



Ottawa University
Master of Science in PA Studies
Clinical Handbook



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Purpose of the Clinical Handbook

This handbook is intended as an **addendum** to the **PA Program Learner Handbook**. Learners are expected to familiarize themselves with both this handbook and the Learner Handbook. Both handbooks contain essential information regarding academic, professional, and institutional expectations.

The Learner Handbook and the Clinical Handbook align the PA Program policies with those of Ottawa University, ensuring consistent application for all learners, principal faculty, the medical director, and the program director across all phases and locations of the program. In cases where the Lerner Handbook or this Clinical Handbook does not address a specific policy or procedure, the guidelines outlined in the Ottawa University Student Handbook will apply. If discrepancies arise between the two handbooks and/or the Student Handbook, the Learner PA Program Learner Handbook will take precedence unless otherwise stated.

Learners in the clinical phase are reminded that, although they may not frequently be on campus, they remain active members of the PA Program and are expected to adhere to all PA Program policies. This Clinical Handbook is intended to serve as a resource for learners outlining policies, procedures, and essential information required to successfully navigate the clinical phase of the program.

Noncompliance with the policies, guidelines, academic requirements, rules, and regulations outlined in this handbook will result in disciplinary action. Consequences may include referral to the Professionalism & Academic Progress Committee (PAPC) and, in severe cases, dismissal from the PA Program and Ottawa University.

Prior to beginning the clinical phase, all learners must sign a Declaration of Understanding (found at the end of the Clinical Handbook) confirming they have read, understood, and agreed to abide by the Clinical Handbook.

PA Professional Oath

I pledge to perform the following duties with honesty and dedication:

- I will hold as my primary responsibility the health, safety, welfare, and dignity of all human beings.
- I will uphold the tenets of patient autonomy, beneficence, non-maleficence, and justice.
- I will recognize and promote the value of diversity.
- I will treat equally all persons who seek my care.
- I will hold in confidence the information shared in the course of practicing medicine.
- I will assess my personal capabilities and limitations, striving always to improve my medical practice.
- I will actively seek to expand my knowledge and skills, keeping abreast of advances in medicine.
- I will work with other members of the health care team to provide compassionate and effective care of patients.
- I will use my knowledge and experience to contribute to an improved community.
- I will respect my professional relationship with the physician.
- I will share and expand knowledge within the profession.
- These duties are pledged with sincerity and upon my honor.

Introduction

The clinical year of the PA Program consists of a 12-month phase where the learners will engage in supervised clinical practice experiences (SCPEs). Learners participate in seven core SCPEs: Family Medicine, Internal Medicine, Surgery, Pediatrics & Adolescent, Women's Health (including gynecology and prenatal care), Behavioral and Mental Health Care, and Emergency Medicine. They also will complete two elective SCPEs.

Each SCPE is four weeks long. At the end of each SCPE, the learners have two (2) days during End-Of-Rotation Days. Learners will have further assessments and education as outlined in each SCPE syllabus during this time. These days include further opportunities for learner assessment and education. During EOR Days, SCPE expectations and policies will also be reviewed.

Additionally, learners will complete two (2) clinical seminars; one focused on the summative evaluation to ensure learners meet the program competencies and another for preparation to successfully pass the PANCE.

Prospective and enrolled learners are not required or permitted to solicit or negotiate an affiliation with a SCPE site. (A3.03)

General Goals of the Clinical Year

The clinical year takes learners from the theoretical classroom setting to an active, hands-on learning environment to prepare them for a lifetime of continued refinement of skills and expanded knowledge as a practicing PA. To this end, the goals of the clinical year include:

- Apply didactic medical knowledge and skills to supervised clinical practice
- Advance clinical reasoning and problem-solving skills
- Expand and strengthen the medical fund of knowledge
- Practice the art of history-taking and physical examination skills
- Refine oral presentation and written documentation skills
- Broaden understanding of the PA role in health systems and healthcare delivery
- Apply principles of diversity and inclusion to patient-centered care
- Develop interpersonal skills and professionalism necessary to function as part of a medical team
- Experience a wide variety of patient demographics, types of patient encounters, and clinical settings representative of the breadth and depth of PA scope of practice
- Prepare for the PA National Certifying Exam

Professionalism (B4.03e)

Definition

Medical Professionalism is defined as the daily expression of the desire to serve people and society as a whole by providing quality health care to those in need¹. The Core Competencies for PAs states "... it involves prioritizing the interest of those being served above one's own" which aligns with the principle of servant leadership². As stated by Robert Greenleaf the father of servant leadership, "The servant leader is servant first... It begins with the natural feeling that one wants to serve, to serve first."³

Expected Professional Behaviors

All currently enrolled learners of the Ottawa University PA Program are expected to always demonstrate behaviors consistent with the:

The Ottawa University Professionalism Rubric

- ✓ Arrives on time for all classes, assessments, and/or clinical experiences (including in clinic, hospital rounds, educational sessions, or any other activity assigned by clinical site).
- ✓ Treats all learners, faculty, PA staff, patients, preceptors, clinical staff, and all persons with respect.
- ✓ Demonstrates accountability, responsibility, dependability, and integrity.
- ✓ Prepares fully for class and/or clinical experiences.
- ✓ Completes and submits all assessments on time.
- ✓ Abides by university, school, department, program, clinical field placement, clinical site, and professional association policies and procedures.
- ✓ The PA Oath.

Unacceptable Professional Behaviors*

Examples of unprofessional behaviors that **will** result in **prompt** referral to the Professionalism & Academic Progress Committee (PAPC) for potential **dismissal** from the program:

- Violation of principles related to academic integrity (i.e., evidence of cheating on an assignment or test) and plagiarism as outlined by the Ottawa University Standards of Student Conduct section of the most current Ottawa University Catalog, which can be found at Ottawa University - Standards of Student Conduct.
- Learner intoxication or presumed intoxication from alcohol, prescription, or other drugs.
- Learner communication or interaction that is openly discriminatory, demeaning, or could reasonably be perceived as mentally or physically harmful to others, including but not limited to faculty, learners, staff, patients, patient's family or caregivers, and healthcare providers.

*These are listed as examples only and should not be construed as an exhaustive list of unacceptable behaviors. The program reserves the right to determine the degree of egregiousness of the behavior.

¹ <http://abimfoundation.org/what-we-do/medical-professionalism> (08_26_2022)

² <https://www.aapa.org/career-central/employer-resources/employing-a-pa/competencies-physician-assistant-profession/> (08_06_2022)

³ <https://www.greenleaf.org/what-is-servant-leadership/> (08_06_2022)

Assessment of Professional Behaviors in Patient Care

Professionalism is a cornerstone of patient care and is assessed and monitored continually throughout the learner's tenure in the program. The faculty utilizes professional rubrics to evaluate behaviors during the program's didactic and clinical phases. These assessments are part of the assessment of learners and may be conducted more frequently if areas of concern are identified, underscoring the critical role of professionalism in healthcare delivery.

Whether reported by the community members, staff, faculty, or peers, professional concerns prompt a reflective process for the learner. The learner will complete a self-evaluation to identify areas for growth and review it with their faculty advisor/mentor and the Program Director. Behavior modification strategies are discussed and formalized into an Individualized Plan of Improvement (IPI). This plan, which outlines specific expectations for professional conduct, must be signed by the learner, their faculty advisor/mentor, and the Program Director to ensure accountability and ongoing progress in the program.

Failure to demonstrate improvement after implementing the IPI will lead to a referral to the Professionalism & Academic Progress Committee (PAPC). This committee formally reviews the learner's conduct and may recommend dismissal from the program if professionalism standards are not met. The process underscores the program's commitment to fostering professional excellence, essential for delivering safe, respectful, and compassionate patient care.

Medical Records and Patient Confidentiality

Patient confidentiality is a cornerstone in PA practice and essential for establishing and maintaining the patient-provider relationship built on trust.

PA Program learners are privileged to learn information that patients share only with healthcare professionals and be present in very personal moments of patients' lives. Patients, in turn, trust that PA Program learners will preserve their confidentiality; as a key component of medical professionalism, PA Program learners must honor this trust.

Learners are not to discuss a patient in any manner or situation that would reveal any information about that patient to any person not directly involved in the patient's health care. Learners must refrain from discussing patients in public places, (e.g., cafeterias, elevators, etc.) where conversations may be overheard. Learners should remind those who may be inappropriately discussing patient information, about patient confidentiality.

Learners will adhere to ethical principles and use practical reasoning when dealing with patients at all times. No learner should medically treat other PA Program learners, friends, or family members while a learner is in the PA Program. All learners will receive formal instruction on and must follow the Health Insurance and Portability and Accountability Act (HIPAA) rules when participating in clinical activities at affiliated hospitals and clinics; HIPAA compliance includes maintaining confidentiality of paper and electronic health records. When violations of HIPAA by a learner are identified by a hospital, clinic, physician's office, etc., the violation will be reviewed by the Professionalism & Academic Progress Committee (PAPC). Disciplinary actions which may include remediation and/or sanctions, including the possibility of dismissal from the program.

Dress Code and Learner Identification (A3.06)

It is important that learners are identified as learners to promote safety and ensure security. PA learners must always and only identify themselves as "PA student" to faculty, patients, and clinical site staff. PA learners should never present themselves as physicians, residents, medical students, or graduate PAs. While enrolled in the Ottawa University PA Program, learners may not use previously earned titles (i.e., RN, MD, DO, EMT, Ph.D., Dr. etc.) for identification purposes.

Learner professional dress and conduct should, at all times, reflect the dignity and standards of the medical profession.

It is important that PA learners dress in a manner that is respectful to their professors, classmates, patients, interprofessional and administrative colleagues. The Ottawa University PA program has the authority to determine dress code requirements for learners admitted to the program.

The PA Program Dress Code and Student Identification Policy can be found in the Policies section of the [PA Program website](#).

Social Media and the Medical Professional

The Ottawa University PA Program supports the American Medical Association's (AMA) opinion titled "Professionalism in the Use of Social Media." The opinion has been included in the policy below with modifications to align with PA education and practice. [The Code of Medical Ethics](#).

The PA Program Policy on Social Media and the Medical Professional can be found in the Policies section of the [PA Program website](#).

Learner Employment (A3.04, A3.05a, A3.05b, A3.15c)

The PA Program strongly discourages any form of employment during the program and does not require enrolled learners to be employed by the program. The Learner Employment policy can be found in the Policies section of the [PA Program website](#).

Employment (paid/volunteer) during the program will not be accepted to excuse absence from scheduled learning activities, justify poor performance, or be considered extenuating circumstances when assessing the learners' academic and professional progress. No exceptions or accommodation will be granted to didactic or clinical course work, scheduling of classes, labs, exams, special assignments, community service work, or supervised clinical practice experience (SCPE) assignments due to outside employment.

The program does not permit matriculated learners to substitute for or function as instructional faculty, nor is it required that they work (paid or voluntary) for the program in any capacity.

During SCPEs, learners may not substitute for clinical or administrative staff and must ensure all patient services are supervised. Learners must not accept compensation for any services provided during supervised clinical experiences.

Any violations of any component of this policy will result in referral to the Professionalism & Academic Progress Committee (PAPC).

Attendance and Timeliness

Attendance and timeliness are a demonstration of professional behavior and conduct which impacts all members of the healthcare team, including fellow learners and patients. Any absence from the clinical rotation may have a direct impact on learner performance, the broad-spectrum clinical experience, evaluation of professionalism, overall grade, and the successful completion of the clinical rotation.

The PA learner should be involved in all activities that the preceptor would engage in during the clinical day. Learners are not exempt from on-call, evening, weekend, or holiday clinical responsibilities unless the preceptor has determined these activities are not contributory to the learners' learning experience.

Learners are expected to attend all scheduled clinical rotation didactic conferences, lectures, workshops, and daily patient rounds. The individual clinical rotation determines mandatory sessions and participation requirements in the clinical phase. Recognizing that situations require learners to miss time from their lectures/clinical responsibilities, the following procedures will be followed when an absence is necessary.

- In the event of an illness or emergency necessitating absence(s) from the clinical rotation, learners must notify both the Course Director and the clinical preceptor by 8:00 a.m. on the day of the absence. Learners should make every effort to reach the clinical preceptor and Course Director by phone.
- Learners will follow the clinical site's protocol for returning to work following illness. If the site's protocol requires testing and/or clearance by a medical provider prior to returning, the learner is responsible for any associated costs. Upon request, learners may be required to submit appropriate documentation supporting the reason for any unplanned absence(s).
- In the event the clinic is closed due to severe weather, the learner will notify the Course Director by email that day. If the clinic is open and the learner feels unsafe traveling, they need to contact the Course Director as soon as possible for further guidance.
- Learners are required to submit a written request for approval of any anticipated absence to the Course Director prior to the absence. The Course Director will communicate with the learner regarding details of the anticipated absence, preceptor notification and preceptor approval. *Learners should not seek approval from the preceptor without prior approval from the Course Director.* Learners who notify the course director that they will be absent due to their religious beliefs or for a required appearance in a court of law shall be excused from their rotation duties that day in accordance with the PA Program's attendance rules. Missed hours must be made up, and the course director will work with the learner and preceptor to determine how missed hours will be made up within a reasonable time frame.
- If learners fail to report an anticipated or unanticipated absence, they will receive a warning letter. If a second absence is not reported, there is a 5-point deduction from the final course grade. More than one (1) unexcused absence will result in referral to the PAPC for further review, including possible dismissal from the program.
- Learners are expected to arrive and leave the clinical site as instructed by their preceptor. Depending on the individual medical facility, hours may vary. If a preceptor or clinical rotation site notifies the Course Director that a learner has either arrived late or left early, the Course Director reviews the circumstances with the Preceptor and Learner. If the learner is absent or not present at a Clinical Site without an approved reason, they will receive a written warning. A second confirmed instance will be considered an unexcused absence, resulting in a warning letter and 5-point deduction from the final Preceptor End of Rotation Evaluation score. Further instances will result in referral to the PAPC for further review, including possible dismissal from the program.
- Learners are required to return to campus at the completion of each rotation for academic and professional activities such as case presentations, End-of-Rotation Exams, Objective Structured Clinical Examinations (OSCE)s, and other designated program activities. Exceptions will not be made due to travel to or from Clinical Rotation sites so plan accordingly.

Learner Hours in Clinical Phase

Ottawa University PA Program learners are held to the following clinical-hours guidelines:

- Learners should not be scheduled longer than 14 hours, excluding call.
- Learners must be given at least 10 hours rest from all clinical and educational responsibilities.
- Learners should not be scheduled more than 10 consecutive days without a day off.

Any violation of these guidelines must be reported to the course director and the Program Director via email.

If the learner is unable to complete at least 200 hours during the SCPE, they must notify the Program Director in writing in order to develop a plan to ensure they meet the 1800 hours/year required by the PA Program.

Absence Due to Professional Activities

Absence from didactic coursework or a clinical site during a PA educational conference (e.g., AAPA, PAEA, NCCPA, etc.) for conference attendance or committee responsibilities may be permitted with the permission of the Program Director as appropriate, after consultation with the Course Director. A formal request must be submitted in writing to the Program Director. The learner remains responsible for all assignments and assessments associated with coursework or the SCPE.

Missed Examinations or Assignments Due to an Absence

Learners are expected to be physically present for all scheduled examinations, written or practical, and assignments. Assignments include, but are not limited to, clinical facility visits, interprofessional activities, interactive case-based sessions, and professional development sessions.

Documented Absence from an Exam

Approved absences on exam days are limited to urgent medical or emergent absences, pre-approved requests for time off for religious observations, or pre-approved requests to appear in a court of law. When absences result in learners missing a written test or practical examination, learners must provide reasonable evidence to the Program Director. The Program Director will consider the evidence presented and determine if a make-up exam will be granted.

Absence without Notification

Learners absent from an examination without notifying the Course Director and the Program Director *in writing* will receive a score of 0 (zero) for the examination.

Whether the learner is permitted to complete a make-up examination or assignment is at the discretion of the Program Director. The Course Director will determine the date and time of the make-up. The content and format of the make-up examination or assignment may differ from that of the original examination or assignment and will be determined by the Course Director. The maximum score a learner can earn on an absence with no notification make-up examination is the minimum passing score for the examination (70% or C). If the learner is absent for the scheduled make-up, they will receive a grade of zero for that examination or assignment. The Program Director and the Course Director will be informed. The learner will then be referred to the Professionalism & Academic Progress Committee (PAPC) for disciplinary action, which may include a recommendation for dismissal from the program.

****NOTE: If a learner is absent from a scheduled examination or assignment more than twice during a semester in any course(s), the learner will be referred to the PAPC (even if a make-up exam was completed successfully). Excessive absences, even for documented illness, injury, or family emergency, may interfere with the learner's ability to complete a course or remain enrolled in the program successfully.***

Religious Observances

All learners, faculty, and staff at Ottawa University have a right to expect the University to reasonably accommodate their religious observances, practices, and beliefs. The faculty will make every attempt to schedule required classes and examinations given customarily observed religious holidays of those religious groups or communities comprising the University's constituency.

No learner shall be compelled to attend class or sit for an examination at a day or time prohibited by their religious belief.

To balance this support with the PA Program's operational and educational requirements, the following applies to requests for time off due to religious observance:

- Learners are required to provide documentation supporting the request, such as:
 - A religious leader or organization letter verifying the nature of observance.
 - An official calendar or reference material indicating religious observance.
 - This documentation is intended to confirm the observance and ensure appropriate accommodation.
- The Program Director will review the requests. Approved requests will ensure that no academic penalties are incurred.
- Accommodation will be made so that learners can complete any missed coursework, exams, or clinical hours in a manner consistent with program policies.
- It is the learner's responsibility to coordinate and arrange makeup work with course directors and arrange for rescheduling of missed assessments.
- Failure to provide appropriate documentation or adequate notice may result in the denial of the request.

This process is designed to respect learners' religious practices while maintaining the program's academic and clinical integrity. If you have concerns or questions regarding this policy, please contact the Program Director for further clarification or support. Any learner who believes they have been treated unfairly regarding a request for accommodation for religious observation should reference the PA Program Grievance and Appeal Process for Allegations of Student Harassment or Mistreatment Policy found in the Policies section of the [PA Program website](#) and report their concern to the appropriate contact.

Clinical Year Assignments, Assessments, Remediation, and Progression (A3.15a-b)

Throughout the clinical phase of the program, learners will be evaluated and expected to meet the highest standards of achievement in the established learning outcomes and expected competencies.

In each of the clinical rotations (Family Medicine, Internal Medicine, Surgery, Pediatric and Adolescent Medicine, Women's Health, Behavioral and Mental Health Care, Emergency Medicine, General Elective I and General Elective II), the learner will be evaluated using a variety of assessment tools through each SCPE to provide timely feedback.

SCPE Encounter Logging: Although not individually graded assignments, the following are important tools to ensure the best educational experience during the Clinical Year and are therefore required. Failure to complete the assignments may affect the learner's overall grade for the SCPE or delay progression to the next SCPE.

- Patient Encounters Log: Learners are required to log all patient encounters into MyOttawa as specified in the individual SCPE Syllabi. Failure to complete the patient log will result in failure of the SCPE.
- Clinical Skills and Procedures Log: Learners are required to log all clinical skills and procedures into MyOttawa as specified in the individual SCPE Syllabi.

Preceptor Evaluations of the Learner:

- Preceptor Mid-Rotation Evaluation of the Learner
 - The Mid-Rotation Preceptor Evaluation provides valuable feedback and identifies areas of weakness relative to learning objectives early on so adjustments can be made and is therefore required. The learner is evaluated on their progression towards meeting the program learning outcomes based on where they are in the SCPE.
 - The Mid-Rotation Preceptor Evaluation of the Learner will be submitted by the preceptor at the end of Week 2.
 - Remediation will occur for any domain marked "Does Not Meet Expectations." The Program Faculty who is the Course Director will meet with the preceptor and learner to discuss any domains requiring remediation and develop an individualized plan. Depending upon the deficiency, remediation could include but is not limited to, additional patient care exposure, medical knowledge

tutoring, clinical skills tutoring, case-based clinical reasoning, and/or other clinical/technical skills development. The learner must complete the remediation plan by the end of Week 4 to demonstrate competency in the domain(s) as reevaluated by the EOR Preceptor Evaluation (EORPE).

- End-of-Rotation Preceptor Evaluation of the Learner (included in SCPE Syllabi)
 - The EORPE enables the preceptor to assess learners on the general skills, interpersonal and professional skills, and SCPE-specific learning outcomes.
 - The preceptor will provide the evaluation feedback by 11:59 PM on the last Friday of the SCPE. The EORPE is a graded assessment and is required to progress in the program.
 - If the learner earns an overall score of 70% or higher and “Meets Expectations”, “Exceeds Expectations”, or “Far Exceeds Expectations”, discipline-specific Course Learning outcomes:
 - The learner begins the next SCPE.
 - If the learner earns an overall score of 70% or higher and any discipline-specific Course Learning Outcome(s) scored is “Below Expectations” or “Far-Below Expectations”:
 - The Program Faculty who is the Course Director will meet with the preceptor (in person or virtually) and learner to discuss the deficiency and create an individualized plan of remediation. This may include but is not limited to supplemental patient care, clinical and technical skills tutoring, medical knowledge tutoring, oral case presentations, and/ or rotation repetition depending upon the learning outcome(s) deficiency.
 - The learner will be reassessed to determine competency in each SCPE learning outcome marked “Below or Far-Below Expectations” by a date specified by the Program Faculty who is the Course Director.
 - Failure to successfully complete remediation by the date identified by the Program Faculty who is the Course Director will result in a review by the PAPC which may result in dismissal from the program.
 - If the learner earns an overall score below 70%:
 - The Program Faculty who is the Course Director will meet (in person or virtually) with the preceptor to discuss the reasons why the learner received the failing grade and gather any supporting documents from the preceptor and their staff if needed.
 - The Program Faculty who is the Course Director will then meet with the learner to discuss the evaluation.
 - If there is no evidence of extenuating circumstances, the learner will fail the SCPE Evaluation and meet with the Program Faculty who is the Course Director to create an individualized plan of remediation to be completed by a date specified by the PROGRAM FACULTY WHO IS THE COURSE DIRECTOR. If successfully completed, the learner will earn an overall score of 70% for the EOR Evaluation.
 - Failure to successfully complete the remediation assignment by the specified date will result in referral to the PAPC which may result in dismissal from the program.

Learner SCPE Assignments/Assessments:

Specific online learning tools will be assigned during each SCPE to increase learner knowledge and skills. Details and assignment deadlines are included in each SCPE syllabus. Learners are required to complete all Online Learning Assignments before progressing in the program.

Grading of SCPE Assignments and Assessments: See each individual SCPE Syllabus for assignments and grading policies.

- Self-Reflection Essay (available on the learner’s MyOttawa account).

- A minimum of 250-words essay about a health disparity or social justice issue faced by the patient and/or family during the SCPE and reflecting how you could/would use your role as a PA to address the issue.
- Required and must be submitted as specified in the individual SCPE Syllabi.
- If the learner scores below 70% on the essay, they will meet with the Program Faculty who is the Course Director for feedback and individualized guidance. Learners will be placed in a remediation plan which will include reassessment and resubmission of the essay prior to progressing to the next rotation. The resubmitted essay will be evaluated and, if passing, the learner will earn 70% for the essay.

End-of-Rotation Assessments:

All End-of-Rotation Assessments are required for progression in the program. Following each SCPE, learners will return to campus for further assessment. All learners will complete the required Objective Structured Clinical Examination (OSCE) examination following each SCPE. Following each of the seven (7) required SCPEs, learners will complete the associated PAEA EOR Multiple Choice Exam. Learners returning to campus after a General Elective SCPE are required to present an Acute Encounter Case Presentation and submit a SOAP note on the case. Learners will also be required to complete a formative (non-graded) assessment after each General Elective to identify areas for improvement.

- End of Rotation OSCE: (Required after all rotations/Graded) Learners will be observed and evaluated during a simulated patient encounter to evaluate their clinical skills including patient interviewing, physical examination, ordering and interpreting results, formulating an assessment and plan, and providing patient education and counseling. All OSCEs are required.
 - If the learner scores below 70%, they will meet with the Program Faculty who is the Course Director to progressing to the next rotation.
 - The learner must score 70% or higher to pass and the score on the reassessment will be the grade earned with 70% being the highest possible grade earned.
- End-of-Rotation Multiple Choice Exams (EORMCE): (Required after required rotations/Graded)
 - PAEA EOR Examination: The program uses the PAEA EOR standardized exams to evaluate the medical knowledge gained in required SCPE and all exams are required. A grade will be assigned based on how the learner scores in comparison to the national average for that specific exam. Scores \leq the National average $-(1.5 \text{ times the standard deviation})$ are considered deficient in medical knowledge and will meet with Program Faculty who is the Course Director to review areas of deficiencies. The learner will be reassessed through another examination within approximately 48 hours to demonstrate competency. Continuing progression in the program after completing the reassessment exam will be determined as follows:
 - **Reassessment Exam Passed:** If the learner successfully passes the re-assessment exam based on the scoring in the following section, regardless of the score earned, the maximum PAEA EOR Exam score recorded will be 70% and the learner will progress in the program.
 - **Failure of Reassessment Exam:** If the learner fails the re-assessment exam based on the scoring that is described in the section that follows, they will meet with the Program Faculty who is the Course Director and complete an assigned remediation due in approximately two weeks, reviewing areas of deficiency and demonstrating competency in those areas. The learner is responsible for any additional cost associated with the remediation. After successfully completing remediation, the learner will earn 70% on the assessment and progress in the program.
 - **Failure of a PAEA EOR Examination and Reassessment Exam for a Second SCPE:** There will be no remediation. Failure to pass the reassessment examination will result in a PAEA EOR Exam Grade and overall SCPE grade of “F” resulting in failure of the SCPE and the learner will be referred to the PAPC for possible dismissal of the program.

- All learner appeals related to grading or other academic issues will be handled in accordance with the program policy for Student Grievance and Appeal Process for Academic Issue Disputes.
- PAEA EOR Examinations will be scored as listed below (National Average = NA, Standard Deviation = SD):
 - $\geq (1.5 \times \text{SD}) + \text{NA} = 100\%$
 - $((1.45 \times \text{SD}) + \text{NA})$ through $((1.0 \times \text{SD}) + \text{NA}) = 95\%$
 - $((0.95 \times \text{SD}) + \text{NA})$ thorough $((0.5 \times \text{SD}) + \text{NA}) = 90\%$
 - $((0.45 \times \text{SD}) + \text{NA})$ through $\text{NA} = 85\%$
 - $((\text{NA} - (0.05 \times \text{SD}))$ through $((\text{NA} - (0.45 \times \text{SD})) = 80\%$
 - $((\text{NA} - (0.5 \times \text{SD}))$ through $((\text{NA} - (0.95 \times \text{SD})) = 75\%$
 - $((\text{NA} - (1.0 \times \text{SD}))$ through $((\text{NA} - (1.45 \times \text{SD})) = 70\%$
 - $\leq ((\text{NA} - (1.5 \times \text{SD})) = 65\%$ (Failures of PAEA EOR Exam)
- General Elective Encounter SOAP Note (Required after General Elective Rotations/Graded) (available on the learner's MyOttawa account)
 - Following General Elective I and II, the learner is required to submit a SOAP note about a clinical encounter case from one of these SCPE to demonstrate the ability to apply scientific principles and evidence-based medicine in the management of patients. The SOAP Note should include all pertinent subjective and objective data to support the Assessment and Plan.
 - The SOAP Note will be submitted as outlined in the SCPE Syllabus.
 - Failure to score 70% or higher will result in failure of the assessment. The learner will meet with the Program Faculty who is the Course Director to review areas of weakness relative to learning objectives. The learner will resubmit a SOAP Note for evaluation prior to starting the next SCPE.
 - Failure of the resubmission will result in referral to the PAPC for further recommendations.
- PAEA Exam: Following General Elective SCPE I and II, learners are assessed with the PAEA Exam. Learners may meet with the Program Faculty who is the Course Director to review areas of weakness relative to learning objectives and discuss plans for improvement.

Summative Evaluation (B4.03a-e)

The Ottawa University PA program conducts a summative evaluation of each learner in PAS 8100 Clinical Seminar 2. The summative evaluation aims to verify and validate that each learner has successfully achieved the program competencies established by the program and that these competencies are necessary to enter clinical practice. The assessments composing the summative evaluation correlate with all the program's didactic and clinical curricular components.

To progress through the clinical year, learners must submit all SCPE assignments, earn 70% or higher in each SCPE and maintain a semester and cumulative GPA of 3.0 or higher. Learners are also required to log all patient encounters, skills, and procedures during each SCPE. Failure to do so may result in the failure of the SCPE (see Clinical Year Assignments, Assessments, Remediation, and Progression).

The Summative Evaluation will consist of a multiple-choice examination and OSCE.

- **PAEA End-of-Curriculum Exam:** The PAEA End-of-Curriculum Exam is scored on a scale of 1200 to 1800 with the performance standard between limited and satisfactory medical knowledge being 1400. Any learner scoring <1400 will meet with the Program Faculty who is the Course Director to review any deficiencies and create an individualized study plan which may include additional assignments to be completed between the Summative Evaluation and end of the last SCPE with a goal of identifying and addressing concerns prior to the PANCE.
- **OSCE:** Learners will be evaluated on their skills taking a patient history, performing focused and comprehensive physical examinations, ordering, and interpreting diagnostic studies, medical decision making and documentation. If a learner scores <70%, they will meet with the Program Faculty who is the Course Director to review areas of weakness relative to learning objectives and create an individualized study and remediation plan to be reevaluated during the next EOR Days by a date specified by the PROGRAM FACULTY WHO IS THE COURSE DIRECTOR.

Health Screenings, Immunization, Drug Screening, and Criminal Background Checks (A3.07a, A3.17b, A3.19)

The PA Program considers the health, safety and welfare of its faculty, learner body, staff, and the community we serve of utmost importance. Therefore, the program has developed the Health Screenings, Immunization, and Criminal Background Checks policy which can be found in the Policies section on the [PA Program website](#).

Requirement to Report Criminal Incident

Learners are not required to inform the Program Director of any interaction with the police resulting in an arrest or being brought before the criminal justice system. A criminal incident may restrict supervised clinical rotations, resulting in a delayed graduation. Criminal convictions of any nature may create difficulty in placing a learner into clinical rotations. Additionally, a learner's criminal background may adversely affect the ability to obtain licensure or clinical privileges. It is the applicant's and learner's responsibility to address any such issues and determine the continued viability of their status in the PA Program.

Guidelines for Exposure to Infectious and Environmental Hazards (A3.08a-c)

The PA Program is committed to protecting the health and well-being of learners, faculty, staff, and patients. As a learner in the PA Program, learners may be exposed to infectious disease and or environmental hazards. Examples include possible exposure to allergens such as latex in gloves, needlesticks, bloodborne pathogens, and communicable diseases. While the risk of transmission is relatively small, the PA Program has processes in place to minimize that risk.

The PA Program Guidelines for Exposure to Infectious & Environment Hazards policy, which covers prevention,

procedures for care and treatment should a learner experience and exposure incident, and health insurance and financial responsibility, can be found in the Policies section of the [PA Program website](#).

It is the learner's responsibility to become familiar with the policies and procedures for employing these precautions at each of the clinical sites to which the learner is assigned. All learners will participate in the clinical affiliation requirements for safety and quality assurance compliance at the direction of the clinical affiliation personnel. It is also the learner's responsibility to inform their course director and the Program Director if they have a concern that may impact their health or safety while participating in the PA Program or may impact the health or safety of those that the learner will be in contact with in the PA Program (patients, instructors, staff, other learners or faculty.)

Incident Report Policy

Incidents involving harm to learners may occur on or off campus while fulfilling requirements of the PA program. These incidents must be documented for the protection and safety of all learners, faculty, staff, members of the healthcare team, patients and or patient's caregivers. In the event of any incident where any learner (didactic or clinical phase) is harmed in any way, the learner must immediately notify the Ottawa University PA Program.

If the incident is following the exposure of a learner to a blood born pathogen the learner should contact the Ottawa University PA Program immediately and adhere to the program's Guidelines for Exposure to Infectious & Environment Hazards policy can be found in the Policies section of the [PA Program website](#).

If a learner is at a supervised clinical practice experience (SCPE) site, they should immediately inform the clinical preceptor and follow the SCPE site protocols for incident reporting. The learner must also immediately inform the Ottawa University PA PROGRAM FACULTY WHO IS THE COURSE DIRECTOR.

All learners must complete the Ottawa University PA Program Learner Incident Report (found on the learner's MyOttawa account) in the event of any incident.

Provision of Health Services (A3.09)

The Program Director, Medical Director, and the faculty of the program will not participate as health care providers for learners in the program, except as bystander intervention in a critical or emergency medical situation. Learners in need of medical care should seek care from their own care providers based on individual learner's private health insurance benefits and coverage. This policy is available in the Policies section of the [PA Program website](#).

In the event of an illness or injury requiring urgent or emergency treatment learners may visit (**NOTE: the list below is simply to provide information about what services are geographically close to the PA Program campus and are not meant as an endorsement or recommendation by the program. Learner should always make their own decision as to where they will seek care**):

Urgent care:	Emergency Room:
Take Care Health Systems 6400 Sprint Parkway Overland Park, KS 66211 Phone: 913-315-6432	St. Luke's South Hospital/ Emergency 12300 Metcalf Ave Overland Park, KS 66213
St. Luke's Convenient Care 6655 Martway Mission, KS 66202 913-323-8875	Advent Health College Boulevard Emergency Room 7025 College Boulevard, Suite 100 Overland Park, KS 66211

If an emergency call 911

Declaration of Understanding

Working with Diverse Groups: I understand that as part of the educational experience in the Ottawa University PA Program, I will work with individuals representing a variety of cultural, religious, ethnic, racial, sexual orientation and socio-economic backgrounds. I agree to participate in such educational experiences with individuals regardless of their background.

Health Status: I have reviewed the Ottawa University PA Program Technical Standards, and to the best of my knowledge, I do not have any condition which will compromise my ability to perform the duties expected of me as a learner in this program, with or without accommodations. Further, I agree to fulfill any associated health testing or intervention necessary for me to participate fully in assigned SCPEs. I will submit any necessary documentation regarding my health status (e.g., records of immunization) as required by the program or the clinical site, and I will not be permitted to start a SCPE if the documentation has not been completed.

BLS & ACLS Certification: I understand that current BLS and ACLS certifications are required prior to beginning the clinical phase of the Ottawa University PA Program and that it is my responsibility to maintain certification and immunizations during the entire clinical curriculum and to provide the appropriate documentation.

SCPE Agreement: I understand that the Ottawa University PA Program assigns all SCPEs and that there is no guarantee I will be assigned to a specific location or preceptor. I also understand that SCPE sites are subject to change, sometimes without advanced warning. During the clinical curriculum, PA learners may have to relocate for periods of time due to availability of clinical sites. Learners are expected to identify and cover costs associated with transportation and room and board.

Communications: I understand that my Ottawa University email is the primary means of communication for the Ottawa University PA Program. I will check my Ottawa University email account daily and respond in a timely manner. Furthermore, I understand that I may be subject to disciplinary action for failure to respond to faculty or staff communications in a timely manner.

Statement of Confidentiality: I acknowledge my responsibility under applicable federal law and the Affiliation Agreement between a clinical training facility and Ottawa University to keep confidential any information regarding facility patients, as well as all confidential information of the facility.

PA Program Learner and Clinical Year Handbook: As a Master of PA Studies Learner at Ottawa University, I have read, understand, and accept, and agree to be bound by all the rules, policies, and procedures of the Learner and Clinical Year Handbooks.

This acknowledgment is to be signed and returned to the Program Faculty who is the Course Director before beginning Clinical Rotations.

Note: If learners do not sign and return the form, they will still be held to the standards outlined in the handbook.

Learner Name _____
(Please Print) ☐ Date _____

Learner Signature _____