

PACE UNIVERSITY

College of Health Professions

Pace University-Lenox Hill Hospital Physician Assistant Program Preceptor Handbook

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.



Pace University-Lenox Hill Hospital Physician Assistant Program, NYC
Department of Physician Assistant Studies
College of Health Professions
163 William Street, 5th floor
New York, NY 10038
Phone: (212) 618-6050
Fax: (212) 618-6005
<https://www.pace.edu/college-health-professions>

Table of Contents

Program Mission, Vision, and Goals.....	4
Mission.....	4
Vision.....	4
Goals for Meeting PA Core Competencies.....	4
Program Directory.....	5
Administration.....	5
Didactic Faculty.....	6
Clinical Faculty.....	6
Administrative Staff.....	6
Preceptor Summary.....	7
Characteristics of Effective Clinical Teachers.....	9
Integrating the Learner in the Busy Practice.....	10
Setting Student Expectations.....	10
Clinical Policies.....	12
Professional Conduct.....	12
Attendance.....	12
Preceptor Contact.....	12
Dress Code.....	12
Identification Policy.....	13
Patients' Right and Confidentiality of Medical Record Health History Information.....	13
Universal Precautions.....	13
Patient Records, Physician Review, and Countersignature.....	14
Charting.....	14
Prescriptions and Hospital Orders.....	14
Incidents/Accidents in the Clinical Setting.....	14
Employment Opportunities/Operational Policy Regarding Students Performing Service Work.....	14
Clinical Procedures Expected of Students.....	14
Clinical Procedure Logging.....	15
Weekly Patient Logs.....	15
Mid-Clerkship Evaluations.....	16
Preceptor Evaluation.....	16
Student Evaluation of Clinical Site and Preceptor.....	16
Faculty Evaluation Of Clerkship Sites.....	16
Call Back Day.....	16
Site Visit Format.....	17
End of Clerkship Examinations.....	17
Clinical Documentation: History And Physical/Soap Notes.....	17
Description of Clinical Year Courses.....	17
Academic Policies.....	19
Sponsorship.....	19
Terminal Training Objectives.....	20
Standards of Conduct for the Physician Assistant Student.....	20
Technical Standards for Admission and Continuation.....	23
Health Clearance Policy.....	25
Liability Insurance.....	26
Transportation and Living Arrangements.....	26
Students with Disabilities.....	27
Forms and Evaluations.....	31
Clerkship Work Schedule Form.....	32
Preceptor Mid-Clerkship and End-of-Clerkship Evaluation of Student.....	33
Student Evaluation of Preceptor and Clerkship Site.....	34

Program Mission, Vision, and Goals

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.

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.

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.

Administration

Jean M. Covino, DHSc, PA-C

Department Chair, Program Director, and Clinical Associate Professor
163 William Street, 5th Floor, New York, NY 10038
Phone: (212) 618-6045 Email: jcovino@pace.edu

Brandon Godbout, MD

Medical Director and Clinical Associate Professor
Lenox Hill Hospital Northwell Health
100 E 77th Street, New York, NY 10021
Email: bgodbout@northwell.edu

Alison Ismael, MS, PA-C

Director of Clinical Education, Associate Program Director, and Clinical Associate Professor
163 William Street, 5th Floor, New York, NY 10038
Phone: (212) 618-6048 Email: aismael@pace.edu

Jennifer Hofmann, MS, PA-C

Director of Didactic Education and Clinical Professor
163 William Street, 5th Floor, New York, NY 10034
Phone: (212) 618-6047 Email: jhofmann@pace.edu

Kindred Shulgin, MS, PA-C

Director of Admissions and Clinical Assistant Professor
163 William Street, 5th Floor, New York, NY 10038
Phone: (212) 618-6044 Email: kharland@pace.edu

Emily McInerney

Clinical Program Coordinator
163 William Street, 5th Floor, New York, NY 10038
Phone: (212) 618-6051 Email: emcinerney@pace.edu

David Jackson, DHSc, PA-C, DFAAPA, PRP

Director of Remediation and Clinical Professor
163 William Street, 5th Floor, New York, NY 10038
Phone: (212) 618-6042 Email: djackson@pace.edu

Didactic Faculty

Susan Cappelmann, MS, MT (ASCP), PA-C

Clinical Associate Professor

163 William Street, 5th Floor, New York, NY 10038

Phone: (212) 618-6017 Email: scappelmann@pace.edu

Tracey Kramar, MS, PA-C

Clinical Associate Professor

163 William Street, 5th Floor, New York, NY 10038

Phone: (212) 618-6043 Email: tkramar@pace.edu

Elijah A. J. Salzer, PA-C, MA, NYSAFE, C- EFM

Clinical Associate Professor

163 William Street, 5th Floor, New York, NY 10038

Phone: (212) 618-6038 Email: esalzer@pace.edu

Tracy Van Ness, DHSc, MS, PA-C

Clinical Associate Professor

163 Williams St, 5th Floor, New York, NY 10038

Phone: (212) 618-6019 Email: tvanness@pace.edu

Clinical Faculty

Shannon North, MS, PA-C

Clinical Associate Professor

163 William Street, 5th Floor, New York, NY 10038

Phone: (212) 618-6036 Email: snorth@pace.edu

Alyssa Paloian Burnham, MS, PA-C

Clinical Assistant Professor

163 Williams St, 5th Floor, New York, NY 10038

Phone: (212) 618-6007 Email: apaloian@pace.edu

Hayley Kovner, MS, PA-C

Clinical Assistant Professor

163 Williams St, 5th Floor, New York, NY 10038

Phone: (212) 618-6021 Email: hkovner@pace.edu

Administrative Staff

Sherylyne Toque

Didactic Program Coordinator

163 William Street, 5th Floor, New York, NY 10038

Phone: (212) 618-6054 Email: stoque@pace.edu

Katy Luk

Admissions Staff Associate

163 William Street, 5th Floor, New York, NY 10038

Phone: (212) 618-6052 Email: kluk@pace.edu

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 NP) 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 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?

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

In recognition of your invaluable contributions to the education and training of our students, you will be awarded Continuing Medical Education (CME) credits for your precepting efforts. This initiative underscores our deep appreciation for your dedication and expertise in mentoring the next generation of healthcare professionals. Your commitment not only enhances the practical skills and knowledge of our students but also ensures the continued excellence of our medical community. Our program will provide documentation of CME credits at the end of each academic year.

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 information to broader concepts
- Communicates clear goals and expectations
- Captures learner's 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
- Balances 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 in the preceptor development section of the [North Carolina Area Health Education Centers \(NC AHEC\)](#) website.

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 and 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 patient's 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 the 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, makeup, 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 anything 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 HIPAA 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 HIPAA 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, PA-S
JOHN/JANE DOE, PA-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. IV insertion
3. Arterial puncture for blood gas determination
4. Give intramuscular, subcutaneous, intravenous, intradermal injections
5. Blood cultures
6. Insertion and removal of a naso-gastric catheter
7. Insertion and removal of a urinary bladder catheter (male and female)
8. Rectal exam
9. 12 lead EKG
10. Administer inhalation oxygen
11. Suturing/Stapling
12. Splinting or immobilizing an extremity

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. Incision and drainage of abscess
9. 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 and remediate before final evaluation. A portion of the mid-clerkship evaluation is designed for students to self-reflect on their clinical experience as well.

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 course specific learning outcomes outlined in syllabus. Preceptor evaluation consists of weighted grading scales in areas of clinical performance. The maximum possible score is 100 points (see sample evaluation in the FORMS AND EVALUATIONS section).

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 and preceptor, at the end of each clerkship. Student evaluations of sites and preceptors 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 reviews with preceptors annually such issues as overall performance of students, suggestions for changes in curriculum, overall performance of the clerkship site and preceptor, 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 annually. Physicians should be specialty-board certified in their area of instruction and licensed. 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 but have worked in their area of specialty for 3 or more years, shall be evaluated and determined by the medical director, program director, and director of clinical education 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: Alyssa Burnham, 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 Burnham, 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: Alyssa Burnham, 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 the [Pace Study Abroad](#) website for additional 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 Physician Assistant 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). 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 online at [NCCPA 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 [Accreditation Review Commission on Education for the Physician Assistant](#) website.

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 to, 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 Academic Catalog](#). 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 term 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, 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 online at [Student Accessibility Services](#).

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 ensure 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 by email at cpsservicedesk@certifiedprofile.com or by calling (888) 914-7279 with questions regarding the medical requirements, website, or forms.

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

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

Health Care Clearance form that must be completed and emailed to OSA at 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 [Student Accessibility 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 [Student Accessibility Services](#) office for his or her campus. The Office of Student Accessibility Services is located in the Counseling Center on both the New York City and Pleasantville campuses. The Office of Student Accessibility Services for the New York City campus may be contacted at (212) 346-1526 or 156 William Street, 8th Floor. The Office of Student Accessibility 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 Student Accessibility Services staff. Moreover, no one, including faculty, is authorized to contact the Office of Student Accessibility 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 Student Accessibility 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 Student Accessibility 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 Student Accessibility 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 Student Accessibility Services. The Office of Student

Accessibility Services will, as may be appropriate, endeavor to remedy the situation. If a student disagrees with the accommodation recommended by the Office of Student Accessibility 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 Student Accessibility Services for his or her class, should contact the Office of Student Accessibility 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 Student Accessibility 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. Visit the [Office of Sexual and Interpersonal Wellness Policies and Procedures](#) for additional information.

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.

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. 7:00 a.m.–5:00 p.m.) 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: _____

Preceptor Mid-Clerkship and End-of-Clerkship Evaluation of Student

- [PAS 701 Internal Medicine End of Clerkship Evaluation](#)
- [PAS 702 Pediatrics End of Clerkship Evaluation](#)
- [PAS 703 Women's Health End of Clerkship Evaluation](#)
- [PAS 704 Behavioral Health End of Clerkship Evaluation](#)
- [PAS 705 Family Medicine End of Clerkship Evaluation](#)
- [PAS 706 Emergency Medicine End of Clerkship Evaluation](#)
- [PAS 707 Surgery End of Clerkship Evaluation](#)
- [PAS 708 Elective End of Clerkship Evaluation](#)
- [PAS 709 Elective End of Clerkship Evaluation](#)

Student Evaluation of Preceptor and Clerkship Site

On a 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 hours
- 45 hours
- 50 hours
- 55 hours
- 60+ hours

Comments: