.
4. Demonstrate competency in managing a patient relevant to student level of training.
5. Consistently dress in a professional manner and properly identify self as a Physician Assistant student.

Instructional Objectives:

Student competencies for the following objectives will be evidenced by demonstration of skills to site preceptor, a passing grade on the end of rotation exam, site visit, simulation and clinical documentation.

Upon completion of this rotation, the student will be able to:

M) Medical Knowledge:

- a. Analyze the pathophysiology, etiology, epidemiology, physical symptoms and signs, differential diagnosis, appropriate diagnostic test work-up, management plan, prognosis and potential complications for patients for each problem/condition listed in the topic list for the PAEA EOR Exam™ in emergency medicine: <https://paeaonline.org/wp-content/uploads/imported-files/eor-emergencymed-topiclist-20200309.pdf>.

N) History & Physical:

- a. Defend their ability to elicit an accurate, detailed medical history relevant to the diagnosis of the presenting problem or to the comprehensive evaluation of the patient, using appropriate interview skills.
- b. Perform a thorough and logical physical examination directed at evaluating the patient's complaint.

O) Medical Decision Making:

- a. Develop an appropriate differential diagnosis.
- b. Develop a plan of investigation by ordering appropriate diagnostic studies, initiating pharmacological therapy, providing patient education, referring/consulting when needed and related medical care.
- c. Compare and discriminate between common diagnostic studies.

P) Written and Oral Presentation Skills

- a. Develop an oral presentation focusing on relevant positive and negative findings elicited in the history, physical and laboratory/diagnostic studies.
- b. Appropriately document clinical encounters.

Q) Communication and Professional Practice

- a. Effectively educate the patient and family regarding the proposed treatment plan including discussion of the risks and benefits, cultural awareness, cost considerations, limitations, potential side effects and complications versus alternative approaches.
- b. Appropriately communicate with the patient, patient's health care team and patient's family to ensure quality patient-centered care.

R) Clinical Skills

- a. Seek opportunities to perform and develop proficiency in the following core technical procedures.
  - i. Electrocardiogram
  - ii. Foley catheter placement
  - iii. Intradermal injections
  - iv. Intramuscular injections
  - v. Intravenous insertions
  - vi. Venipuncture
  - vii. Arterial blood gases
  - viii. Nasogastric tube placement
  - ix. Pelvic examinations
  - x. Splinting
  - xi. Suturing



- xii. Stapling
  - xiii. Surgical dressing changes
  - xiv. Surgical scrubbing
  - xv. Rectal examinations
- b. Develop the knowledge and skills necessary to perform the following non-core technical procedures related to the care of the infant, child, adolescent, adult or elderly patient, under the instruction and supervision of a preceptor.
- i. Cardiopulmonary resuscitation (CPR)
  - ii. Obtain throat culture
  - iii. Defibrillation
  - iv. Chest tube insertion
  - v. Lumbar puncture
  - vi. Joint aspiration and/or injection
  - vii. Cast application
  - viii. Endotracheal intubation
  - ix. Laceration repair including wound cleaning and debridement, administration of local anesthesia, determination of major vessel, nerve, or tendon involvement, suturing of lacerations, administration of appropriate tetanus therapy
- c. Given AP and lateral views, interpret the following x-ray findings:
- i. Fractures
  - ii. Dislocations
  - iii. Bone lesions
  - iv. Degenerative changes
  - v. Demonstrate an understanding of Salter-Harris classification
- d. Given a flat plate and upright abdominal x-ray with good exposure and patient positioning, interpret the following:
- i. Free air under the diaphragm
  - ii. Air/fluid levels in the small bowel and colon
  - iii. Hepatic and splenic margins
  - iv. Foreign bodies
  - v. Dilated intestine
- e. Given a PA and lateral chest x-ray with good exposure and patient positioning, interpret the following:
- i. Pulmonary infiltrate
  - ii. Pulmonary nodule
  - iii. Atelectasis/pneumothorax
  - iv. Cardiomegaly
  - v. Rib fractures
  - vi. Pleural effusion

\* Please note that these instructional objectives are provided to the student as guidelines and it must be appreciated that on any given emergency medicine rotation, some objectives may not be met. However, during the rotation, the student will encounter many emergent problems which are not included and which will broaden the experience.

Recommended texts:

Tintinalli JE, Ma O, Yealy DM, Meckler GD, Stapczynski J, Cline DM, Thomas SH. eds. *Tintinalli's Emergency Medicine: A Comprehensive Study Guide, 9e.* McGraw-Hill; Accessed August 05, 2020. <https://accessmedicine.mhmedical.com/content.aspx?bookid=2353&sectionid=183421313>

*\*Students have free access to textbooks provided by Pace University via Access Medicine*

Optional Review Questions:

Online exam review question banks (Rosh Review & Exam Master) will be available as an optional learning tool in this course. It is strongly recommended to complete exam review questions to augment your studying.

Method of Student Evaluation/Assessment:

<b>Course components:</b>		
Preceptor Evaluation		25%
PAEA EOR Exam		25%
Clinical Documentation (SOAP)		15%
Aquifer Cases		15%
Site Visit		15%
Professionalism		5%
<b>Pass/Fail components:</b>		P/F
	Mid Clerkship Evaluation	
	Patient Exposure Logging	
	Drug Cards	
	Simulation	
<b>Total</b>		<b>100%</b>

*Passage of the course requires a final average grade of 80% or greater.*

*Passage of the course requires a passing grade and if applicable, successful remediation of all course components.*

*Method of Student Evaluation/Assessment subject to change.*

End of Clerkship Preceptor Evaluation of student

The program has adopted course specific evaluation forms, which each preceptor completes online through the Exxat system. The preceptor of record is responsible for assessing student performance and progress in achieving course specific learning outcomes. Students will be evaluated on the basis of their general medical knowledge and their ability to obtain a medical history and perform an appropriate physical exam. Included in the evaluation will be your ability to organize a database, propose a management plan, present cases, and demonstrate rapport with patients and co-workers. Dependability, attitude toward learning, and work habits are also part of the evaluation. The preceptor evaluation is a weighted grading process that assesses student professionalism and clinical performance.

Please keep in mind that preceptors may request information from multiple other clinicians with

whom you have interacted, in order to complete a composite evaluation.

The student evaluation should be completed by the designated preceptor online through the Exxat system. All evaluations must be completed by the end of the clerkship. It is the student's responsibility to ensure the preceptor evaluation is completed by Call Back Day. If there are extenuating circumstances that cause a delay, the clinical administrative assistant must be notified prior to Call Back Day.

A student must achieve an 80% or higher on the overall Preceptor Evaluation and each individual component. If a student receives a failing grade (score below 80% on overall evaluation or less than a three on the 1-5 Likert scale for each individual component), they will meet with their advisor to review the components of the evaluation they failed. Each failed component will be remediated as required by the course coordinators. It is the student's responsibility to contact their advisor and course coordinator within 1 week of receiving their grade to schedule the review if they do not successfully pass. Once competency is demonstrated, the initial preceptor grade will be entered for tabulation of final course grade.

### **End of Clerkship Examination**

The End of Clerkship Examination for PAS 706 will be the PAEA Emergency Medicine End of Rotation Exam. Please visit the following website for further information about the exam including an exam blueprint and topic list.

<http://www.endofrotation.org>

The End of Clerkship Exam is a 120-question exam from PAEA with two hours (120 minutes) allotted and is administered on Call Back Day. No breaks are permitted during the exam as per program policy. Questions on these exams are based on the PAEA exam blueprint and topic list. Students must receive a grade of 80% or higher to pass clinical year exams (see chart below to convert PAEA scaled score to percentage score). Students who do not receive a passing grade will be required to complete a remediation assignment and retake the exam. Competency is demonstrated as determined by the course instructor(s), the initial exam grade will be entered for tabulation of final course grade.

If a student receives a failing grade (z-score of less than -1.00% = score below 80%) on their End of Clerkship Exam, they should meet with their advisor to review areas for improvement identified by the score report provided by PAEA. Test questions are not provided by PAEA for the End of Rotation Exams. It is the student's responsibility to contact their academic advisor within 2 business days of receiving their grade to schedule an exam review if they do not successfully pass the examination.

The student will be assigned the following as a remediation assignment, which will be due on Exxat one week following the initial EOR exam at 9:00am. Successful completion of the remediation assignment is required to pass the course.

Please refer to your individual PAEA EOR Performance report found on Examdriver.com. Go to the second section titled "Feedback by Keyword" to review the questions you answered incorrectly on the exam.

For your remediation assignment, you will use the Task Areas and Diagnoses in this section to create an original study guide. Your study guide will be a word document with a short explanation about each Task Area and Diagnosis, written in your own words. Please include all relevant information related to the Task Area and Diagnosis (see the below example). Feel free to use the Recommended Texts on the syllabus as references, but you do not need to create citations for your study guide. For example:

- **Cardiovascular: History and Physical, Peripheral artery disease:** Patient may complain of pain in affected limb on exertion that is relieved by rest (intermittent claudication) or pain in affected limb at rest (critical limb ischemia). Can also be asymptomatic. Physical exam reveals weak or decreased peripheral pulses in affected limb. More severe signs and symptoms include paresthesia/anesthesia, atrophy, shiny skin, hair loss, non-healing ulcers, gangrene.

\*Additionally, it is helpful in general when studying to compare/contrast similar conditions. So, for this example providing information as to how this is different from the general umbrella of peripheral vascular disease would be helpful.

The student will then be required to retest with another exam. If the student does not successfully pass the retest exam, they fail the PAEA EOR exam component and therefore fail the course.

Students who miss exams due to illness or other unexpected circumstances must comply with the policy regarding absenteeism in the Clinical Handbook and contact the course instructor immediately to arrange for an alternate examination. Alternative administration and format of the examination is at the discretion of the course instructor.

**To calculate your PAEA EOR Exam grade please utilize the below process:**

A Z-score less than -1.00 (80%) is failing:

Z-score = (Student Scale Score-National Mean)/National SD

100% = +2.01 to +3.0 SD+ above the PAEA national average

95% = +1.51 to +2.0 SD above the PAEA national average

90% = +1.01 to +1.5 SD above the PAEA national average

85% = +0.01 to +1.00 SD above the PAEA national average

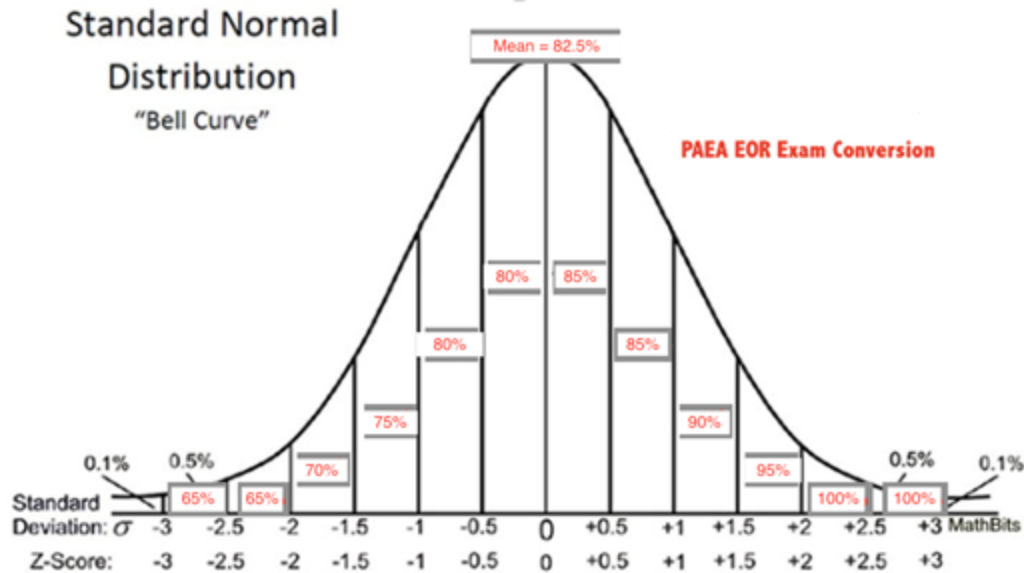
82.5% = PAEA national average

80% = -0.01 to -1.00 SD below the PAEA national average

75% = -1.01 to -1.50 SD below the PAEA national average (fail)

70% = -1.51 to -2.0 SD below the PAEA national average (fail)

65% = -2.01 SD or -3.0, below the PAEA national average (fail)



### Clinical Documentation: SOAP Note

Each student is to hand in one complete SOAP note during their clerkship that will be graded.

- **Do not submit progress notes as a SOAP note.**
- **Notes should NOT have ANY identifying information on them. In place of the patient's name and DOB, please write "Name: XX, DOB: XX/XX/XX" at the beginning of the note. If a note is submitted with any identifying information (name, medical record number, DOB, address) on it, you will receive minus 20 for that particular note. (Violation of HIPAA regulations, see Policy and Procedure Handbook for further information).**
- **All notes must be uploaded to your Exxat portfolio by the 3<sup>rd</sup> week of your rotation (please see Exxat for specific date/time).**
- **Please refer to the H&P handbook for examples of proper note writing for specific rotations.**

The student must receive a grade of 80% or higher to pass the clinical documentation assignment. If a passing grade is not achieved, the student must remediate by writing another note at the course coordinator's discretion, until passing grade of 80% or higher is achieved. Once competency is demonstrated, the initial grade will be entered for tabulation of final course grade.

### Aquifer Cases

Aquifer cases, as stated on the website, are interactive virtual patient cases to help the student's ability to:

- Demonstrate the knowledge and clinical reasoning skills needed for:
  - Diagnosing and managing patient problems
  - Providing effective health maintenance and anticipatory guidance outlined in the respective national core curricula.
- Identify important elements of the history, physical examination and tests, and use these to create focused differential diagnoses for patient problems.

Completion of four (4) designated cases is required to pass this clerkship. The assigned cases have been selected to include instruction related to the development of clinical reasoning and problem-solving abilities and cover emergent and acute patient encounters commonly seen when

caring for patient in emergency medicine, with special consideration for social determinants of health. These must be completed by Friday at 9:00am of the designated week. The student is encouraged to complete more than the assigned four cases if they so choose. (ARC-PA Standards, 5<sup>th</sup> ed, B2.05, B2.06, B2.08)

All students must achieve a 100% completion (blue bar on case list) for each Aquifer case in this course to receive a passing score for this component. Anything less than 100% completion for this component will result in a failing score for this component in the course. If a student receives a failing score, they must remediate the assignment at the discretion of the course instructor.

Please log the case(s) you complete in Aquifer as a virtual patient in Exxat's patient logging component.

The following must be completed by **9:00am on Friday** of the designated weeks:

**Week 1:** Internal Medicine 01: 49-year-old male with chest pain

**Week 2:** High Value Care 02: 25-year-old female - Making diagnostic testing count

**Week 3:** Geriatrics 02: 85-year-old female with hypoglycemia

**Week 4:** Medical Home 01: 16-year-old-female with status asthmaticus

Aquifer cases are found at [www.aquifer.org](http://www.aquifer.org).

### **Site Visit**

A faculty preceptor will be performing a site visit to assess the progress of each student and observe the interactions between student, patient and preceptor during the clerkship.

The student can find the contact information for the faculty member that will be completing their site visit under the "Session Documents" section in Exxat. It is the student's responsibility to arrange/confirm the date and time of the site visit with designated faculty within the first week of rotation start date. During the site visit, the faculty member will observe a patient interaction including obtaining a medical history, performing an appropriate physical exam, collecting pertinent data specific to the case and an oral presentation of the case to the preceptor and/or visitor including a differential diagnosis and management plan. The site visit rubric is located in the Clinical Handbook and on Exxat.

In addition, the student is required to research 3 pharmaceutical agents for each clerkship (See section titled "Drug Cards"). The student is required to have their drug cards available on the day of their site visit, as pharmacological knowledge is part of the site visit grade. If pharmacology cards are not present at the time of the site visit, the student will not receive credit for that portion of the site visit grade.

**A student must achieve an 80% or higher on the faculty preceptor evaluation. If a passing grade is not achieved, a remediation assignment that could include a repeat site visit will be assigned by the course instructor. The original site visit exam grade will be entered for tabulation of final course**

**grade.**

### Professionalism

The professionalism course component is worth 5% of the final course grade. Students who incur any of the following infractions will receive 0% for this course component. Students who do not have any such infractions will receive the full 5%. Ongoing professionalism issues will be addressed at the discretion of the course coordinator, program director and/or your faculty advisor.

Any of the following:

- Late submission of an assignment or any other course component
- Unexcused absence (*please refer to the Clinical Handbook*)
- Report of unprofessional behavior
- PSC form completed during a rotation or call back day (*refer to Student Policy and Procedure Handbook*)

### Pass/Fail Components:

#### Mid Clerkship Evaluations

Mid clerkship evaluations are designed to give the preceptor an opportunity to provide feedback to students on their performance during the mid-point of each clinical rotation. Students should use this information as an opportunity to strengthen their skills. A portion of the mid clerkship evaluation is designed for the student to self-reflect on their clinical experience and to identify areas of improvement as well as strengths. Students must complete this portion of the evaluation before submission.

One Mid Clerkship Evaluation must be uploaded to your Exxat portfolio for each rotation. This evaluation must be submitted to the Program by the 3<sup>rd</sup> week of the clerkship (please see Exxat for specific date/time).

If any academic or clinically related problems arise from this interaction that is of concern, it is in the student's best interest to discuss this with the course instructor. Do not sign the mid-clerkship evaluation and then hand it to your preceptor to be filled out. Your signature indicates your review of the evaluation. Only the assigned preceptor should fill out the evaluation. If your preceptor is unable to complete the mid clerkship evaluation by the due date, it is the student's responsibility to contact the course instructor and the clinical administrative assistant by email prior to the late submission.

The Mid Clerkship Evaluation will be given a Pass/Fail grade. Submission of the Mid Clerkship Evaluation will result in a passing grade. If a Mid Clerkship Evaluation is not submitted, the student will not pass this component of the course.

#### Patient Exposure

Exxat's online patient tracking system will be used to log patient encounters and procedures. Students are required to log information regarding **every** patient seen daily. Weekly patient logs are due in Exxat **every Friday at 9 am** and will be reviewed by faculty course instructors.

Patient logging will be given a Pass/Fail grade. Submission of patient logging will result in passing grade. If a patient log is not submitted, the student will not pass this component of the course. Logs will be reviewed based on # of encounters, types of encounters, types of experiences (based on ICD-10 codes), and amount of participation. The course instructor will notify students if there are any patient exposure deficiencies.

At the **end of each rotation**, the “case log totals (graphical)” in the Exxat system must be printed, signed off on by preceptors and uploaded to Exxat by 9:00 am on the Friday of Call Back Day week.

Clerkship Patient Exposures Required at Completion of Course:

Students are required to log the below **minimum** patient encounters by the completion of this course. Completion of all required clinical procedures is necessary to graduate. It is the student’s responsibility to log the number of procedures completed in Exxat. Difficulty in meeting these requirements should be brought to the attention of the course instructor.

Minimum Patient Exposures

<i>Patient Exposure Category</i>	<i>Minimum # of encounters</i>
Encounter Type (B3.03a)	
Preventive	5
Emergent	20
Acute	40
Chronic	5
Lifespan Care (B3.03b)	
Infants (<2y)	-
Children (2-10y)	-
Adolescents (11-17y)	-
Adults	60
Elderly (>65y)	10
Women’s Health (B3.03c)	
Prenatal	-
Gynecologic Care	3
Surgical Management (B3.03d)	
Pre-operative Care	3
Intra-operative Care	-
Post-operative Care	-



Psychiatry (B3.03e)	
Behavioral and Mental Health Conditions	5
Setting (B3.04)	
Emergency Department	70
Inpatient	-
Outpatient	-
Operating Room	-

**\*Please contact the course instructor if you are having difficulty meeting required patient encounters and exposures**

**\*Please see Clinical Handbook for examples of encounter types**

**Pharmacology: Drug Cards**

Students are required to research 3 pharmaceutical drugs for each clerkship and make flash cards indicating the class of drug, mechanism of action, indications, contraindications, side effects, dosing and cost of medication. Additionally, critically evaluate the cost effectiveness of the drug in order to provide high quality, evidence based care for patients in a fiscally responsible manner. It is up to the student whether they would like to hand write these cards or create an electronic version (i.e. word document, etc.) with the information. The researched information on three pharmaceutical drugs must be uploaded to Exxat by the 3<sup>rd</sup> week of each rotation (please see Exxat for specific date/time). The student is required to have all of these “cards” on the day of their site visit in PAS 706 and they will be asked to discuss their research as part of the site visit grade.

**Simulation**

The student will participate in emergency medicine simulation to enhance their clinical education by providing opportunities to use critical clinical thinking skills through case simulation in the Center for Excellence in Healthcare Simulation using Human Patient Simulators (HPS), Standardized Patients (SPs), problem-based learning and group discussion. Simulation will increase the student’s appreciation for the medical and behavioral management of their patients and improve their ability to apply their didactic education to a clinical setting. The focus will be on developing independent clinical reasoning skills with an emphasis on correlation of history taking, physical exam findings and pertinent laboratory results to formulate a diagnosis and initiate a management plan.

Before each simulation case, an assigned reading assignment will be given to the student. Completion of this reading assignment prior to participation in the case is mandatory. Further information regarding simulation dates/times and prior reading assignments will be provided on Exxat.

Simulation is based on unit participation and will be Pass/Fail. Attendance is mandatory. Students who attend and actively participate in their assigned cases, including completing the assigned reading and active participation in the debriefing exercises will receive a passing grade.

Students who do not receive a passing grade will be required to remediate. Remediation assignments will be determined by the course instructor.

### University Policies and Resources:

#### Pace University COVID-19 Safety

CDC guidelines and University policy require proper face covering use in all classrooms, conference rooms, hallways, elevators, and other common areas. Face coverings are required even if you are more than 6 feet from another individual in a common indoor area. We must work together to protect others and ourselves from the transmission of COVID-19. Any student entering class without a face covering will be asked to: a) don a face covering or b) go to Security to obtain a face covering if the student does not have one. Students who do neither of these things will be asked to leave class and they will be marked absent for the session. Students are expected to be familiar with the current COVID-19 regulations, which are posted on the [Return to Campus website](#). See also [up-to-date policies and announcements](#) and more information about [Pace University's response to COVID-19](#).

#### Academic Integrity

Students in this course are required to adhere to Pace University's [Academic Integrity Code \(PDF\)](#), which supports honesty and ethical conduct in the educational process. It educates students about what constitutes academic misconduct, helps to deter cheating and plagiarism, and provides a procedure for handling cases of academic misconduct. Students are expected to be familiar with the Code, which can be found in [Policies and Procedures](#). Individual schools and programs may have additional standards of academic integrity. Students are responsible for familiarizing themselves with the policies of the schools, programs, and courses in which they are enrolled.

Instructions for faculty, a paper about best practices, and the form for reporting integrity policy violations are posted on the Provost's webpage [under "Academic Policies and Forms."](#) Reporting forms should be sent to the Chairs of the Academic Conduct Committee on each campus.

#### Learning Commons

[The Learning Commons](#) uses an array of programs and a holistic approach to assist students with academic skills and content knowledge. We are dedicated to developing independent learners through purposeful interactions with trained, well-qualified peer and professional staff. Services offered:

- Content Support Services including, content tutoring, exam review sessions, & content preparation/support workshops
- Academic Skills Services including small group peer mentoring, academic skills workshops, and individual academic development
- Writing Support Services including, writing tutoring & writing preparation/support workshops

Procedure for Students Who Wish to Obtain Reasonable Accommodations for a Course:

The same rigorous admission and academic standards apply to students with and without a disability. In order to support the continued success of students with disabilities, the University prohibits discrimination on the basis of disability and is committed to providing equal access for students with disabilities to its facilities, programs, and activities. The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities.

To request an accommodation for a qualifying disability, a student must self-identify and register with the [Student Accessibility Services Office \(SAS\)](#) for their campus. Student Accessibility Services is housed in the Counseling Center on both the New York City and Pleasantville campuses. Student Accessibility Services for the New York City campus may be contacted at (212) 346-1526 or 156 William Street, 8th Floor. Student Accessibility Services for the Westchester campuses may be contacted at (914) 773-3710 or the Administration Center, 861 Bedford Road, Pleasantville. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Student Accessibility Services staff. Moreover, no one, including faculty, is authorized to contact Student Accessibility Services on behalf of a student.

Technological Resources:

- List of all [Pace Information Technology Services](#).
- For assistance with a technological concern contact the Pace Helpdesk at (914) 773-3648 or create a [help desk ticket](#).
- Visit the [Learning Remotely website](#)

#### **Appropriate Use Policy for Information Technology:**

Pace endorses the following statement on software and intellectual rights distributed by EDUCAUSE, the non-profit consortium of colleges and universities, committed to the use and management of information technology in higher education. The statement reads:

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy and right to determine the form, manner and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

[Pace's appropriate use policy](#) applies to recordings of classroom instruction and digital artifacts created by faculty and students.

Sex-Based Misconduct Policy and Procedure:

Pace University is committed to providing a safe environment for every member of its community and to ensuring that no student, faculty or staff member is excluded from

participation in or denied the benefits of any University program or activity on the basis of sex. Accordingly, the University prohibits the following forms of Sex-Based Misconduct: sexual assault, sexual harassment, gender-based harassment, dating violence, domestic violence, sexual exploitation and stalking.

Instructors are a **non-confidential** resource and have an obligation to report any information about sexual assault with the Executive Director of Institutional Equity and Title IX Coordinator – Bernard Dufresne, [bdufresne@pace.edu](mailto:bdufresne@pace.edu), 163 Williams Street, Room 1017, (212) 346-1310. The Title IX/Affirmative Action Office is responsible for investigating violations of the sexual misconduct policy. Go here for more information about the [Pace University sexual misconduct policy](#).

Members of the University community who believe that they have been subjected to Sex-Based Misconduct are encouraged to report such incidents to the University and, where applicable, to local law enforcement. **Confidential** resources include the **University Counseling Centers**, **Offices of Sexual and Interpersonal Wellness** and **University Healthcare**. Contact information for those offices may be found in the self-care section below.

Self-Care:

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. The Pace Community strongly encourages you to take care of yourself throughout the term, before the demands of midterms and finals reach their peak.

The [Counseling Center Just In Case](#) information supplies potentially life-saving mental health information to Pace University students, staff, and faculty, putting vital information and support options at your fingertips, just in case you or a friend needs help... You can also find this information in the MyPace and PaceSafe apps.

During this academic year, the following information on [Coping Emotionally with COVID-19](#) may also be useful for you.

Department	Pleasantville	New York City
Advising Center for Exploring Majors	First-year: (914) 773-3756   (914) 773-3757	(212) 346-1798
Affirmative Action Office	(914) 923-2610	(212) 346-1310
Center for Spiritual Development	(914) 773-3767	
College of Health Professions Academic Advisement	UG (914) 773-3961 UG (914) 773-3347 Grad (914) 773-3114	UG (212) 618-6027 Grad (914) 773-3114
Counseling Center/Student Accessibility Services	(914) 773-3710	(212) 346-1526
Dean for Students Office	(914) 773-3351	(212) 346-1306
Dyson College Academic Advisement	(914) 773-3781	(212) 346-1518

International Student/Scholars	(212) 346-1368	
Lubin School of Business Academic Advisement	UG (914) 773-3531	UG (212) 618-6550 Grad (212) 618-6440
New Student Experience and Transitions	(914) 773-3756	(212) 346-1219 and (212) 346-1346
Office of Multicultural Affairs	(914) 773-3628	(212) 346-1546
Office of the Registrar	help.pace.edu	
Office of Sexual and Interpersonal Wellness	(212) 346-1931	
Pace Women's Justice Center	(914) 287-0739	
Pforzheimer Honors College Academic Advisement	(212) 346-1697	
Residential Life	(914) 597-8777	(212) 346-1295
Seidenberg School Academic Advisement	(914) 773-3527	(212) 346-1687
Study Abroad	(212) 346-1368	
Student Accessibility Services	(914) 773-3710	(212) 346-1526
Student Accounts	(877) 672-1830	
Student Engagement	(914) 773-3767	(212) 346-1590
University Health Care	(914) 773-3760	(212) 346-1600



PACE UNIVERSITY-LENOX HILL HOSPITAL  
PHYSICIAN ASSISTANT PROGRAM

## Course Syllabus: Surgery

**Course Name:** Clerkship in Surgery

**Course Number:** PAS 707

**Course Discipline:** Physician Assistant Studies (PAS)

### **Instructional Goals:**

This supervised clinical course provides the student with an opportunity to participate in the care of a variety of patients with **emergent, acute** and **chronic** medical problems in the **inpatient and operating room setting**. **The student will work as a member of the surgical team treating patients seeking care for conditions requiring surgical management, including pre-operative, intra-operative, and post-operative care.** The rotation is designed to provide students with supervised medical and clinical practice experiences enabling them to meet program expectations (outcomes) and acquire the competencies needed for entry-level clinical PA practice.

**Course Date:** 2022 – 2023 Clinical Year

**Credits:** Three (3)

### **Course Goals:**

Upon completion of this course, the student will be able to:

- Utilize, refine, and build on the goals and objectives achieved in the didactic and clinical training.
- Expose the student to a representative sampling of patient exposures and encounters typical of general surgery.
- Develop basic diagnostic and therapeutic skills related to acute, emergent, and chronic problems utilized by surgical providers.

**Course Instructor(s):**

Office Hours 5 hours weekly by appointment

Kindred Shulgin, MS, PA-C

Clinical Assistant Professor

Pace University – Lenox Hill Hospital

Physician Assistant Program NYC

163 William Street, 5<sup>th</sup> floor

New York, NY 10038

[kshulgin@pace.edu](mailto:kshulgin@pace.edu)

**Learning Outcomes:**

Upon completion of the Surgery clinical course, PA students will be able to:

**a) Pre-op**

1. Elicit a patient-centered pre-op history from an adult patient presenting with a surgical complaint and educate the patient regarding the surgical procedure.
2. Conduct an appropriate pre-op physical exam and order and interpret pre-operative diagnostic screening tests
3. Appropriately assess the pre-operative risk of an adult patient using factors based on patient age, history, physical exam, and diagnostic testing.
4. Professionally educate an adult patient on surgical risk, thoughtfully address patient questions, and obtain informed consent from the patient prior to surgery.
5. Write an accurate pre-operative note for a surgical patient.

**b) Intra-op**

1. Correctly perform scrubbing, gowning, and gloving prior to entering the operating room.
2. Professionally participate in a time-out at the beginning of a surgical procedure.
3. Assist surgeon(s) intra-operatively during a surgical procedure on an adult patient.
4. Correctly maintain the sterile field during intra-operative care of a patient.
5. Accurately identify anatomical landmarks pertinent to a surgical procedure.

**c) Post-op**

1. Evaluate a post-operative patient using patient-centered techniques and recommend appropriate pain management.
2. Appropriately screen an adult patient for common post-operative complications.
3. Professionally perform post-operative wound care and identify normal healing versus signs of infection.
4. Evaluate the hemodynamic status of a post-operative adult patient by measuring ins and outs, and document findings.
5. Accurately write a discharge summary and plan and appropriately educate patients about interprofessional services, including physical therapy, occupational therapy, and social work.

**d) Professional Practice**

1. Exhibit ethical behavior and demonstrate sensitivity and responsiveness to patients' culture, age, gender, and abilities.
2. Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognize and correct systems-based factors that negatively impact patient care.
3. Demonstrate appropriate response to supervision and constructive criticism; recognize and appropriately address personal biases, gaps in medical knowledge and physical limitations in themselves and others.
4. Demonstrate competency in managing a patient relevant to student level of training.
5. Consistently dress in a professional manner and properly identify self as a Physician Assistant student.

### **Instructional Objectives:**

Student competencies for the following objectives will be evidenced by demonstration of skills to site preceptor, a passing grade on the end of rotation exam, site visit and clinical documentation. Upon completion of this rotation, the student will be able to:

#### **S) Medical Knowledge:**

- a. Analyze the pathophysiology, etiology, epidemiology, physical symptoms and signs, differential diagnosis, appropriate diagnostic test work-up, management plan, prognosis and potential complications for patients for each problem/condition listed in the topic list for the PAEA EOR Exam™ in general surgery: <https://paeonline.org/wp-content/uploads/imported-files/eor-generalsurgery-topiclist-20200309.pdf>

#### **T) History & Physical:**

- a. Defend their ability to elicit an accurate, detailed medical history relevant to the diagnosis of the presenting problem or to the comprehensive evaluation of the patient, using appropriate interview skills.
- b. Perform a thorough and logical physical examination directed at evaluating the patient's complaint.

#### **U) Medical Decision Making:**

- a. Develop an appropriate differential diagnosis.
- b. Develop a plan of investigation by ordering appropriate diagnostic studies, initiating pharmacological therapy, providing patient education, referring/consulting when needed and related medical care.
- c. Compare and discriminate between common diagnostic studies.

#### **V) Written and Oral Presentation Skills**

- a. Develop an oral presentation focusing on relevant positive and negative findings elicited in the history, physical and laboratory/diagnostic studies.
- b. Appropriately document clinical encounters.

#### **W) Communication and Professional Practice**

- a. Effectively educate the patient and family regarding the proposed treatment plan including discussion of the risks and benefits, cultural awareness, cost considerations, limitations, potential side effects and complications versus alternative approaches.



- b. Appropriately communicate with the patient, patient's health care team and patient's family to ensure quality patient-centered care.

## **X) Clinical Skills**

- a. Seek opportunities to perform and develop proficiency in the following core technical procedures.
  - i. Electrocardiogram
  - ii. Foley catheter placement
  - iii. Intradermal injections
  - iv. Intramuscular injections
  - v. Intravenous insertions
  - vi. Venipuncture
  - vii. Arterial blood gases
  - viii. Nasogastric tube placement
  - ix. Pelvic examinations
  - x. Splinting
  - xi. Suturing
  - xii. Stapling
  - xiii. Surgical dressing changes
  - xiv. Surgical scrubbing
  - xv. Rectal examinations
- b. Demonstrate the following procedures and evaluate their indications, complications, appropriate equipment, and technique:
  - i. Surgical scrub
  - ii. Gowning and gloving
  - iii. Proper draping of the patient
  - iv. Proper application of wound dressings
  - v. Lacerations/surgical closure
  - vi. Cleansing and debridement of the wound
  - vii. Administration of local infiltrative anesthetic
  - viii. Describe different types of anesthetics, modes of administration, cautions and contraindications.
  - ix. Determination of major vessel, nerve or tendon involvement
  - x. Suturing of lacerations which have no major vessel, nerve or tendon involvement
  - xi. Administration of appropriate tetanus therapy
  - xii. Incision and drainage
  - xiii. Surgical wounds – wound closure, methods of closure, general wound care and management of wounds
- c. Employ appropriate postoperative care by:
  - i. Ordering and interpreting appropriate laboratory and diagnostic tests
  - ii. Identifying and managing electrolyte abnormalities
  - iii. Ordering appropriate IV fluids
  - iv. Maintaining patient on correct diet
  - v. Maintaining appropriate pain management
  - vi. Administering wound care with special attention to drains and tubes

- vii. Monitoring patients with nasogastric catheters, chest tubes, or central lines in place
  - viii. Progressing patient's ambulation at the appropriate time
  - ix. Knowing the indications for and appropriate treatment for use of anticoagulant therapy and blood replacement therapy
  - x. Knowing predisposing factors, signs and symptoms and measures to prevent post-operative thrombophlebitis/pulmonary emboli
  - xi. Knowing the common complications of abdominal, thoracic and vascular surgeries and the treatments for each complication
- d. Given a flat plate and upright abdomen x-ray with good exposure and patient positioning, interpret the following:
- i. Free air under the diaphragm
  - ii. Air/fluid levels in the small bowel and colon
  - iii. Intra-abdominal calcifications
  - iv. Hepatic and splenic margins
  - v. Psoas shadow
  - vi. A normal abdomen
- e. Given an upper GI series with good exposure, interpret the following:
- i. Pyloric obstruction
  - ii. Peptic ulcer
  - iii. Extrinsic pressure on the small bowel by visceral organ or mass
  - iv. A normal GI series
- f. Demonstrate proficiency in discussing the following:
- i. Instruction to patients in colostomy care and direct them to organizations for the rehabilitation of colostomy patients
  - ii. Instruction to patient as to diet, activities and medication upon discharge.

**Y) Communication and Professional Practice**

- a. Effectively educate the patient and family regarding the proposed treatment plan including discussion of the risks and benefits, cultural awareness, cost considerations, limitations, potential side effects and complications versus alternative approaches.
- b. Appropriately communicate with the patient, patient's health care team, and family to ensure quality patient-centered care.

**Recommended References:**

Blackbourne L., *Surgical Recall, 8<sup>th</sup> edition*, LWW, 2017.

ISBN: 978-1496370815

Toy EC, Liu TH, Campbell AR, Palmer BJA. *Case Files: Surgery 5e*. McGraw-Hill, 2016.

ISBN: 978-1-259-58522-7

Doherty GM. eds. *Current Diagnosis & Treatment: Surgery, 15e*. McGraw-Hill, 2020.

ISBN: 978-1260122213

Jameson J, Fauci AS, Kasper DL, Hauser SL, Longo DL, Loscalzo J. eds. *Harrison's Principles of Internal Medicine, 20e*. McGraw-Hill, 2018.

ISBN: 978-1259644030

Papadakis MA, McPhee SJ, Rabow MW. eds. *Current Medical Diagnosis and Treatment 2021*. 60<sup>th</sup> edition. McGraw-Hill, 2021.

ISBN: 978-1260469875

Katzung, BG, eds. *Basic & Clinical Pharmacology, 14e.* McGraw-Hill, 2018.

ISBN: 978-1259641152

Nicoll D, Mark Lu C, McPhee SJ. eds. *Guide to Diagnostic Tests, 7e.* McGraw-Hill, 2017.

ISBN: 978-1259640896

### **Optional Exam Review Questions:**

Online exam review question banks (Rosh Review & Exam Master) will be available as an optional learning tool in this course. It is strongly recommended to complete exam review questions to augment your studying.

### **Method of Student Evaluation/Assessment:**

<b>Graded components:</b>	
Preceptor Evaluation	25%
PAEA General Surgery EOR Exam	25%
Clinical Documentation	25%
Aquifer/WISE-MD/WISE-OnCall Cases	20%
Professionalism	5%
<b>Pass/Fail components:</b>	P/F
Mid Clerkship Evaluation	
Patient Exposure Logging	
Drug Cards	
<b>Total</b>	<b>100%</b>

***Passage of the course requires a final average grade of 80% or greater.***

***Passage of the course requires a passing grade and if applicable, successful remediation of all course components.***

***Method of Student Evaluation/Assessment subject to change.***

### **Mid Clerkship Evaluation**

Mid clerkship evaluations are designed to give the preceptor an opportunity to provide feedback to students on their performance during the mid-point of each clinical rotation. Students should use this information as an opportunity to strengthen their skills. A portion of the mid clerkship evaluation is designed for the student to self-reflect on their clinical experience and to identify areas of improvement as well as strengths. Students must complete this portion of the evaluation before submission.

One Mid Clerkship Evaluation must be uploaded to your Exxat portfolio for each rotation. This evaluation must be submitted to the Program by the 3<sup>rd</sup> week of the clerkship (please see Exxat for specific date/time).

If any academic or clinically related problems arise from this interaction that is of concern, it is in the student's best interest to discuss this with the course instructor. Do not sign the mid-clerkship evaluation and then hand it to your preceptor to be filled out. Your signature indicates your review of the evaluation. Only the assigned preceptor should fill out the evaluation. If your preceptor is unable to complete the mid

clerkship evaluation by the due date, it is the student's responsibility to contact the course instructor and the clinical administrative assistant by email prior to the late submission.

The Mid Clerkship Evaluation will be given a Pass/Fail grade. Submission of the Mid Clerkship Evaluation will result in a passing grade. If a Mid Clerkship Evaluation is not submitted, the student will not pass this component of the course.

### **End of Clerkship Preceptor Evaluation of Student**

The program has adopted a standard evaluation form, which each preceptor completes online through the Exxat system. The preceptor is responsible for assessing student performance. Students will be evaluated on the basis of their general medical knowledge and their ability to obtain a medical history and perform an appropriate physical exam. Included in the evaluation will be your ability to organize a database, propose a management plan, present cases, and demonstrate rapport with patients and co-workers. Dependability, attitude toward learning, and work habits are also part of the evaluation. The preceptor evaluation is a weighted grading process that assesses student professionalism and clinical performance. Please see the section above titled "Method of Student Evaluation/Assessment" for further information.

Please keep in mind that preceptors may request information from multiple other clinicians with whom you have interacted, in order to complete a composite evaluation.

The student evaluation should be completed by the designated preceptor online through the Exxat system. All evaluations must be completed by the end of the clerkship. It is the student's responsibility to ensure the preceptor evaluation is completed by Call Back Day. If there are extenuating circumstances that cause a delay, the clinical administrative assistant must be notified prior to Call Back Day.

A student must achieve an 80% or higher on the overall Preceptor Evaluation and each individual component. If a student receives a failing grade (score below 80% on overall evaluation or less than a three on the 1-5 Likert scale for each individual component), they will meet with their advisor to review the components of the evaluation they failed. Each failed component will be remediated as required by the course instructor. It is the student's responsibility to contact their course instructor within 1 week of receiving their grade to schedule the review if they do not successfully pass. Once competency is demonstrated, the initial preceptor grade will be entered for tabulation of final course grade.

### **End of Clerkship Examination**

The End of Clerkship Examination for PAS 707 will be the **PAEA General Surgery End of Rotation Exam**. Please visit the following website for further information about the exam including an exam blueprint and topic list.

<http://www.endofrotation.org>

The End of Clerkship Exam is a 120-question exam from PAEA with two hours (120 minutes) allotted and is administered on Call Back Day. No breaks are permitted during the exam as per program policy. Questions on these exams are based on the PAEA exam blueprint and topic list. Students must receive a grade of

80% or higher to pass clinical year exams (see chart below to convert PAEA scaled score to percentage score). Students who do not receive a passing grade will be required to complete a remediation assignment and retake the exam. Once competency is demonstrated as determined by the course instructor(s), the initial exam grade will be entered for tabulation of final course grade.

If a student receives a failing grade (z-score of less than -1.0% = score below 80%) on their End of Clerkship Exam, they should meet with their advisor to review areas for improvement identified by the score report provided by PAEA. Test questions are not provided by PAEA for the End of Rotation Exams. It is the student's responsibility to contact their academic advisor within 2 business days of receiving their grade to schedule an exam review if they do not successfully pass the examination.

The student will be assigned the following as a remediation assignment, which will be due on Exxat 1 week following the initial EOR exam at 9:00am. Successful completion of the remediation assignment is required to pass the course.

Please refer to your individual PAEA EOR Performance report found on Examdriver.com. Go to the second section titled "Feedback by Keyword" to review the questions you answered incorrectly on the exam.

For your remediation assignment, you will use the Task Areas and Diagnoses in this section to create an original study guide. Your study guide will be a word document with a short explanation about each Task Area and Diagnosis, written in your own words. Please include all relevant information related to the Task Area and Diagnosis (see the below example). Feel free to use the Recommended Texts on the syllabus as references, but you do not need to create citations for your study guide. For example:

- **Cardiovascular: History and Physical, Peripheral artery disease:** Patient may complain of pain in affected limb on exertion that is relieved by rest (intermittent claudication) or pain in affected limb at rest (critical limb ischemia). Can also be asymptomatic. Physical exam reveals weak or decreased peripheral pulses in affected limb. More severe signs and symptoms include paresthesia/anesthesia, atrophy, shiny skin, hair loss, non-healing ulcers, gangrene.

\*Additionally, it is helpful in general when studying to compare/contrast similar conditions. So, for this example providing information as to how this is different from the general umbrella of peripheral vascular disease would be helpful.

The student will then be required to retest with another exam. If the student does not successfully pass the retest exam, they fail the PAEA EOR exam component and therefore fail the course.

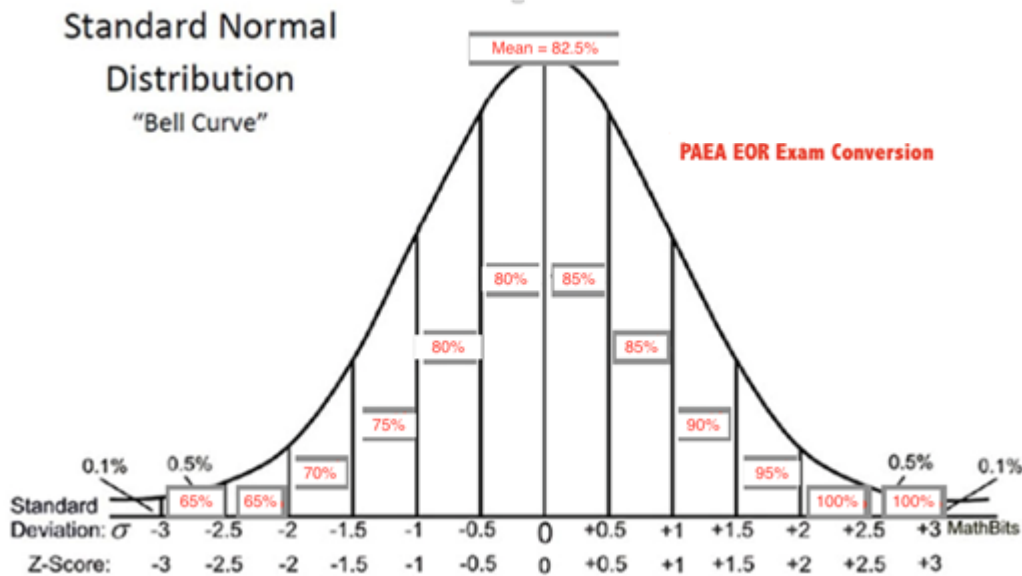
Students who miss exams due to illness or other unexpected circumstances must comply with the policy regarding absenteeism in the Clinical Handbook and contact the course instructor immediately to arrange for an alternate examination. Alternative administration and format of the examination is at the discretion of the course instructor.

**To calculate your PAEA EOR Exam grade please utilize the below process:**

A Z-score less than -1.00 (80%) is failing:

Z-score = (Student Scale Score-National Mean)/National SD

100% = +2.01 to +3.0 SD+ above the PAEA national average  
 95% = +1.51 to +2.0 SD above the PAEA national average  
 90% = +1.01 to +1.5 SD above the PAEA national average  
 85% = +0.01 to +1.00 SD above the PAEA national average  
 82.5% = PAEA national average  
 80% = -0.01 to -1.00 SD below the PAEA national average  
 75% = -1.01 to -1.50 SD below the PAEA national average (fail)  
 70% = -1.51 to -2.0 SD below the PAEA national average (fail)  
 65% = -2.01 SD or -3.0, below the PAEA national average (fail)



### Clinical Documentation: SOAP note

- Each student is to hand in one complete SOAP note during their clerkship that will be graded.
- For PAS 707, the student must write a SOAP note on the assigned WISE-MD case (see list below) for that rotation.
- For PAS 707, the student may NOT submit a SOAP note on a patient they see on rotation.
- Students may NOT submit a progress note or a full H&P note instead of a SOAP note.
- Notes should NOT have ANY identifying information on them. In place of the patient's name and DOB, please write "Name: XX, DOB: XX/XX/XX" at the beginning of the note. If a note is submitted with any identifying information (name, medical record number, DOB, address) on it, you will receive minus 20 for that particular note. (Violation of HIPAA regulations, see Policy and Procedure Handbook for further information).
- All notes must be uploaded to your Exxat portfolio by the 3<sup>rd</sup> week of your rotation (please see Exxat for specific date/time).
- Please refer to the H&P handbook for examples of proper note writing for specific rotations.

The student must receive a grade of 80% or higher to pass the assignment. If a passing grade is not achieved, the student must remediate by writing another note at the course instructor's discretion, until passing grade of 80% or higher is achieved. Once competency is demonstrated, the initial grade

will be entered for tabulation of final course grade.

- Rotation 1: WISE-MD Bariatric
- Rotation 2: WISE-MD Bowel Obstruction
- Rotation 3: WISE-MD Anorectal Disease
- Rotation 4: WISE-MD Cholecystitis
- Rotation 5: WISE-MD Pancreatitis
- Rotation 6: WISE-MD Lung Cancer
- Rotation 7: WISE-MD Thyroid Nodule
- Rotation 8: WISE-MD Skin Cancer
- Rotation 9: WISE-MD Diverticulitis

### **Aquifer, WISE-MD, and WISE-OnCall Cases:**

Aquifer, WISE-MD, and WISE-OnCall cases, as stated on the website, are interactive virtual patient cases to help the student's ability to:

- Demonstrate the knowledge and clinical reasoning skills needed for:
  - Diagnosing and managing patient problems and
  - Providing effective health maintenance and anticipatory guidance outlined in the respective national core curricula.
- Identify important elements of the history, physical examination and tests, and use these to create focused differential diagnoses for patient problems.

Completion of seven (7) designated cases is required to pass this clerkship. The assigned cases have been selected to cover emergent, acute, and chronic patient encounters for conditions requiring surgical management, including pre-operative, intra-operative, and post-operative care (*ARC-PA standards, 5<sup>th</sup> ed: B3.03*). These must be completed by Friday at 9:00am of the designated week. Each student is encouraged to complete more than the assigned six cases if they so choose.

All fields must be completed in order to receive credit, including short answer documentation or multiple-choice questions as prompted by the case. Students must achieve a 100% completion (blue bar on case list) for each case assigned in this course to receive a passing score for this component. The course coordinator will be able to see that the student has completed the required case. Anything less than 100% completion for this component will result in a failing score for this component in the course. If a student receives a failing score, they must remediate the assignment at the discretion of the course instructor. Remember to log the cases you complete in Aquifer or WISE-MD as virtual patients in Exxat's patient logging component.

The following must be completed by **9:00am on Friday** of the designated weeks:

Week 1:

- 1) WISE-MD: Appendicitis
- 2) WISE-MD: Inguinal Hernia

Week 2:

- 1) WISE-MD: Venous thromboembolism
- 2) Aquifer Diagnostic Excellence 02: 35-year-old male with abdominal pain

Week 3:

- 1) WISE-MD: Colon cancer
  - 2) (WISE-MD case for SOAP – see section on Clinical Documentation)
- Week 4:
- 1) WISE-OnCall: Abdominal Pain

Aquifer, WISE-MD, or WISE-OnCall cases are found at [www.aquifer.org](http://www.aquifer.org).

### **Professionalism**

The professionalism course component is worth 5% of the final course grade. Students who incur any of the following infractions will receive 0% for this course component. Students who do not have any such infractions will receive the full 5%. Ongoing professionalism issues will be addressed at the discretion of the course coordinator, program director and/or your faculty advisor.

Any of the following:

- Late submission of an assignment
- Unexcused absences (*please refer to the Clinical Handbook*)
- PSC forms during rotation/corresponding CBD (*please refer to Student Policy and Procedure Handbook*)
- Reports of unprofessional behavior

### **Patient Exposure**

Exxat’s online patient tracking system will be used to log patient encounters and procedures. Students are required to log information regarding **every** patient seen daily. Weekly patient logs are due in Exxat **every Friday at 9 am** and will be reviewed by faculty course instructors. Patient logging will be given a Pass/Fail grade. Submission of patient logging will result in passing grade. If a patient log is not submitted, the student will not pass this component of the course. Logs will be reviewed based on # of encounters, types of encounters, types of experiences (based on ICD-10 codes), and amount of participation.

At the **end of each rotation**, the “case log totals (graphical)” in the Exxat system must be printed, signed off on by preceptors and uploaded to Exxat by 9:00 am on Call Back Day.

### **Clerkship Patient Exposures Required at Completion of Course**

Students are required to log the below **minimum** patient encounters by the completion of this course. The below table defines the requirements to be completed by end of clinical year, not at the completion of the course. Please make sure to perform, rather than observe or assist, as many procedures as possible, as credit is given only for those logged as “done”. Completion of all required clinical procedures is necessary to graduate. It is the student’s responsibility to log in Exxat, the number of procedures completed. Difficulty in meeting these requirements should be brought to the attention of the course instructor.

#### **Minimum Patient Exposures**

<i><b>Patient Exposure Category</b></i>	<i><b><u>Minimum</u> # of encounters</b></i>
Encounter Type (B3.03a)	
Preventive <sup>1</sup>	-



Emergent <sup>2</sup>	-
Acute <sup>3</sup>	40
Chronic <sup>4</sup>	-
Lifespan Care (B3.03b)	
Infants (<2y)	-
Children (2-10y)	-
Adolescents (11-17y)	-
Adults	70
Elderly (>65y)	5
Women's Health (B3.03c)	
Prenatal	-
Gynecologic Care	-
Surgical Management (B3.03d)	
Pre-operative Care	5
Intra-operative Care	20
Post-operative Care	30
Psychiatry (B3.03e)	
Behavioral and Mental Health Conditions	-
Setting (B3.04)	
Emergency Department	-
Inpatient	40
Outpatient	-
Operating Room	20

**Note: Please contact if you are having required patient encounters and exposures.**

**the course instructor difficulty meeting**

Multiple categories may be chosen for a single visit if applicable. For example, many chronic disease visits are also preventative.

1. **Preventative:** Protect, promote, and maintain health and well-being and to prevent disease, disability, and death (ex: immunizations, colonoscopy, screenings, well-baby visits, height/weight, pre-natal monitoring, contraceptive counseling, all annual exams – pediatric, women's health, family medicine.)
2. **Emergent:** Needing *immediate* action or treatment of possible life-threatening conditions (ex: any unstable patient, ACS, DKA, CVA, PE, sepsis, respiratory distress, fractures requiring neurovascular intervention, anaphylactic reactions, acute abdomens like appendicitis etc.)
3. **Acute:** Having rapid onset, severe symptoms, and a short course (ex: many medical visits are acute ranging from viral syndrome, respiratory infections, pharyngitis, ear infections, ingrown toenails, to laceration repair, stable fractures, STI, UTI, gastritis/gastroenteritis etc.)
4. **Chronic:** Of long duration; long-lasting. Referring to a disease or condition lasting longer than 3 months (Visits for evaluation of HTN, hyperlipidemia, diabetes, AFIB, mental health conditions, psoriasis, rheumatologic condition etc.)

### **Pharmacology: Drug Cards**

Students are required to research 3 pharmaceutical drugs for each clerkship and make flash cards indicating the class of drug, mechanism of action, indications, contraindications, side effects, dosing and

cost of medication. Additionally, critically evaluate the cost effectiveness of the drug to provide high quality, evidence-based care for patients in a fiscally responsible manner. It is up to the student whether they would like to hand write these cards or create an electronic version (i.e. word document, etc.) with the information. The researched information on three pharmaceutical drugs must be uploaded to Exxat by the 3<sup>rd</sup> week of each rotation (please see Exxat for specific date/time). The student is required to have all of these “cards” on the day of site visit in PAS 706 and they will be asked to discuss their research as part of the site visit grade.

### **University Policies and Resources:**

#### **Pace University COVID-19 Safety:**

CDC guidelines and University policy require proper face covering use in all classrooms, conference rooms, hallways, elevators, and other common areas. Face coverings are required even if you are more than 6 feet from another individual in a common indoor area. We must work together to protect others and ourselves from the transmission of COVID-19. Any student entering class without a face covering will be asked to: a) don a face covering or b) go to Security to obtain a face covering if the student does not have one. Students who do neither of these things will be asked to leave class and they will be marked absent for the session. Students are expected to be familiar with the current COVID-19 regulations, which are posted on the [Return to Campus website](#). See also [up-to-date policies and announcements](#) and more information about [Pace University's response to COVID-19](#).

#### **Academic Integrity:**

Students in this course are required to adhere to Pace University's Academic Integrity Code. The Academic Integrity Code supports honesty and ethical conduct in the educational process. It educates students about what constitutes academic misconduct, helps to deter cheating and plagiarism, and provides a procedure for handling cases of academic misconduct. Students are expected to be familiar with the Code, which can be found under "University Policies" in the [Student Handbook](#). Individual schools and programs may have additional standards of academic integrity. Students are responsible for familiarizing themselves with the policies of the schools, programs, and courses in which they are enrolled.

Instructions for faculty, a paper about best practices, and the form for reporting integrity policy violations are posted on the [Provost's webpage under policies and forms](#). Reporting forms should be sent to the Chairs of the Academic Conduct Committee on each campus.

#### Learning Centers:

[The Learning Center](#) uses an array of programs and a holistic approach to assist students with academic skills and content knowledge. We are dedicated to developing independent learners by creating purposeful interactions with trained, well-qualified peer and professional staff.

#### **Procedure for Students Who Wish to Obtain Reasonable Accommodations for a Course:**

The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities. To request a reasonable accommodation for a qualified disability a student with a disability must self-identify and register with Student Accessibility Services for his or her campus. No one, including faculty, is authorized to evaluate the need for or grant a request for an accommodation except Student Accessibility Services. Moreover, no

one, including faculty, is authorized to contact Student Accessibility Services on behalf of a student. For further information, please see [Resources for Students with Disabilities page](#).

### **Technological Resources:**

List of all [Pace Information Technology Services](#).

For assistance with a technological concern (Blackboard, Internet, Computer, etc.), contact the Pace Helpdesk at 914-773-3648 or create a [help desk ticket](#).

Visit the [Learning Remotely website](#)

### **Appropriate Use Policy for Information Technology:**

Pace endorses the following statement on software and intellectual rights distributed by EDUCAUSE, the non-profit consortium of colleges and universities, committed to the use and management of information technology in higher education. The statement reads:

*Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy and right to determine the form, manner and terms of publication and distribution.*

*Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.*

[Pace's appropriate use policy](#) applies to recordings of classroom instruction and digital artifacts created by faculty and students.

### **Sex-Based Misconduct Policy and Procedure:**

Pace University is committed to providing a safe environment for every member of its community and to ensuring that no student, faculty or staff member is excluded from participation in or denied the benefits of any University program or activity on the basis of sex. Accordingly, the University prohibits the following forms of Sex-Based Misconduct: sexual assault, sexual harassment, gender-based harassment, dating violence, domestic violence, sexual exploitation and stalking.

Instructors are a **non-confidential** resource and have an obligation to report any information about sexual assault with Ms. Lisa Miles, Executive Director of Institutional Equity and Title IX Coordinator (163 Williams Street, Room 1017, 212-346-1310, [amiles@pace.edu](mailto:amiles@pace.edu)). The Title IX/Affirmative Action Office is responsible for investigating violations of the sexual misconduct policy. For more information about the Pace University sexual misconduct policy, see the [Sex-Based Misconduct Policy and Procedure \(PDF\)](#).

Members of the University community who believe that they have been subjected to Sex-Based Misconduct are encouraged to report such incidents to the University and, where applicable, to local law enforcement. **Confidential** resources include the **University Counseling Centers, Offices of Sexual and Interpersonal Wellness** and **University Healthcare**. Contact information for those offices may be found in the self-care section below.

### **Self-Care:**

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be

compounded by unexpected life changes outside the classroom. The Pace Community strongly encourages you to take care of yourself throughout the term, before the demands of midterms and finals reach their peak. Please feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable. Please know there are a number of other support services on campus that stand ready to assist you. I strongly encourage you to contact them when needed.

**Just In Case App:**

The Counseling Center's *Just In Case* App supplies potentially life-saving mental health information to Pace University students, staff, and faculty. This smart phone App puts vital information and support options at your fingertips. Scan and open the App today, just in case you or a friend needs help. Download the Counseling Center [Just In Case App](#) or go to "Counseling Center: Just In Case" on the MyPace Mobile App.

<b>Department</b>	<b>Pleasantville</b>	<b>New York City</b>
Counseling Center	914-773-3710	212-346-1526
Dean for Students Office	914-773-3351	212-346-1306
Health Care Unit	914-773-3760	212-346-1600
Residential Life	914-923-2791	212-346-1295
Student Development and Campus Activities	914-773-3861	212-346-1590
Office of Multicultural Affairs & Diversity Programs	914-773-3775	212-346-1563
Sexual Assault Prevention & Education	914-597-8783	212-346-1931
<b>Academic Advisement</b>		
Advising Center for Exploring Majors	914-773-3847	212-346-1798
College of Health Professions	914-773-3961	914-773-3552
Dyson College	914-773-3781	212-346-1518
International Student / Scholars	914-773-3425	212-346-1368
Lubin School of Business	914-773-3531	212-618-6550
Pforzheimer Honors College	914-773-3941	212-346-1697
Seidenberg School	914-773-3254	212-346-1864
Study Abroad	914-773-3447	212-346-1368



PACE UNIVERSITY-LENOX HILL HOSPITAL  
PHYSICIAN ASSISTANT PROGRAM

### **Course Syllabus: Elective**

Course Title: Clerkship in Selected Elective

Course Number: 708

Course Discipline: Physician Assistant Studies (PAS)

Instructional Goals: This supervised clinical course, selected by the student, is available in a variety of clinical areas of medicine and surgical settings. Experiences can range from private practice to inpatient and from general areas to subspecialties, in both local and/or global settings. The clerkship is designed to provide students with supervised medical and clinical practice experiences enabling them to meet program learning outcomes and acquire the competencies needed for entry-level clinical PA practice.

Course Date: 2022 – 2023 Clinical Year

Credits: Three (3)

Course Goals:

Upon completion of this course, the student will be able to:

- Utilize, refine and build on the goals and objectives achieved in didactic training
- Develop basic diagnostic and therapeutic skills related to preventive, chronic, acute and emergent problems as they apply to the selected clerkship

Course Instructor:

Shannon North, MS, PA-C  
Clinical Associate Professor  
Pace University  
163 William Street, Room 519  
New York, NY 10038  
(212) 618-6036  
[snorth@pace.edu](mailto:snorth@pace.edu)  
Office hours: 5 hours weekly by appointment  
Preferred contact method: email

Learning Outcomes

Upon completion of this clerkship, PA students will be able to:

- A) Medical Knowledge/Patient Care
1. Use effective communication skills to elicit an accurate patient history in an organized, concise and professional manner.
  2. Perform an accurate, organized physical exam with respect to patient's privacy

- and comfort and evaluate signs and symptoms of medical and surgical conditions.
3. Use effective communication skills to present a clear, concise, organized statement of patient problems.
  4. Accurately and adequately document patient information in an organized manner.
  5. Demonstrate and understand indications for common laboratory tests and diagnostic studies.
  6. Perform technical skills, including therapeutic and diagnostic procedures.
  7. Evaluate and apply evidence based medicine and scientific principles related to patient care with clinical data.
  8. Apply history and physical exam findings and diagnostic studies to formulate and defend differential diagnoses.
  9. Formulate effective management plans of acute and emergent care including patient education, pharmacologic and non-pharmacologic treatment.
  10. Implement management plans appropriately, arrange for follow up, and partner with health care team to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes.
  11. Demonstrate ability to counsel and educate patients and their families.

B) Professional Practice

1. Exhibit ethical behavior and demonstrates sensitivity and responsiveness to patients' culture, age, gender and abilities.
2. Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognizing and correct systems-based factors that negatively impact patient care.
3. Demonstrate appropriate response to supervision and constructive criticism; recognize & appropriately address personal biases, gaps in medical knowledge & physical limitations in themselves & others.
4. Demonstrate competency in managing a patient relevant to student level of training.
5. Consistently dress in a professional manner and properly identify self as a Physician Assistant student.

Instructional Objectives:

Student competencies for the following objectives will be evidenced by demonstration of skills to site preceptor, participation in virtual rounds, completion of virtual patient cases and clinical documentation.

Upon completion of this rotation, the student will be able to:

Z) History & Physical:

- a. Defend their ability to elicit an accurate, detailed medical history relevant to the diagnosis of the presenting problem or to the comprehensive evaluation of the patient, using appropriate interview skills.
- b. Perform a thorough and logical physical examination directed at evaluating the patient's complaint.

AA)

Medical Decision Making:

- a. Develop an appropriate differential diagnosis.
- b. Develop a plan of investigation by ordering appropriate diagnostic studies, initiating pharmacological therapy, providing patient education, referring/consulting when needed and related medical care.
- c. Compare and discriminate between common diagnostic studies.

BB)

Written and Oral Presentation Skills

- a. Develop an oral presentation focusing on relevant positive and negative findings elicited in the history, physical and laboratory/diagnostic studies.
  - b. Appropriately document clinical encounters.
- CC) Communication and Professional Practice
- a. Effectively educate the patient and family regarding the proposed treatment plan including discussion of the risks and benefits, cultural awareness, cost considerations, limitations, potential side effects and complications versus alternative approaches.
  - b. Appropriately communicate with the patient, patient's health care team and patient's family to ensure quality patient-centered care.
- DD) Clinical Skills
- a. Seek opportunities to perform and develop proficiency in the following core technical procedures.
    - i. Electrocardiogram
    - ii. Foley catheter placement
    - iii. Intradermal injections
    - iv. Intramuscular injections
    - v. Intravenous insertions
    - vi. Venipuncture
    - vii. Arterial blood gases
    - viii. Nasogastric tube placement
    - ix. Pelvic examinations
    - x. Splinting
    - xi. Suturing
    - xii. Stapling
    - xiii. Surgical dressing changes
    - xiv. Surgical scrubbing
    - xv. Rectal examinations

\*Please note that these instructional objectives are provided as a guideline and some objectives may not be met on your specific clerkship. However, during the clerkship, the student will have many patient interactions which may not be listed, but which will broaden the experience and create additional learning opportunities.

\*\* Please refer to the Clinical Medicine and Surgery and Technical Skills course syllabi (PAS 601, PAS 602, PAS 603, PAS 609, PAS 610) for specific topic lists that correspond to your elective specialty.

Recommended texts:

Refer to the didactic year textbook list for textbooks and other recommended materials.

*\*Students have free access to textbooks provided by Pace University via Access Medicine*

Optional Review Questions:

Online exam review question banks (Rosh Review & Exam Master) will be available as an optional learning tool in this course. It is strongly recommended to complete exam review questions to augment your studying.

Method of Student Evaluation/Assessment:

<b>Course components:</b>		
Preceptor Evaluation		25%
Case Presentation		25%
Aquifer Cases		25%
Clinical Documentation (SOAP)		20%
Professionalism		5%
<b>Pass/Fail components:</b>		P/F
	Mid Clerkship Evaluation	
	Patient Exposure Logging	
	Drug Cards	
<b>Total</b>		<b>100%</b>

*Passage of the course requires a final average grade of 80% or greater.*

*Passage of the course requires a passing grade and if applicable, successful remediation of all course components.*

*Method of Student Evaluation/Assessment subject to change.*

#### **End of Clerkship Preceptor Evaluation of student**

The program has adopted course specific evaluation forms, which each preceptor completes online through the Exxat system. The preceptor of record is responsible for assessing student performance and progress in achieving course specific learning outcomes. Students will be evaluated on the basis of their general medical knowledge and their ability to obtain a medical history and perform an appropriate physical exam. Included in the evaluation will be your ability to organize a database, propose a management plan, present cases, and demonstrate rapport with patients and co-workers. Dependability, attitude toward learning, and work habits are also part of the evaluation. The preceptor evaluation is a weighted grading process that assesses student professionalism and clinical performance.

Please keep in mind that preceptors may request information from multiple other clinicians with whom you have interacted, in order to complete a composite evaluation.

The student evaluation should be completed by the designated preceptor online through the Exxat system. All evaluations must be completed by the end of the clerkship. It is the student's responsibility to ensure the preceptor evaluation is completed by Call Back Day. If there are extenuating circumstances that cause a delay, the clinical administrative assistant must be notified prior to Call Back Day.

A student must achieve an 80% or higher on the Preceptor Evaluation. If a student receives a failing grade (score below 80%), they will meet with their advisor to review the components of the evaluation they failed. Each failed component will be remediated as required by the course coordinators. It is the student's responsibility to contact their advisor and course coordinator within 1 week of receiving their grade to schedule the review if they do not successfully pass. Once competency is demonstrated, the initial preceptor grade will be entered for tabulation of final course grade.

#### **Case Presentation Project:**

Each student is required to complete one case presentation project on a patient of their choice during this clerkship. On Call Back Day (or another designated date and time listed in the Session Reference Documents section in Exxat), students will be expected to present a patient that they encountered during their clerkship following the guidelines listed below. The case presentation project will utilize



the student's skills regarding the patient interview, formulating/reasoning of differential diagnosis, use of information technology and overall organization of information.

**Guidelines for the Case Presentation Project:**

The case presentation consists of:

- PowerPoint presentation of case
- Typed SOAP
- Research article

**A power point presentation with the following information is required:**

- **Pertinent patient history and physical exam findings**
- **Differential diagnoses (the student may choose to present two surgical plans in lieu of two differential diagnoses if this is a surgical case)**
- **Research article discussion**

The patient history and physical will be presented to faculty and fellow classmates. Classmates should take notes on each case, formulate a differential diagnosis and be prepared to discuss the patient presentation in small groups.

A research article discussion will also occur during the case presentation. Please use the following guidelines while completing this project:

- Submit one research article that is related to the case
- The research article must be a complete and original article
- Present important points of research article in own words during PowerPoint presentation
- Unless prior authorization from the course instructor is given, the research article must be less than 5 years old
- Discuss what makes the research valid
- Identify bias and confounding factors within the research article
- Comment as to how the results of the article may change your practice

Students presenting will be graded on their podium skills. Please use the following guidelines while completing this project:

- Interactive, cohesive delivery
- Glances but does not read from paper
- Organized with good transitions

Students presenting will also be graded on their group facilitator skills. Please use the following guidelines while completing this project.

- Actively involves fellow students within the group
- Creates a non-threatening atmosphere for group discussion

Presentations should be no longer than **15 minutes** in length. *If your presentation runs longer than 15 minutes, 5 points will be deducted from your case presentation grade.*

If a student is not prepared for this assignment on the designated date and does not notify the course instructor prior, they will receive a zero until they successfully complete the assignment. Additionally, the student will receive a zero for the professionalism portion of the final grade.

**If a passing grade of 80 % or higher is not achieved, the student must repeat the assignment until competency is assured. Once competency is demonstrated, the original grade will be entered for tabulation of final course grade.**

\*\*Students who elect to participate in one of the international rotations through CFHI please read the section below in lieu of the case presentation.

### **CFHI Guidelines**

In lieu of the case presentation requirement, you will be required to present a PowerPoint presentation that summarizes your experience abroad. You will be presenting to CHP administration, CHP faculty and the incoming PA class at a date determined by the course instructor. Your presentation should include the following information: introduction to the rotation/country you visited, where/with whom you stayed, why you choose this country and area of medicine, what were the facilities like that you worked at, who was your patient population and an explanation of the differences of the health system you encountered compared to the US. Use photos, videos etc. to enhance your presentation as well. Students going to the same country should compile one presentation amongst the group and ask the course instructor for guidance if needed. Total presentation time for the entire group should not exceed **15 minutes**. For students rotating in South Africa, please divide the presentation groups not by country, but by facility in which you rotated.

Additionally, you will be required to hand in a one-page reflection paper summarizing the experience and its importance to you as a medical provider due the same date as your presentation.

Any information you provide the program may be used to print on Pace newsletters, program website or University website.

All required paperwork, such as, mid-clerkship evaluations, SOAP notes, patient logs, etc. can be handed in after your return if access to email is unavailable. Please retain all paper copies. You will be responsible for tracking and entering your patients into Exxat while abroad. Again, if you do not have internet access, please keep a written record of all patient logging information and complete your patient logs on Exxat upon your return.

### **Aquifer Cases**

Aquifer cases, as stated on the website, are interactive virtual patient cases to help the student's ability to:

- Demonstrate the knowledge and clinical reasoning skills needed for:
  - Diagnosing and managing patient problems
  - Providing effective health maintenance and anticipatory guidance outlined in the respective national core curricula.
- Identify important elements of the history, physical examination and tests, and use these to create focused differential diagnoses for patient problems.

Completion of four (4) designated cases is required to pass this clerkship. Because this is an elective clerkship covering many specialties, a bank of Aquifer cases will be provided for the student and they can choose 4 cases to complete based on their interest/clerkship specialty. The bank of cases have been selected to cover both acute and chronic patient encounters in both medicine and surgical specialties. These must be completed by Friday at 9:00am of the designated week. The student is encouraged to complete more than the assigned cases if they so choose. (ARC-PA Standards, 5<sup>th</sup> ed, B2.05, B2.06, B2.08)

All students must achieve a 100% completion (blue bar on case list) for each Aquifer case in this course to receive a passing score for this component. Anything less than 100% completion for this component will result in a failing score for this component in the course. If a student receives a failing score, they must remediate the assignment at the discretion of the course instructor.

Please log the case(s) you complete in Aquifer as a virtual patient in Exxat's patient logging component.

The following must be completed by 9:00am on Friday of the designated weeks:

**Week 1:** Case of student choice

**Week 2:** Case of student choice

**Week 3:** Case of student choice

**Week 4:** Case of student choice

### **Clinical Documentation: SOAP Note**

Each student is to hand in one complete SOAP note during their clerkship that will be graded.

- **Do not submit progress notes as a SOAP note.**
- **Notes should NOT have ANY identifying information on them. In place of the patient's name and DOB, please write "Name: XX, DOB: XX/XX/XX" at the beginning of the note. If a note is submitted with any identifying information (name, medical record number, DOB, address) on it, you will receive minus 20 for that particular note. (Violation of HIPAA regulations, see Policy and Procedure Handbook for further information).**
- **All notes must be uploaded to your Exxat portfolio by the 3<sup>rd</sup> week of your rotation (please see Exxat for specific date/time).**
- **Please refer to the H&P handbook for examples of proper note writing for specific rotations.**

**The student must receive a grade of 80% or higher to pass the clinical documentation assignment. If a passing grade is not achieved, the student must remediate by writing another note at the course coordinator's discretion, until passing grade of 80% or higher is achieved. Once competency is demonstrated, the initial grade will be entered for tabulation of final course grade.**

### **Professionalism**

The professionalism course component is worth 5% of the final course grade. Students who incur any of the following infractions will receive 0% for this course component. Students who do not have any such infractions will receive the full 5%. Ongoing professionalism issues will be addressed at the discretion of the course coordinator, program director and/or your faculty advisor.

*Any of the following:*

- Late submission of an assignment or any other course component
- Unexcused absence (*please refer to the Clinical Handbook*)
- Report of unprofessional behavior
- PSC form completed during a rotation or call back day (*refer to Student Policy and Procedure Handbook*)

### **Pass/Fail Components:**

### **Mid Clerkship Evaluations**

Mid clerkship evaluations are designed to give the preceptor an opportunity to provide feedback to students on their performance during the mid-point of each clinical rotation. Students should use this information as an opportunity to strengthen their skills. A portion of the mid clerkship evaluation is designed for the student to self-reflect on their clinical experience and to identify areas of improvement as well as strengths. Students must complete this portion of the evaluation before submission.

One Mid Clerkship Evaluation must be uploaded to your Exxat portfolio for each rotation. This evaluation must be submitted to the Program by the 3<sup>rd</sup> week of the clerkship (please see Exxat for specific date/time).

If any academic or clinically related problems arise from this interaction that is of concern, it is in the student's best interest to discuss this with the course instructor. Do not sign the mid-clerkship evaluation and then hand it to your preceptor to be filled out. Your signature indicates your review of the evaluation. Only the assigned preceptor should fill out the evaluation. If your preceptor is unable to complete the mid clerkship evaluation by the due date, it is the student's responsibility to contact the course instructor and the clinical administrative assistant by email prior to the late submission.

The Mid Clerkship Evaluation will be given a Pass/Fail grade. Submission of the Mid Clerkship Evaluation will result in a passing grade. If a Mid Clerkship Evaluation is not submitted, the student will not pass this component of the course.

### **Patient Exposure**

Exxat's online patient tracking system will be used to log patient encounters and procedures. Students are required to log information regarding **every** patient seen daily. Weekly patient logs are due in Exxat **every Friday at 9 am**. Patient logging will be given a Pass/Fail grade. Submission of patient logging will result in passing grade. If a patient log is not submitted, the student will not pass this component of the course. Logs will be reviewed based on # of encounters, types of encounters, types of experiences (based on ICD-10 codes), and amount of participation.

At the **end of each rotation**, the "case log totals (graphical)" in the Exxat system must be printed, signed off on by preceptors and uploaded to Exxat by 9:00 am on the Friday of Call Back Day week.

### **Pharmacology: Drug Cards**

Students are required to research 3 pharmaceutical drugs for each clerkship and make flash cards indicating the class of drug, mechanism of action, indications, contraindications, side effects, dosing and cost of medication. Additionally, critically evaluate the cost effectiveness of the drug to provide high quality, evidence-based care for patients in a fiscally responsible manner. It is up to the student whether they would like to hand write these cards or create an electronic version (i.e. word document, etc.) with the information. The researched information on three pharmaceutical drugs must be uploaded to Exxat by the 3<sup>rd</sup> week of each rotation (please see Exxat for specific date/time). The student is required to have all of these "cards" on the day of site visit in PAS 706 and they will be asked to discuss their research as part of the site visit grade.

### **University Policies and Resources:**

#### **Pace University COVID-19 Safety:**

CDC guidelines and University policy require proper face covering use in all classrooms, conference rooms, hallways, elevators, and other common areas. Face coverings are required even if you are more than 6 feet from another individual in a common indoor area. We must work together to protect others

and ourselves from the transmission of COVID-19. Any student entering class without a face covering will be asked to: a) don a face covering or b) go to Security to obtain a face covering if the student does not have one. Students who do neither of these things will be asked to leave class and they will be marked absent for the session. Students are expected to be familiar with the current COVID-19 regulations, which are posted on the [Return to Campus website](#). See also [up-to-date policies and announcements](#) and more information about [Pace University's response to COVID-19](#).

#### Academic Integrity

Students in this course are required to adhere to Pace University's [Academic Integrity Code \(PDF\)](#), which supports honesty and ethical conduct in the educational process. It educates students about what constitutes academic misconduct, helps to deter cheating and plagiarism, and provides a procedure for handling cases of academic misconduct. Students are expected to be familiar with the Code, which can be found in [Policies and Procedures](#). Individual schools and programs may have additional standards of academic integrity. Students are responsible for familiarizing themselves with the policies of the schools, programs, and courses in which they are enrolled.

Instructions for faculty, a paper about best practices, and the form for reporting integrity policy violations are posted on the Provost's webpage [under "Academic Policies and Forms."](#) Reporting forms should be sent to the Chairs of the Academic Conduct Committee on each campus.

#### Learning Commons

[The Learning Commons](#) uses an array of programs and a holistic approach to assist students with academic skills and content knowledge. We are dedicated to developing independent learners through purposeful interactions with trained, well-qualified peer and professional staff. Services offered:

- Content Support Services including, content tutoring, exam review sessions, & content preparation/support workshops
- Academic Skills Services including small group peer mentoring, academic skills workshops, and individual academic development
- Writing Support Services including, writing tutoring & writing preparation/support workshops

#### Procedure for Students Who Wish to Obtain Reasonable Accommodations for a Course:

The same rigorous admission and academic standards apply to students with and without a disability. In order to support the continued success of students with disabilities, the University prohibits discrimination on the basis of disability and is committed to providing equal access for students with disabilities to its facilities, programs, and activities. The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities.

To request an accommodation for a qualifying disability, a student must self-identify and register with the [Student Accessibility Services Office \(SAS\)](#) for their campus. Student Accessibility Services is housed in the Counseling Center on both the New York City and Pleasantville campuses. Student Accessibility Services for the New York City campus may be contacted at (212) 346-1526 or 156 William Street, 8th Floor. Student Accessibility Services for the Westchester campuses may be contacted at (914) 773-3710 or the Administration Center, 861 Bedford Road, Pleasantville. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Student Accessibility Services staff. Moreover, no one, including faculty, is authorized to contact Student Accessibility Services on behalf of a student.

#### Technological Resources:

- List of all [Pace Information Technology Services](#).
- For assistance with a technological concern contact the Pace Helpdesk at (914) 773-3648 or create a [help desk ticket](#).
- Visit the [Learning Remotely website](#)

#### Appropriate Use Policy for Information Technology:

Pace endorses the following statement on software and intellectual rights distributed by EDUCAUSE, the non-profit consortium of colleges and universities, committed to the use and management of information technology in higher education. The statement reads:

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy and right to determine the form, manner and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

[Pace's appropriate use policy](#) applies to recordings of classroom instruction and digital artifacts created by faculty and students.

#### Sex-Based Misconduct Policy and Procedure:

Pace University is committed to providing a safe environment for every member of its community and to ensuring that no student, faculty or staff member is excluded from participation in or denied the benefits of any University program or activity on the basis of sex. Accordingly, the University prohibits the following forms of Sex-Based Misconduct: sexual assault, sexual harassment, gender-based harassment, dating violence, domestic violence, sexual exploitation and stalking.

Instructors are a **non-confidential** resource and have an obligation to report any information about sexual assault with the Executive Director of Institutional Equity and Title IX Coordinator – Bernard Dufresne, [bdufresne@pace.edu](mailto:bdufresne@pace.edu), 163 Williams Street, Room 1017, (212) 346-1310. The Title IX/Affirmative Action Office is responsible for investigating violations of the sexual misconduct policy. Go here for more information about the [Pace University sexual misconduct policy](#).

Members of the University community who believe that they have been subjected to Sex-Based Misconduct are encouraged to report such incidents to the University and, where applicable, to local law enforcement. **Confidential** resources include the **University Counseling Centers, Offices of Sexual and Interpersonal Wellness and University Healthcare**. Contact information for those offices may be found in the self-care section below.

#### Self-Care:

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. The Pace Community strongly encourages you to take care of yourself throughout the term, before the demands of midterms and finals reach their peak.

The [Counseling Center Just In Case](#) information supplies potentially life-saving mental health information to Pace University students, staff, and faculty, putting vital information and support options at your fingertips, just in case you or a friend needs help... You can also find this information in the MyPace and PaceSafe apps.

During this academic year, the following information on [Coping Emotionally with COVID-19](#) may also be useful for you.

<b>Department</b>	<b>Pleasantville</b>	<b>New York City</b>
Advising Center for Exploring Majors	First-year: (914) 773-3756   (914) 773-3757	(212) 346-1798
Affirmative Action Office	(914) 923-2610	(212) 346-1310
Center for Spiritual Development	(914) 773-3767	
College of Health Professions Academic Advisement	UG (914) 773-3961 UG (914) 773-3347 Grad (914) 773-3114	UG (212) 618-6027 Grad (914) 773-3114
Counseling Center/Student Accessibility Services	(914) 773-3710	(212) 346-1526
Dean for Students Office	(914) 773-3351	(212) 346-1306
Dyson College Academic Advisement	(914) 773-3781	(212) 346-1518
International Student/Scholars	(212) 346-1368	
Lubin School of Business Academic Advisement	UG (914) 773-3531	UG (212) 618-6550 Grad (212) 618-6440
New Student Experience and Transitions	(914) 773-3756	(212) 346-1219 and (212) 346-1346
Office of Multicultural Affairs	(914) 773-3628	(212) 346-1546
Office of the Registrar	help.pace.edu	
Office of Sexual and Interpersonal Wellness	(212) 346-1931	
Pace Women's Justice Center	(914) 287-0739	
Pforzheimer Honors College Academic Advisement	(212) 346-1697	
Residential Life	(914) 597-8777	(212) 346-1295
Seidenberg School Academic Advisement	(914) 773-3527	(212) 346-1687
Study Abroad	(212) 346-1368	
Student Accessibility Services	(914) 773-3710	(212) 346-1526
Student Accounts	(877) 672-1830	

Student Engagement	(914) 773-3767	(212) 346-1590
University Health Care	(914) 773-3760	(212) 346-1600





**PACE UNIVERSITY-LENOX HILL HOSPITAL**  
**PHYSICIAN ASSISTANT PROGRAM**

**Course Syllabus: Program Selected Clerkship**

Course Title: Clerkship Selected by Program

Course Number: 709

Course Discipline: Physician Assistant Studies (PAS)

Instructional Goals: This supervised clinical course, selected by the program, is available in a variety of clinical areas of medicine and surgical settings. Experiences can range from private practice to inpatient and from general areas to subspecialties, in both local and/or global settings. The clerkship is designed to provide students with supervised medical and clinical practice experiences enabling them to meet program learning outcomes and acquire the competencies needed for entry-level clinical PA practice.

Course Date: 2022 – 2023 Clinical Year

Credits: Three (3)

Course Goals:

Upon completion of this course, the student will be able to:

- Utilize, refine and build on the goals and objectives achieved in didactic training
- Develop basic diagnostic and therapeutic skills related to preventive, chronic, acute and emergent problems as they apply to the selected clerkship

Course Instructor:

Shannon North, MS, PA-C  
Clinical Associate Professor  
Pace University  
163 William Street, 5<sup>th</sup> Floor  
New York, NY 10038  
(212) 618-6036  
[snorth@pace.edu](mailto:snorth@pace.edu)

Office hours: 5 hours weekly by appointment  
Preferred contact method: email

Learner Outcomes

Upon completion of this clerkship, PA students will be able to:

- C) Medical Knowledge/Patient Care
12. Use effective communication skills to elicit an accurate patient history in an organized, concise and professional manner.
  13. Perform an accurate, organized physical exam with respect to patient's privacy and comfort and evaluate signs and symptoms of medical and surgical conditions.

14. Use effective communication skills to present a clear, concise, organized statement of patient problems.
15. Accurately and adequately document patient information in an organized manner.
16. Demonstrate and understand indications for common laboratory tests and diagnostic studies.
17. Perform technical skills, including therapeutic and diagnostic procedures.
18. Evaluate and apply evidence based medicine and scientific principles related to patient care with clinical data.
19. Apply history and physical exam findings and diagnostic studies to formulate and defend differential diagnoses.
20. Formulate effective management plans of acute and emergent care including patient education, pharmacologic and non-pharmacologic treatment.
21. Implement management plans appropriately, arrange for follow up, and partner with health care team to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes.
22. Demonstrate ability to counsel and educate patients and their families.

D) Professional Practice

6. Exhibit ethical behavior and demonstrates sensitivity and responsiveness to patients' culture, age, gender and abilities.
7. Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognizing and correct systems-based factors that negatively impact patient care.
8. Demonstrate appropriate response to supervision and constructive criticism; recognize & appropriately address personal biases, gaps in medical knowledge & physical limitations in themselves & others.
9. Demonstrate competency in managing a patient relevant to student level of training.
10. Consistently dress in a professional manner and properly identify self as a Physician Assistant student.

Instructional Objectives:

Student competencies for the following objectives will be evidenced by demonstration of skills to site preceptor, participation in virtual rounds, completion of virtual patient cases and clinical documentation.

Upon completion of this rotation, the student will be able to:

EE)

History & Physical:

- a. Defend their ability to elicit an accurate, detailed medical history relevant to the diagnosis of the presenting problem or to the comprehensive evaluation of the patient, using appropriate interview skills.
- b. Perform a thorough and logical physical examination directed at evaluating the patient's complaint.

FF) Medical Decision Making:

- a. Develop an appropriate differential diagnosis.
- b. Develop a plan of investigation by ordering appropriate diagnostic studies, initiating pharmacological therapy, providing patient education, referring/consulting when needed and related medical care.
- c. Compare and discriminate between common diagnostic studies.

GG)

Written and Oral Presentation Skills

- a. Develop an oral presentation focusing on relevant positive and negative findings elicited in the history, physical and laboratory/diagnostic studies.
  - b. Appropriately document clinical encounters.
- HH) Communication and Professional Practice
- a. Effectively educate the patient and family regarding the proposed treatment plan including discussion of the risks and benefits, cultural awareness, cost considerations, limitations, potential side effects and complications versus alternative approaches.
  - b. Appropriately communicate with the patient, patient's health care team and patient's family to ensure quality patient-centered care.
- II) Clinical Skills
- a. Seek opportunities to perform and develop proficiency in the following core technical procedures.
    - i. Electrocardiogram
    - ii. Foley catheter placement
    - iii. Intradermal injections
    - iv. Intramuscular injections
    - v. Intravenous insertions
    - vi. Venipuncture
    - vii. Arterial blood gases
    - viii. Nasogastric tube placement
    - ix. Pelvic examinations
    - x. Splinting
    - xi. Suturing
    - xii. Stapling
    - xiii. Surgical dressing changes
    - xiv. Surgical scrubbing
    - xv. Rectal examinations

\*Please note that these instructional objectives are provided as a guideline and some objectives may not be met on your specific program selected clerkship. However, during the clerkship, the student will have many patient interactions which may not be listed, but which will broaden the experience and create additional learning opportunities.

\*\* Please refer to the Clinical Medicine and Surgery and Technical Skills course syllabi (PAS 601, PAS 602, PAS 603, PAS 609, PAS 610) for specific topic lists that correspond to your elective specialty.

Recommended texts:

Refer to the didactic year textbook list for textbooks and other recommended materials.

*\*Students have free access to textbooks provided by Pace University via Access Medicine*

Optional Review Questions:

Online exam review question banks (Rosh Review & Exam Master) will be available as an optional learning tool in this course. It is strongly recommended to complete exam review questions to augment your studying.

Method of Student Evaluation/Assessment:

<b>Course components:</b>	
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Preceptor Evaluation	25%
Clinical Documentation (SOAP)	25%
Aquifer Cases	25%
Virtual Rounds	20%
Professionalism	5%
<b>Pass/Fail components:</b>	P/F
Mid Clerkship Evaluation	
Patient Exposure Logging	
Drug Cards	
<b>Total</b>	<b>100%</b>

*Passage of the course requires a final average grade of 80% or greater.*

*Passage of the course requires a passing grade and if applicable, successful remediation of all course components.*

*Method of Student Evaluation/Assessment subject to change.*

#### **End of Clerkship Preceptor Evaluation of student**

The program has adopted course specific evaluation forms, which each preceptor completes online through the Exxat system. The preceptor of record is responsible for assessing student performance and progress in achieving course specific learning outcomes. Students will be evaluated on the basis of their general medical knowledge and their ability to obtain a medical history and perform an appropriate physical exam. Included in the evaluation will be your ability to organize a database, propose a management plan, present cases, and demonstrate rapport with patients and co-workers. Dependability, attitude toward learning, and work habits are also part of the evaluation. The preceptor evaluation is a weighted grading process that assesses student professionalism and clinical performance.

Please keep in mind that preceptors may request information from multiple other clinicians with whom you have interacted, in order to complete a composite evaluation.

The student evaluation should be completed by the designated preceptor online through the Exxat system. All evaluations must be completed by the end of the clerkship. It is the student's responsibility to ensure the preceptor evaluation is completed by Call Back Day. If there are extenuating circumstances that cause a delay, the clinical administrative assistant must be notified prior to Call Back Day.

A student must achieve an 80% or higher on the Preceptor Evaluation. If a student receives a failing grade (score below 80%), they will meet with their advisor to review the components of the evaluation they failed. Each failed component will be remediated as required by the course coordinators. It is the student's responsibility to contact their advisor and course coordinator within 1 week of receiving their grade to schedule the review if they do not successfully pass. Once competency is demonstrated, the initial preceptor grade will be entered for tabulation of final course grade.

#### **Clinical Documentation: SOAP Note**

Each student is to hand in one complete SOAP note during their clerkship that will be graded.

- Do not submit progress notes as a SOAP note.
- Notes should NOT have ANY identifying information on them. In place of the patient's name and DOB, please write "Name: XX, DOB: XX/XX/XX" at the beginning of the note. If a note is submitted with any identifying information (name, medical record number, DOB, address) on it, you will receive minus 20 for that particular note. (Violation of HIPAA regulations, see Policy and Procedure

Handbook for further information).

- All notes must be uploaded to your Exxat portfolio by the 3<sup>rd</sup> week of your rotation (please see Exxat for specific date/time).
- Please refer to the H&P handbook for examples of proper note writing for specific rotations.

The student must receive a grade of 80% or higher to pass the clinical documentation assignment. If a passing grade is not achieved, the student must remediate by writing another note at the course coordinator's discretion, until passing grade of 80% or higher is achieved. Once competency is demonstrated, the initial grade will be entered for tabulation of final course grade.

### Aquifer Cases

Aquifer cases, as stated on the website, are interactive virtual patient cases to help the student's ability to:

- Demonstrate the knowledge and clinical reasoning skills needed for:
  - Diagnosing and managing patient problems
  - Providing effective health maintenance and anticipatory guidance outlined in the respective national core curricula.
- Identify important elements of the history, physical examination and tests, and use these to create focused differential diagnoses for patient problems.

Completion of eight (8) designated cases is required to pass this clerkship. Because this is an elective clerkship covering many specialties, a bank of Aquifer cases will be provided for the student and they can choose 8 cases to complete based on their interest/clerkship specialty. The bank of cases have been selected to cover both acute and chronic patient encounters in both medicine and surgical specialties. These must be completed by Friday at 9:00am of the designated week. The student is encouraged to complete more than the assigned eight cases if they so choose. (ARC-PA Standards, 5<sup>th</sup> ed, B2.05, B2.06, B2.08)

All students must achieve a 100% completion (blue bar on case list) for each Aquifer case in this course to receive a passing score for this component. Anything less than 100% completion for this component will result in a failing score for this component in the course. If a student receives a failing score, they must remediate the assignment at the discretion of the course instructor.

Please log the case(s) you complete in Aquifer as a virtual patient in Exxat's patient logging component.

The following must be completed by 9:00am on Friday of the designated weeks:

- Week 1:** 2 cases of student choice
- Week 2:** 2 cases of student choice
- Week 3:** 2 cases of student choice
- Week 4:** 2 cases of student choice

These cases may be found under Aquifer Family Medicine and Aquifer Internal Medicine.

### Virtual Rounds

An instructional faculty member will lead a virtual rounds session to assess the progress of each student in meeting course learning outcomes. This session will occur via Zoom. The course instructor will send an email with the exact date and time at the beginning of the rotation.

During the virtual rounds, each student will perform an oral presentation on a patient encounter from their current clerkship. The student will be prepared to discuss how they obtained a medical history, performed an appropriate physical exam, and collected the pertinent data specific to the case, including a differential diagnosis and management plan. All students are required to participate in discussion of each case as led by the faculty member.

A student must achieve an 80% or higher on the virtual rounds. If a passing grade is not achieved, a remediation assignment as determined by the course instructor must be completed in order to demonstrate competency and pass that component of the course. Once competency is demonstrated, the initial grade will be entered for tabulation of final course grade.

### Professionalism

The professionalism course component is worth 5% of the final course grade. Students who incur any of the following infractions will receive 0% for this course component. Students who do not have any such infractions will receive the full 5%. Ongoing professionalism issues will be addressed at the discretion of the course coordinator, program director and/or your faculty advisor.

Any of the following:

- Late submission of an assignment or any other course component
- Unexcused absence (*please refer to the Clinical Handbook*)
- Report of unprofessional behavior
- PSC form completed during a rotation or call back day (*refer to Student Policy and Procedure Handbook*)

### Pass/Fail Components:

#### Mid Clerkship Evaluations

Mid clerkship evaluations are designed to give the preceptor an opportunity to provide feedback to students on their performance during the mid-point of each clinical rotation. Students should use this information as an opportunity to strengthen their skills. A portion of the mid clerkship evaluation is designed for the student to self-reflect on their clinical experience and to identify areas of improvement as well as strengths. Students must complete this portion of the evaluation before submission.

One Mid Clerkship Evaluation must be uploaded to your Exxat portfolio for each rotation. This evaluation must be submitted to the Program by the 3<sup>rd</sup> week of the clerkship (please see Exxat for specific date/time).

If any academic or clinically related problems arise from this interaction that is of concern, it is in the student's best interest to discuss this with the course instructor. Do not sign the mid-clerkship evaluation and then hand it to your preceptor to be filled out. Your signature indicates your review of the evaluation. Only the assigned preceptor should fill out the evaluation. If your preceptor is unable to complete the mid clerkship evaluation by the due date, it is the student's responsibility to contact the course instructor and the clinical administrative assistant by email prior to the late submission.

The Mid Clerkship Evaluation will be given a Pass/Fail grade. Submission of the Mid Clerkship Evaluation will result in a passing grade. If a Mid Clerkship Evaluation is not submitted, the student will not pass this component of the course.

### Patient Exposure

Exxat's online patient tracking system will be used to log patient encounters and procedures. Students are required to log information regarding **every** patient seen daily. Weekly patient logs are due in Exxat **every Friday at 9 am**. Patient logging will be given a Pass/Fail grade. Submission of patient logging will result in passing grade. If a patient log is not submitted, the student will not pass this component of the course. Logs will be reviewed based on # of encounters, types of encounters, types of experiences (based on ICD-10 codes), and amount of participation.

At the **end of each rotation**, the “case log totals (graphical)” in the Exxat system must be printed, signed off on by preceptors and uploaded to Exxat by 9:00 am on the Friday of Call Back Day week.

### **Pharmacology: Drug Cards**

Students are required to research 3 pharmaceutical drugs for each clerkship and make flash cards indicating the class of drug, mechanism of action, indications, contraindications, side effects, dosing and cost of medication. Additionally, critically evaluate the cost effectiveness of the drug in order to provide high quality, evidence based care for patients in a fiscally responsible manner. It is up to the student whether they would like to hand write these cards or create an electronic version (i.e. word document, etc.) with the information. The researched information on three pharmaceutical drugs must be uploaded to Exxat by the 3<sup>rd</sup> week of each rotation (please see Exxat for specific date/time). The student is required to have all of these “cards” on the day of their site visit in PAS 706 and they will be asked to discuss their research as part of the site visit grade.

### **University Policies and Resources:**

#### Pace University COVID-19 Safety:

CDC guidelines and University policy require proper face covering use in all classrooms, conference rooms, hallways, elevators, and other common areas. Face coverings are required even if you are more than 6 feet from another individual in a common indoor area. We must work together to protect others and ourselves from the transmission of COVID-19. Any student entering class without a face covering will be asked to: a) don a face covering or b) go to Security to obtain a face covering if the student does not have one. Students who do neither of these things will be asked to leave class and they will be marked absent for the session. Students are expected to be familiar with the current COVID-19 regulations, which are posted on the [Return to Campus website](#). See also [up-to-date policies and announcements](#) and more information about [Pace University's response to COVID-19](#).

#### Academic Integrity

Students in this course are required to adhere to Pace University's [Academic Integrity Code \(PDF\)](#), which supports honesty and ethical conduct in the educational process. It educates students about what constitutes academic misconduct, helps to deter cheating and plagiarism, and provides a procedure for handling cases of academic misconduct. Students are expected to be familiar with the Code, which can be found in [Policies and Procedures](#). Individual schools and programs may have additional standards of academic integrity. Students are responsible for familiarizing themselves with the policies of the schools, programs, and courses in which they are enrolled.

Instructions for faculty, a paper about best practices, and the form for reporting integrity policy violations are posted on the Provost's webpage [under “Academic Policies and Forms.”](#) Reporting forms should be sent to the Chairs of the Academic Conduct Committee on each campus.

Learning Commons

[The Learning Commons](#) uses an array of programs and a holistic approach to assist students with academic skills and content knowledge. We are dedicated to developing independent learners through purposeful interactions with trained, well-qualified peer and professional staff. Services offered:

- Content Support Services including, content tutoring, exam review sessions, & content preparation/support workshops
- Academic Skills Services including small group peer mentoring, academic skills workshops, and individual academic development
- Writing Support Services including, writing tutoring & writing preparation/support workshops

Procedure for Students Who Wish to Obtain Reasonable Accommodations for a Course:

The same rigorous admission and academic standards apply to students with and without a disability. In order to support the continued success of students with disabilities, the University prohibits discrimination on the basis of disability and is committed to providing equal access for students with disabilities to its facilities, programs, and activities. The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities.

To request an accommodation for a qualifying disability, a student must self-identify and register with the [Student Accessibility Services Office \(SAS\)](#) for their campus. Student Accessibility Services is housed in the Counseling Center on both the New York City and Pleasantville campuses. Student Accessibility Services for the New York City campus may be contacted at (212) 346-1526 or 156 William Street, 8th Floor. Student Accessibility Services for the Westchester campuses may be contacted at (914) 773-3710 or the Administration Center, 861 Bedford Road, Pleasantville. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Student Accessibility Services staff. Moreover, no one, including faculty, is authorized to contact Student Accessibility Services on behalf of a student.

Technological Resources:

- List of all [Pace Information Technology Services](#).
- For assistance with a technological concern contact the Pace Helpdesk at (914) 773-3648 or create a [help desk ticket](#).
- Visit the [Learning Remotely website](#)

#### **Appropriate Use Policy for Information Technology:**

Pace endorses the following statement on software and intellectual rights distributed by EDUCAUSE, the non-profit consortium of colleges and universities, committed to the use and management of information technology in higher education. The statement reads:

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy and right to determine the form, manner and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade



secret and copyright violations, may be grounds for sanctions against members of the academic community.

[Pace’s appropriate use policy](#) applies to recordings of classroom instruction and digital artifacts created by faculty and students.

**Sex-Based Misconduct Policy and Procedure:**

Pace University is committed to providing a safe environment for every member of its community and to ensuring that no student, faculty or staff member is excluded from participation in or denied the benefits of any University program or activity on the basis of sex. Accordingly, the University prohibits the following forms of Sex-Based Misconduct: sexual assault, sexual harassment, gender-based harassment, dating violence, domestic violence, sexual exploitation and stalking.

Instructors are a **non-confidential** resource and have an obligation to report any information about sexual assault with the Executive Director of Institutional Equity and Title IX Coordinator – Bernard Dufresne, [bdufresne@pace.edu](mailto:bdufresne@pace.edu), 163 Williams Street, Room 1017, (212) 346-1310. The Title IX/Affirmative Action Office is responsible for investigating violations of the sexual misconduct policy. Go here for more information about the [Pace University sexual misconduct policy](#).

Members of the University community who believe that they have been subjected to Sex-Based Misconduct are encouraged to report such incidents to the University and, where applicable, to local law enforcement. **Confidential** resources include the **University Counseling Centers, Offices of Sexual and Interpersonal Wellness** and **University Healthcare**. Contact information for those offices may be found in the self-care section below.

**Self-Care:**

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. The Pace Community strongly encourages you to take care of yourself throughout the term, before the demands of midterms and finals reach their peak.

The [Counseling Center Just In Case](#) information supplies potentially life-saving mental health information to Pace University students, staff, and faculty, putting vital information and support options at your fingertips, just in case you or a friend needs help... You can also find this information in the MyPace and PaceSafe apps.

During this academic year, the following information on [Coping Emotionally with COVID-19](#) may also be useful for you.

Department	Pleasantville	New York City
Advising Center for Exploring Majors	First-year: (914) 773-3756   (914) 773-3757	(212) 346-1798
Affirmative Action Office	(914) 923-2610	(212) 346-1310
Center for Spiritual Development	(914) 773-3767	
College of Health Professions Academic Advisement	UG (914) 773-3961 UG (914) 773-3347 Grad (914) 773-3114	UG (212) 618-6027 Grad (914) 773-3114

Counseling Center/Student Accessibility Services	(914) 773-3710	(212) 346-1526
Dean for Students Office	(914) 773-3351	(212) 346-1306
Dyson College Academic Advisement	(914) 773-3781	(212) 346-1518
International Student/Scholars	(212) 346-1368	
Lubin School of Business Academic Advisement	UG (914) 773-3531	UG (212) 618-6550 Grad (212) 618-6440
New Student Experience and Transitions	(914) 773-3756	(212) 346-1219 and (212) 346-1346
Office of Multicultural Affairs	(914) 773-3628	(212) 346-1546
Office of the Registrar	help.pace.edu	
Office of Sexual and Interpersonal Wellness	(212) 346-1931	
Pace Women's Justice Center	(914) 287-0739	
Pforzheimer Honors College Academic Advisement	(212) 346-1697	
Residential Life	(914) 597-8777	(212) 346-1295
Seidenberg School Academic Advisement	(914) 773-3527	(212) 346-1687
Study Abroad	(212) 346-1368	
Student Accessibility Services	(914) 773-3710	(212) 346-1526
Student Accounts	(877) 672-1830	
Student Engagement	(914) 773-3767	(212) 346-1590
University Health Care	(914) 773-3760	(212) 346-1600

# Forms and Evaluations

## CLERKSHIP WORK SCHEDULE FORM

This form is to be utilized to plan your schedule with your preceptor during the first week of your rotation.

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

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

**Preceptor Name** \_\_\_\_\_

**Clerkship Specialty** \_\_\_\_\_

**Rotation #** \_\_\_\_\_

Document the DATE and HOURS (ex. 7 am – 5 pm) that you assigned to work on the following table.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1 Dates:							
Week 2 Dates:							
Week 3 Dates:							
Week 4 Dates:							
Week 5 (if applicable) Dates:							

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

**Preceptor Signature** \_\_\_\_\_



# MID-CLERKSHIP EVALUATION

Mid-clerkship evaluations are designed to give the preceptor an opportunity to provide feedback to students on their performance during each clinical rotation. Evaluations should be reviewed with students. Students should use this information to strengthen their skills. Students also have an opportunity to reflect on their own strengths and weaknesses by filling out the student response portion of the evaluation. Students must fax this evaluation to 212-618-6055 by the end of the 3<sup>rd</sup> week of each clerkship.

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

Preceptor Name: \_\_\_\_\_ Rot#: \_\_\_\_\_

Clerkship Site: \_\_\_\_\_ Clerkship Specialty: \_\_\_\_\_

## PART A (Student Response)

	Excellent (A)	Good (B)	Below Average (C)	Poor (D)
1.) How would you rate your ability to perform histories?	4	3	2	1
2.) How would you rate your ability to administer physicals?	4	3	2	1
3.) How would you rate your oral presentations?	4	3	2	1
4.) How would you rate your ability to formulate a differential diagnosis?	4	3	2	1
5.) How would you rate your ability to formulate and implement a management plan?	4	3	2	1
6.) How would you rate your ability to perform clinical procedures? (e.g. administer I.V.'s, venipunctures, etc.)	4	3	2	1
7.) Your professional behavior/ attendance	4	3	2	1

### Student Self Assessment:

What am I doing well? (strengths)

How can I improve? (weaknesses)

[Updated: June 2011]

**PART B (Preceptor Response)**

	Excellent (A)	Good (B)	Below Average (C)	Poor (D)
1.) How would you rate the student's ability to perform histories?	4	3	2	1
2.) How would you rate the student's ability to administer physicals?	4	3	2	1
3.) How would you rate the student's oral presentations?	4	3	2	1
4.) How would you rate the student's ability to formulate a differential diagnosis?	4	3	2	1
5.) How would you rate the student's ability to formulate and implement a management plan?	4	3	2	1
6.) How would you rate the student's ability to perform clinical procedures? (e.g. administer I.V.'s, venipunctures, etc.)	4	3	2	1
7.) Professional behavior/ attendance	4	3	2	1

**Preceptor Assessment:**

How can the student improve?

Additional comments/suggestions:

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

\_\_\_\_\_  
Preceptor Signature & Stamp

[Updated: June 2011]

**PRECEPTOR END OF CLERKSHIP EVALUATION OF STUDENT**

## STUDENT EVALUATION OF PRECEPTOR AND CLERKSHIP SITE

On scale of 1 to 5, please evaluate the following:

### **Clinical Site:**

#### **Provided reasonable security and personal safety measures:**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

#### **Allowed reasonable access to site facilities and resources:**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

#### **Had ample space at the facility for students, providers and support staff to work:**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

#### **Provided access to diverse patient populations and relevant clinical experiences:**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

#### **Onsite providers and support staff were helpful and fostered an environment for learning:**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

#### **The patient load and type were adequate for my learning experience:**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

#### **Understands the role of the Physician Assistant**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

#### **Was organized and prepared for students**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral

- 2: Disagree
- 1: Strongly Disagree

**Provided reasonable orientation to the clinical site**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

**The clerkship allowed students to achieve stated objectives**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

**On scale of 1 to 5, please evaluate the following:**

**Preceptor:**

**Provided progress report at mid-clerkship:**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

**Provided formal evaluation at end of clerkship:**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

**Helped to identify strengths and areas of improvement:**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

**Assigned appropriate tasks:**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

**Adequately observed and supervised student during patient encounters:**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

**Provided student opportunity to present patients:**

- 5: Strongly Agree
- 4: Agree



- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

**Provided opportunity to interpret diagnostic studies and treatment options:**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

**Provided feedback on history and physical examinations:**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

**Provided opportunity for informal and/or formal teaching discussions:**

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

**How many hours per WEEK did you average of this rotation:**

- 40 hrs
- 45 hrs
- 50 hrs
- 55 hrs
- 60+ hrs

Comments:

## PAS 701 Internal Medicine End of Clerkship Evaluation

A - Outstanding - Performance is consistently well beyond expectations, and the quality of work overall was superb.  
A-/B+ - Exceeds Expectations - Performance consistently exceeded expectations, and the quality of work overall was excellent.  
B - Meets Expectations - Performance consistently met expectations, and the quality of work overall was very good.  
C - Improvement Needed - Performance did not consistently meet expectations, and the quality of work overall needs much improvement.  
D - Unsatisfactory - Performance was consistently below expectations, and significant improvement needed.  
Not Observed (N/A)

Throughout the Internal Medicine Clinical Clerkship, the PA student was able to:

### Acute

**Perform an appropriate patient-centered admission history and physical exam for a hospitalized patient and document findings and patient orders.**

Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

**Recommend the appropriate intravenous fluid and electrolyte management for an adult inpatient.**

Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Perform appropriate documentation of a hospital discharge summary/plan and educate the patient regarding instructions.**

Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Evaluate an adult patient with gastrointestinal symptoms, formulate a differential and develop a management strategy.**

Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

**For a patient in the hospital setting, determine appropriate management of oxygen therapy and intravenous medication of an adult patient.**

Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

### Chronic

**Monitor an adult patient with chronic diabetes mellitus and develop a management plan to include glucose monitoring and medication management.**

Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

In an adult patient with existing pulmonary disease, adjust the management plan as needed for a hospital patient.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Selected answer's score 0/100

Monitor and adjust medication of an adult patient on chronic antiplatelet/anticoagulation therapy.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Selected answer's score 0/100

Appropriately round on a patient daily by assessing vital signs, laboratory and diagnostic test results, patient status and disposition and accurately document findings in a progress note.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

In an adult patient with impaired/decreased cardiac function, obtain a focused patient-centered H&P, order and interpret laboratory studies, monitor fluid and electrolyte status, and develop a management plan, which includes a cardiology consult as needed.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Selected answer's score 0/100

#### Geriatric

Perform a patient-centered history and physical exam to include screening for cognitive impairment on an elderly patient with respect to patient's privacy and comfort.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Selected answer's score 0/100

Assess a geriatric patient for potential fall risks, educate patient on prevention of falls, and document findings.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)



Counsel elderly patients about how to take their medications and screen for the potential adverse effects of polypharmacy.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Selected answer's score 0/100

Provide appropriate patient education to a senior patient regarding advance directives.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Selected answer's score 0/100

Recommend appropriate for immunizations for geriatric patients to include Pneumococcal pneumonia, influenza, herpes zoster (shingles), and tetanus.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Professional Practice

**Exhibit ethical behavior and demonstrates sensitivity and responsiveness to patients' culture, age, gender, and abilities.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognize and correct systems-based factors that negatively impact patient care.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Demonstrate appropriate response to supervision and constructive criticism; recognize & appropriately address personal biases, gaps in medical knowledge and physical limitations in themselves and others.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

**Demonstrate competency in managing a patient relevant to student level of training.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Consistently dress in a professional manner and properly identify self as a Physician Assistant student.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

## PAS 702 Pediatrics End of Clerkship Evaluation

A - Outstanding - Performance is consistently well beyond expectations, and the quality of work overall was superb.  
A-/B+ - Exceeds Expectations - Performance consistently exceeded expectations, and the quality of work overall was excellent.  
B - Meets Expectations - Performance consistently met expectations, and the quality of work overall was very good.  
C - Improvement Needed - Performance did not consistently meet expectations, and the quality of work overall needs much improvement.  
D - Unsatisfactory - Performance was consistently below expectations, and significant improvement needed.  
Not Observed (N/A)

Throughout the Pediatric Clinical Clerkship, the PA student was able to:

Infant

**Perform a well-baby exam, elicit a history from the parent/caregiver, and assess the developmental milestones of the infant.**

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Selected answer's score 0/100

**Accurately chart the normal development and growth of an infant.**

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

**Appropriately provide anticipatory guidance to parents for common newborn and infant issues.**

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Selected answer's score 0/100

**Recommend and educate parents of an infant regarding the appropriate immunization schedule.**

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Selected answer's score 0/100

**In an infant with a fever, perform a problem-focused history and physical exam, develop a differential diagnosis and recommend an initial management plan.**

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Child

Perform a history and physical exam on a child to include developmental milestones.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Write a prescription for pediatric medication, with consideration for dosage and formulation based on the age and weight of the child.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

In a child presenting with ear pain, elicit a patient-centered problem-focused history, perform an accurate otoscopic exam, and develop a treatment plan.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Provide anticipatory guidance to a parent of a child to include safety issues.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

For a child with upper respiratory/sore throat symptoms, evaluate the patient, perform a strep test/throat swab if indicated, and recommend a management strategy.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Adolescent

Elicit an appropriate patient-centered history on an adolescent patient.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Perform a physical exam on an adolescent patient and assess the stages of growth.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Screen an adolescent patient for smoking, vaping and substance use and provide patient education if indicated.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Recommend appropriate immunizations (HPV, Tdap, Meningitis and annual influenza) for an adolescent and obtain parental consent.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Provide appropriate patient education to adolescents and parents regarding mental health services as needed.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Professional Practice

Exhibit ethical behavior and demonstrates sensitivity and responsiveness to patients' culture, age, gender, and abilities.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognize and correct systems-based factors that negatively impact patient care.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer



Demonstrate appropriate response to supervision and constructive criticism; recognize & appropriately address personal biases, gaps in medical knowledge and physical limitations in themselves and others.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Demonstrate competency in managing a patient relevant to student level of training.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Consistently dress in a professional manner and properly identify self as a Physician Assistant student.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

# PAS 703 Women's Health End of Clerkship Evaluation

A - Outstanding - Performance is consistently well beyond expectations, and the quality of work overall was superb.  
A-/B+ - Exceeds Expectations - Performance consistently exceeded expectations, and the quality of work overall was excellent.  
B - Meets Expectations - Performance consistently met expectations, and the quality of work overall was very good.  
C - Improvement Needed - Performance did not consistently meet expectations, and the quality of work overall needs much improvement.  
D - Unsatisfactory - Performance was consistently below expectations, and significant improvement needed.  
Not Observed (N/A)

Throughout the Women's Health Clinical Clerkship, the PA student was able to:

## Gynecological care

**Perform a thorough yet focused patient-centered gynecologic history, communicating with the patient both professionally and empathetically.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Correctly perform a physical examination and assess indication for screening studies based on patient's age, risk factors, and current guidelines.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer



**Order and interpret appropriate preventive screening tests for a gynecological patient if indicated by current guidelines or clinical presentation.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Evaluate a patient presenting with acute vaginal discharge, order appropriate diagnostic studies, form a differential diagnosis, and develop a treatment plan.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Counsel a gynecologic patient on available pregnancy and/or STI prevention methods**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer



Prenatal

Obtain a thorough patient-centered prenatal history and correctly screen for factors that indicate a high-risk pregnancy.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Selected answer's score 0/100

Perform a prenatal physical exam including accurately measuring fundal height and assessing fetal heart rate.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Selected answer's score 0/100

Order and interpret appropriate screening tests for a prenatal patient based on gestational age and maternal risk factors.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Conduct appropriate patient education regarding pre-natal care based on current ACOG guidelines including recommended immunizations

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Selected answer's score 0/100

Screen a prenatal patient for mental health changes and intimate partner violence as indicated by current guidelines.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Selected answer's score 0/100

Professional Practice

Exhibit ethical behavior and demonstrates sensitivity and responsiveness to patients' culture, age, gender and abilities.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognizing and correct systems-based factors that negatively impact patient care.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Selected answer's score 0/100

Demonstrate appropriate response to supervision and constructive criticism; recognize & appropriately address personal biases, gaps in medical knowledge & physical limitations in themselves & others.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Selected answer's score 0/100

Demonstrate competency in managing a patient relevant to student level of training.

Clear answer

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

**Consistently dress in a professional manner and properly identify self as a Physician Assistant student.**

Outstanding (A)

Exceeds  
Expectations (A-/B+)

Meets  
Expectations (B)

Improvement  
Needed (C)

Unsatisfactory  
(D)

Not Observed  
(N/A)

Clear answer

# PAS 704 Behavioral Health End of Clerkship Evaluation

A - Outstanding - Performance is consistently well beyond expectations, and the quality of work overall was superb.  
A-/B+ - Exceeds Expectations - Performance consistently exceeded expectations, and the quality of work overall was excellent.  
B - Meets Expectations - Performance consistently met expectations, and the quality of work overall was very good.  
C - Improvement Needed - Performance did not consistently meet expectations, and the quality of work overall needs much improvement.  
D - Unsatisfactory - Performance was consistently below expectations, and significant improvement needed.  
Not Observed (N/A)

Throughout the Behavioral Medicine Clerkship, the PA student was able to:

**Elicit a patient-centered problem-oriented history to include pertinent psychiatric history components.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Evaluate a patient for depression using the appropriate criteria and recommend a management plan to include pharmacological treatment.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

**Screen a patient for substance abuse, formulate a differential diagnosis, and recommend initial management if warranted.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Administer a MMSE to a patient with an alteration in cognition.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**In a patient presenting with anxiety symptoms, evaluate the patient, develop a differential diagnosis, and create a management plan.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Write an accurate SOAP note for a patient with a behavioral medicine complaint.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Professionally screen a behavioral health patient for suicidal and homicidal ideation.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Appropriately use the DSM V in diagnosis of psychiatric conditions for behavioral health patients.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Counsel patients and caregivers regarding the side effects of medications utilized in behavioral medicine.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Refer a patient for follow-up care to include referral for counseling psychologist, social work, or other health professionals as needed.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

#### Professional Practice

Exhibit ethical behavior and demonstrates sensitivity and responsiveness to patients' culture, age, gender and abilities.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognize and correct systems-based factors that negatively impact patient care.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Demonstrate appropriate response to supervision and constructive criticism; recognize & appropriately address personal biases, gaps in medical knowledge and physical limitations in themselves and others.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Demonstrate competency in managing a patient relevant to student level of training.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Consistently dress in a professional manner and properly identify self as a Physician Assistant student.

Outstanding (A)

Exceeds  
Expectations (A-/B+)

Meets  
Expectations (B)

Improvement  
Needed (C)

Unsatisfactory  
(D)

Not Observed  
(N/A)

Clear answer

## PAS 705 Family Medicine End of Clerkship Evaluation

A - Outstanding - Performance is consistently well beyond expectations, and the quality of work overall was superb.  
A-/B+ - Exceeds Expectations - Performance consistently exceeded expectations, and the quality of work overall was excellent.  
B - Meets Expectations - Performance consistently met expectations, and the quality of work overall was very good.  
C - Improvement Needed - Performance did not consistently meet expectations, and the quality of work overall needs much improvement.  
D - Unsatisfactory - Performance was consistently below expectations, and significant improvement needed.  
Not Observed (N/A)

Throughout the Family Medicine Clinical Clerkship, the PA student was able to:

### Acute

Elicit a problem-focused H&P, order appropriate labs/diagnostic tests to include radiographs, formulate a differential diagnosis and develop a management plan for an adult patient with commonly seen acute complaints in family practice.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Develop a differential diagnosis for a patient with an acute issue and recommend the appropriate management.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer



Evaluate a patient with a gastrointestinal complaint, develop a differential diagnosis, and design a treatment strategy for the patient.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Evaluate a patient with a respiratory complaint, formulate a differential diagnosis and recommend pharmacological treatment if indicated.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

### Chronic

In an adult patient presenting for follow-up of HTN, create a management plan to include ordering and interpreting appropriate diagnostic and laboratory testing and any medication adjustment.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer



**Perform an appropriate patient-centered H&P, review laboratory results including a HgbA1c, appropriately adjust medications, and recommend appropriate glucose monitoring and lifestyle modifications for an adult patient presenting for follow-up of diabetes mellitus.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Interpret the lipid panel and other appropriate laboratory tests and recommend a management plan to include patient education, lifestyle modification, and pharmacological treatment for an adult patient with dyslipidemia.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**For an adult patient with chronic joint pain, evaluate the patient and design a management plan to include activity modification and pharmacological treatment.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer



Preventive

**Perform a routine annual examination of a patient, order and interpret appropriate screening laboratory and diagnostic tests, and recommend immunizations as appropriate.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Professionally screen an adult patient for colon cancer and order a colonoscopy if indicated by current guidelines or clinical presentation.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Appropriately provide patient-centered education to patients on smoking cessation including relevant treatment options.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer



Screen a patient for osteoporosis and order appropriate diagnostic tests to determine bone density as indicated.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Identify patients who are classified as overweight/obese and educate on lifestyle modification.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Professional Practice

Exhibit ethical behavior and demonstrates sensitivity and responsiveness to patients' culture, age, gender and abilities.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognizing and correct systems-based factors that negatively impact patient care.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Demonstrate appropriate response to supervision and constructive criticism; recognize & appropriately address personal biases, gaps in medical knowledge & physical limitations in themselves & others.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Demonstrate competency in managing a patient relevant to student level of training.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Consistently dress in a professional manner and properly identify self as a Physician Assistant student.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer



## PAS 707 Surgery End of Clerkship Evaluation

A - Outstanding - Performance is consistently well beyond expectations, and the quality of work overall was superb.  
A-/B+ - Exceeds Expectations - Performance consistently exceeded expectations, and the quality of work overall was excellent.  
B - Meets Expectations - Performance consistently met expectations, and the quality of work overall was very good.  
C - Improvement Needed - Performance did not consistently meet expectations, and the quality of work overall needs much improvement.  
D - Unsatisfactory - Performance was consistently below expectations, and significant improvement needed.  
Not Observed (N/A)

Throughout the Surgical Clinical Clerkship, the PA student was able to:

### Pre-op

Elicit a patient-centered pre-op history from an adult patient presenting with a surgical complaint and educate the patient regarding the surgical procedure.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Conduct an appropriate pre-op physical exam and order and interpret pre-operative diagnostic screening tests

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Appropriately assess the pre-operative risk of an adult patient using factors based on patient age, history, physical exam, and diagnostic testing.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Professionally educate an adult patient on surgical risk, thoughtfully address patient questions, and obtain informed consent from the patient prior to surgery.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Write an accurate pre-operative note for a surgical patient.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

### Intra-op

Correctly perform scrubbing, gowning, and gloving prior to entering the operating room.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Professionally participate in a time-out at the beginning of a surgical procedure.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

**Assist surgeon(s) intra-operatively during a surgical procedure on an adult patient.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Correctly maintain the sterile field during intra-operative care of a patient.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Accurately identify anatomical landmarks pertinent to a surgical procedure.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

**Post-op**

**Evaluate a post-operative patient using patient-centered techniques and recommend appropriate pain management.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Appropriately screen an adult patient for common post-operative complications.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Professionally perform post-operative wound care and identify normal healing versus signs of infection.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Evaluate the hemodynamic status of a post-operative adult patient by measuring ins and outs, and document findings.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Accurately write a discharge summary and plan and appropriately educate patients about interprofessional services, including physical therapy, occupational therapy, and social work.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

#### Professional Practice

Exhibit ethical behavior and demonstrates sensitivity and responsiveness to patients' culture, age, gender, and abilities.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer



Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognize and correct systems-based factors that negatively impact patient care.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Demonstrate appropriate response to supervision and constructive criticism; recognize & appropriately address personal biases, gaps in medical knowledge and physical limitations in themselves and others.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Demonstrate competency in managing a patient relevant to student level of training.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Consistently dress in a professional manner and properly identify self as a Physician Assistant student.

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

## PAS 708 Elective End of Clerkship Evaluation

A - Outstanding - Performance is consistently well beyond expectations, and the quality of work overall was superb.  
A-/B+ - Exceeds Expectations - Performance consistently exceeded expectations, and the quality of work overall was excellent.  
B - Meets Expectations - Performance consistently met expectations, and the quality of work overall was very good.  
C - Improvement Needed - Performance did not consistently meet expectations, and the quality of work overall needs much improvement.  
D - Unsatisfactory - Performance was consistently below expectations, and significant improvement needed.  
Not Observed (N/A)

Throughout the Elective Clinical Clerkship, the PA student was able to:

### Medical Knowledge/Patient Care

**Use effective communication skills to elicit an accurate patient history in an organized, concise and professional manner.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Perform an accurate, organized physical exam with respect to patient's privacy and comfort and evaluate signs and symptoms of medical and surgical conditions.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer



**Use effective communication skills to present a clear, concise, organized statement of patient problems.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Accurately and adequately document patient information in an organized manner.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Demonstrate and understand indications for common laboratory tests and diagnostic studies.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

**Perform technical skills, including therapeutic and diagnostic procedures.**

- Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Evaluate and apply evidence based medicine and scientific principles related to patient care with clinical data.**

- Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Apply history and physical exam findings and diagnostic studies to formulate and defend differential diagnoses.**

- Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Formulate effective management plans of acute and emergent care including patient education, pharmacologic and non-pharmacologic treatment.**

- Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Implement management plans appropriately, arrange for follow up, and partner with health care team to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes.**

- Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Demonstrate ability to counsel and educate patients and their families.**

- Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

**Professional Practice**

**Exhibit ethical behavior and demonstrates sensitivity and responsiveness to patients' culture, age, gender, and abilities.**

- Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognize and correct systems-based factors that negatively impact patient care.**

- Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Demonstrate appropriate response to supervision and constructive criticism; recognize & appropriately address personal biases, gaps in medical knowledge and physical limitations in themselves and others.**

- Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

**Demonstrate competency in managing a patient relevant to student level of training.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Consistently dress in a professional manner and properly identify self as a Physician Assistant student.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

## PAS 709 Elective End of Clerkship Evaluation

A - Outstanding - Performance is consistently well beyond expectations, and the quality of work overall was superb.  
A-/B+ - Exceeds Expectations - Performance consistently exceeded expectations, and the quality of work overall was excellent.  
B - Meets Expectations - Performance consistently met expectations, and the quality of work overall was very good.  
C - Improvement Needed - Performance did not consistently meet expectations, and the quality of work overall needs much improvement.  
D - Unsatisfactory - Performance was consistently below expectations, and significant improvement needed.  
Not Observed (N/A)

Throughout the Elective Clinical Clerkship, the PA student was able to:

### Medical Knowledge/Patient Care

Use effective communication skills to elicit an accurate patient history in an organized, concise and professional manner.

Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Perform an accurate, organized physical exam with respect to patient's privacy and comfort and evaluate signs and symptoms of medical and surgical conditions.

Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Use effective communication skills to present a clear, concise, organized statement of patient problems.

Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Accurately and adequately document patient information in an organized manner.

Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Demonstrate and understand indications for common laboratory tests and diagnostic studies.

Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Perform technical skills, including therapeutic and diagnostic procedures.

Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Evaluate and apply evidence based medicine and scientific principles related to patient care with clinical data.

Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Apply history and physical exam findings and diagnostic studies to formulate and defend differential diagnoses.

- Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Formulate effective management plans of acute and emergent care including patient education, pharmacologic and non-pharmacologic treatment.

- Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Implement management plans appropriately, arrange for follow up, and partner with health care team to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes.

- Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Demonstrate ability to counsel and educate patients and their families.

- Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Selected answer's score 0/100

#### Professional Practice

Exhibit ethical behavior and demonstrates sensitivity and responsiveness to patients' culture, age, gender, and abilities.

- Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer

Selected answer's score 0/100

Act appropriately within the role of a PA student; accept responsibility for promoting a safe environment for patient care and recognize and correct systems-based factors that negatively impact patient care.

- Outstanding (A)    Exceeds Expectations (A-/B+)    Meets Expectations (B)    Improvement Needed (C)    Unsatisfactory (D)    Not Observed (N/A)

Clear answer





**Demonstrate appropriate response to supervision and constructive criticism; recognize & appropriately address personal biases, gaps in medical knowledge and physical limitations in themselves and others.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Demonstrate competency in managing a patient relevant to student level of training.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer

Selected answer's score 0/100

**Consistently dress in a professional manner and properly identify self as a Physician Assistant student.**

- Outstanding (A)     Exceeds Expectations (A-/B+)     Meets Expectations (B)     Improvement Needed (C)     Unsatisfactory (D)     Not Observed (N/A)

Clear answer