



SAMSON COLLEGE OF HEALTH SCIENCES

DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

**PHYSICIAN ASSISTANT
PROGRAM**

PRECEPTOR HANDBOOK

2020-2021

Last update July 2019

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INTRODUCTION

The University of the Sciences Physician Assistant Program would like to thank you for participating in the education of our students. The commitment you are offering them to create future physician assistants is commendable. These are experiences the students will value throughout their careers. The clinical setting is where synthesis of concepts and application of principles for quality healthcare experiences occur. You are the key to successful learning experiences. The Physician Assistant student will work closely with you and learn from your example, advice and knowledge. Through your supervision, the student will be able to disseminate the knowledge obtained in the classroom to develop skills and clinical judgment that is necessary to become a Physician Assistant.

This preceptor handbook is designed to provide information about the University of the Sciences Physician Assistant Program and to offer guidance and educational objectives for supervising and evaluating students on their clinical rotations.

In addition to this handbook, you will be provided with a Syllabus along with copies of the Student Evaluation forms as a reference for you to guide the students' progress

Our 6-semester graduate physician assistant program, leading to a Master of Science in Physician Assistant Studies (MSPAS) degree. The program encompasses a 3-semester didactic phase (12 months) and a 3-semester clinical phase (12 months). All students must successfully complete both phases of the program, regardless of previous educational/professional background.

The Physician Assistant Program is a comprehensive curriculum that is completed in a consecutive manner with the focus on primary care but prepares our graduates to practice in a wide variety of clinical settings.

The first three semesters of study consist of basic sciences and clinically related didactic courses. All didactic courses are required and must be successfully completed before progressing to the clinical phase.

During the clinical rotations, students are to be supervised by licensed practitioners (MD, DO, PA, NP) and will actively participate in patient assessments, perform common laboratory procedures, interpret common diagnostic examinations and help manage common medical problems. The work hours are set by the preceptor and can include evening and weekend hours. Students are required to work a minimum of 40 hours per week; however, many rotation sites require students to work substantially more hour per week.



Mission Statement

The Mission of the University of the Sciences Physician Assistant Program is to educate future physician assistants with a foundation in primary care, with a focus on interprofessional health care and exposure to underserved and diverse populations.

Program Goals and Student Learning Outcomes

The PA Program has published a Student Handbook and Clinical Handbook for our students which includes our program goals and student learning outcomes. They can be viewed via the following links:

<https://www.usciences.edu/samson-college-of-health-sciences/physician-assistant-studies/physician-assistant-studies-mspas/student-handbook.pdf>

<https://www.usciences.edu/samson-college-of-health-sciences/physician-assistant-studies/physician-assistant-studies-mspas/clinical-handbook.pdf>

Goals for the Clinical Year

The PA student, upon successful completion of the didactic year will participate in 9 clinical rotations in 5-week blocks.

1. Family Medicine I
2. Family Medicine II
3. Pediatrics
4. Women's Health
5. Behavioral/Mental Health
6. Internal Medicine
7. Emergency Medicine
8. General Surgery
9. Elective

The clinical year is designed for students to gain hands-on experience through supervised, direct and meaningful patient care. The main goals of the clinical year include:

- Apply clinical knowledge to patient care
- Complete a directed history and physical exam
- Practice oral presentations and formulate an assessment and plan
- Perform clinical procedures
- Improve critical thinking skills
- Encounter patients from diverse populations
- Develop an understanding for the healthcare system and work as part of a healthcare team



Expand on fund of medical knowledge

General Guidelines

- Students have NO legal standing, and therefore, work entirely under the preceptor's supervision
- Learning is best achieved by student participation under guidance
- Learning by "trial and error" without supervision is unacceptable as it jeopardizes patient care and threatens all professionals (nurses, administrators, other technical workers and physicians)
- Students must not substitute for clinical or administrative staff during supervised clinical practical experiences.

Learning "Under Supervision" is defined in the following manner:

- Eliciting a meaningful history – the preceptor is in the hospital or office suite
- Doing a physical examination –the preceptor is in the hospital or office
- Progress notes – dependent upon the policies of the individual clinical sites
- Chart orders of any kind – written by the student after discussion with the preceptor and signed by preceptor
- Technical procedures – the appropriate professional will be at the student's side or within immediate proximity

THE PRECEPTOR

The student is assigned a primary preceptor, who provides a clinical environment for the student's training. The preceptor may be a licensed MD, DO, PA, NP who agrees to assume the responsibilities of instruction during the assigned rotation. The primary preceptor must be in good standing with their licensing board. Students may be given an assignment or may spend time with ancillary staff (x-ray, lab, physical therapy, etc.), as these experiences can be very valuable.

Responsibilities of the supervising preceptor

- Formulate with the student basic goals and expectations such as:
 - Schedule and hours
 - Attendance of educational activities
 - Documentation and presentation
 - Degree to which student will participate in care of the patients
- Work with the student to improve oral presentations
- Indicate clearly to the medical staff, the administration, and nursing/office staff which practitioner will be responsible for the activities of the student.
- Respond to questions as to the scope of the activities of the student.
- Provide the student with an orientation to the site including a review of the site schedule, policies, and procedures.

- Assist student in meeting the assigned objectives for the specific rotation.
- Allow time for teaching activities. This can be accomplished in a variety of ways such as structured teaching rounds or chart review periods, reading assignments, informal consultation between patient encounters, recommending specific conferences.
- Assign student activities such as patient care, rounds, H&P's, surgical assisting, etc.
- Delegate to the student increasing levels of responsibility for clinical assessment and management as appropriate to the student's knowledge and experience.
- Evaluate student competence and performance at the middle and end of the rotation.
- Attempt to handle minor issues directly with the student. Major or persistent issues with the student should be referred to the Director of Clinical Education.
- Provide documentation of Liability Insurance to the Program.

THE STUDENT

Documentation

If allowed by the preceptor and/or medical facility, the PA student is permitted to write in the patient's medical chart. All entries are expected to be signed in the following format:

First Name _ Last Name PA-S

We encourage preceptors, who do not allow students to make direct entries into the medical chart, to periodically have the PA student write up an H&P or SOAP note for evaluation.

Prescription Writing

The PA Student may assist in the writing of a prescription or assist the assigned preceptor or designee with electronic transmission of a prescription. The preceptor or assigned designee must sign all prescriptions. PA Students are **NOT** permitted to prescribe medications. **MORE SPECIFICALLY, THE PA STUDENTS NAME IS NOT TO APPEAR ON THE PRESCRIPTION.**

Performing Procedures

The University of the Sciences PA Program encourages all our preceptors to teach and allow our students to practice procedures (while under supervision). Prior to starting the clinical phase of their education, The PA student has demonstrated competence, by way of simulation clinical skills lab, in the following procedures:

- Nasogastric Tube
- Fecal Occult Blood Test
- PEG Tube placement
- Urinary Catheter
- Thumb Spica Splint
- Volar Splint
- Ulnar Gutter Splint



- Finger Splint
- Sugar-tong Splint
- Posterior Lower extremity
- Upper Extremity Cast
- Lower Extremity Cast
- Suturing
- Staple and suture removal
- Injections: subcutaneous, intradermal, intramuscular
- Joint injection
- IV-line placement
- ABG
- Surgical scrubbing, gowning and gloving
- Sterile Technique
- Ankle brachial index
- Foreign body removal (Nose or Ear)
- Cerumen removal/ Ear irrigation
- Performing an EKG

The PA student can learn and perform other procedures not listed above (under supervision).

Responsibilities of the Student

- Learn unobtrusively from all persons involved in the clinical rotation
- Make the patient the beneficiary of all activities
- Do not pose as a primary medical provider or advisor-counselor to the patient except to relay information as directed by authorized professionals. Students must not misrepresent themselves as a physician, physician assistant or any healthcare provider other than a physician assistant student (even if they hold other credentials, such as RN, EMT, etc.).
- Students must provide the site with all necessary records and perform any in-services required by the site.
- It is the responsibility of the student to report to clinical sites promptly and stay the assigned times designated by the preceptor. (See policy on lateness/absences)
- Students must submit to the Program all required assignments and forms by their designated due date.
- If a preceptor will be away from site (on vacation or absent) and a substitute preceptor is not assigned, the student must notify the Director of Clinical Education.

Expected Progression of PA student

PA students are trained to take detailed histories, perform physical examinations, give oral presentations of findings, and develop differential diagnoses. As the year continues, they should be able to more effectively formulate an assessment and plan collaboratively with the preceptor. If the preceptor deems it necessary, students initially may observe patient encounters. However, by the end of the first week, students should actively participate in evaluating patients. As the preceptor feels more



comfortable with the student's skills and abilities, the student should be allowed progressively increasing supervised autonomy.

RESPONSIBILITIES OF THE PA PROGRAM

- Adequately prepare the student for the supervised clinical practice experience.
- Assign students to clinical sites that will provide a quality learning experience.
- Provide the preceptor with the respective syllabus and a set of learning objectives
- Provide the preceptor with a fact sheet about the student
- Ensure a current affiliation agreement is in place
- Provide documentation of student malpractice insurance.
- Provide the preceptor/site with health, criminal, child abuse clearances as required for the students in the PA Program.
- Continuously monitor students throughout their clinical year.
- The Director of Clinical Education or designee (Clinical Coordinator) will be responsible for assigning a final grade to each student for all rotations
- The Director of Clinical Education or designee (Clinical Coordinator) will interact with preceptors on a regular basis and will be available to address any issues or concerns

Site Visits

The PA Program will conduct site visits to assess the PA student's progress during the clinical year. The goals of the visit are as follows:

- Assessment of the student's oral presentation along with formulating an assessment and plan
- Observe a student-patient encounter, if permitted by the medical practice/institution.
- Review the student's patient logs, progress on clinical requirements, and verify clinical days completed.

Site visits will be well-defined and scheduled by the program. Students will inform their preceptor at the beginning of the rotation if a site visit will be scheduled. The following rotations will be subject to a site visit: Family Medicine II, Emergency Medicine, Internal Medicine.

In addition to the above, the PA program will conduct periodic site visits to maintain relationships with clinical sites and providers. These site visits can be completed by faculty, alumni, adjunct faculty, or other personnel that the program determines to be appropriate. Site visits can occur in person, by phone or by video conferencing.

Student Evaluations

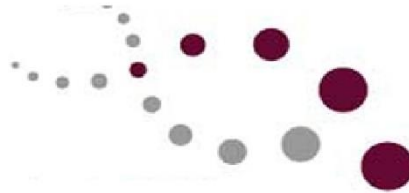
The PA student is required to have Mid-Rotation and Final-Rotation evaluations completed by the preceptor. The Final Evaluation is worth 35% of their rotation grade. The PA Program asks that you



periodically meet with the student to discuss their strengths and weaknesses, along with how they are progressing in their rotation.



PRECEPTOR RESOURCES



Practices are becoming busier each and every day. Your office or inpatient facility provides an increasingly valuable learning environment for our students, future healthcare providers. How can you integrate these learners into your daily practice without interfering with your day to day responsibilities? The following are a few resources to help preceptors handle these challenges. If our Program can provide you with any additional information, please do not hesitate to contact us.



The One-Minute Preceptor: A Method for Efficient Evaluation and Feedback

The one-minute preceptor is a strategy for efficiently structuring an interaction with a learner. It consists of the following steps:

1. Get a learner commitment

So, what do you think is going on with this patient?

How would you like to treat this patient?

Why do you think the patient came today?

What would you like to accomplish on this visit?

2. Probe for supportive findings/evaluate the thinking leading to that commitment

How did you reach that conclusion?

What makes you...?

What findings support your diagnosis?

What else did you consider?

3. Reinforce what was correct/give positive feedback

I agree with your interpretation.

I am pleased that you included...that aspect of the physical exam.

I appreciate your consideration of the patient's financial situation in prescribing...

4. Constructive guidance about errors or omissions/give negative feedback

I disagree with...the scope of your differential diagnosis.

What else do you think you might have included?

Including the abdominal exam would have been important

A more effective way to...

5. Teach a general principle/clarify the "take home" lesson



So, in general, it's important to remember...

It is always important to think about...

In general, taking a little extra time...

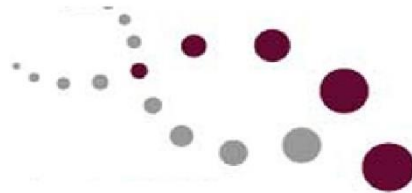
Why don't you read up on this tonight and report back tomorrow...

Adapted by the Physician Assistant Program, Oregon Health Sciences University, Portland, with credit to the Department of Family Medicine, University of Washington, Seattle.

Reference: Nether JO, Gordon KC, Meyer B, Stevens N. A Five-Step "Microskills" Model of Clinical Teaching. J AM Bd of Fam Pract July-Aug, 1992; Vol. 5 No. 4, 419-424



PRECEPTOR HANDBOOK FORMS



Preceptor Application Process

Thank you for your interest in becoming a preceptor for our PA Students. Please understand that you will be making a tremendous impact on both our students and society by letting our students gain meaningful clinical experience under your supervision.

Healthcare Providers who are interested in serving as preceptors, please:

- Review the Clinical Preceptor Manual in order to understand the type of medical settings, patient population, and procedures students require
- Complete the Application for Preceptorship
- Mail and/or fax the signed Application for Preceptorship to:

Robert W. Young, MS, PA-C
Program Director
University of the Sciences Physician Assistant Program
600 South 43rd Street
Philadelphia, PA 19104

- Your application will be reviewed by the Physician Assistant Program, who will:
 - Evaluate and verify information provided on the Application for Preceptorship
 - Contact preceptor to set up a site visit
 - Send a letter of confirmation

Thank you in advance for your time and consideration!

The PA Program Faculty



Application for Preceptorship

Preceptor Name (Last), (First): [Click here to enter text.](#)

Check MD DO PA NP

Professional Data:

State Medical License Number: [Click here to enter text.](#) **State:** [Click here to enter text.](#)

Board/NCCPA Certified: [Click here to enter text.](#)

Date Certified/Recertified: [Click here to enter text.](#)

Medical/PA/NP School: [Click here to enter text.](#)

Year Graduated: [Click here to enter text.](#)

Hospital/Clinic/Practice Name: [Click here to enter text.](#)

Street Address: [Click here to enter text.](#)

City: [Click here to enter text.](#) **State:** [Click here to enter text.](#) **Zip Code:** [Click here to enter text.](#)

Telephone: [Click here to enter text.](#) **Facsimile:** [Click here to enter text.](#)

Practice Contact: [Click here to enter text.](#)

Contact Phone: [Click here to enter text.](#)



Practice Website: [Click here to enter text.](#) Email: [Click here to enter text.](#)

Office/Clinic Hours and Days Monday _____ Tuesday _____ Wednesday _____
 Thursday _____ Friday _____ Saturday _____ Sunday _____

[Click here to enter text.](#)

Written communication via Facsimile Email

Practice Specialty:

- Family Medicine Women’s Health Emergency Medicine Internal Medicine
 Pediatrics Surgery Behavioral Health Elective

I can offer elective rotation(s) or subspecialties in: [Click here to enter text.](#)

Please check the primary type of practice:

- Private Solo Practice Private Group Practice Hospital Clinic
 Other: [Click here to enter text.](#)

Is your practice facility a State or Federally designated:

- Rural Health Clinic Rural Hospital Public Health Agency Federally Qualified Health Center
 Other State or Federally funded clinic or health facility: [Click here to enter text.](#)

Describe the demographics of your patient population: [Click here to enter text.](#)



Average number of patients you see per day: [Click here to enter text.](#)

Will students be able to record their findings in the patient's medical record? Yes No

Are Physician Assistants and/or Nurse Practitioners currently employed at your Practice? Yes No

How many rotation cycles are you willing to participate in per year? [Click here to enter text.](#)

(Family Medicine 2- five-week consecutive rotations; all others 5 weeks for a total of 9 rotations)

How many students per rotation? [Click here to enter text.](#)

Where and to whom do the students report on the first day of the rotation?

[Click here to enter text.](#)

Students will be asked to contact their preceptors a week in advance. Whom should they contact?

[Click here to enter text.](#)

Preceptor Signature: _____ **Date:** _____

Please attach a copy of each preceptor's Curriculum Vitae, National/Board Certification, current license, as well as the site's liability insurance certificate and policy with regard to injuries.

