



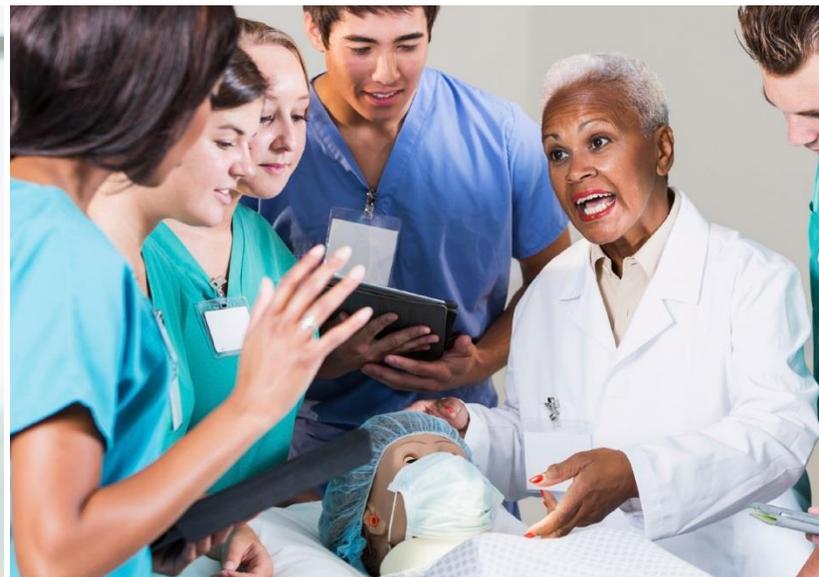
UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

CALIFORNIA | FLORIDA | TEXAS



Clinical Excellence Through Graduate Education



Clinical Education Handbook

Master of Science in Physician Assistant Studies

2018 - 2019

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Table of Contents

Introduction.....	4
Philosophy.....	4
Equal Opportunity Statement	4
Accreditation	4
University Policies	
Site Recruitment	5
Contracts and Memorandums of Understanding	5
Medical Malpractice Insurance.....	5
Clinical Rotation Site Selection.....	5
International Clinical Requests.....	5
Site Changes/Cancellations	5
Assignment & Reassignment of Clinical Rotation Sites	6
Hardships.....	6
Incomplete/Withdrawal/Failure.....	6
Clinical Education Files.....	7
Outstanding Financial Obligations	7
Student Policies	
Health Policy	7
Criminal Background Checks, Drug Screen and Fingerprint Reports	7
Medical Insurance and Medical Care	8
Account Holds	8
Emergency Medical Care	8
Attendance Policy	8
Illness.....	8
Travel between Clinical rotations.....	8
Holidays.....	8
Clinical Rotation Dress Code and Appearance	9
Standards of Professional Behavior.....	9
Disruption of Center Operations.....	10
Student Liability Insurance.....	10
Travel and Living Expenses	10
Employment	10
BLS, ACLS, PALS certifications	
Professional Misconduct Committee.....	10
Curriculum	11,12

Physician Assistant

Master of Science in Physician Assistant Studies (MSPAS)

Introduction

This handbook provides guidelines for the Clinical Education component of MSPAS curriculum at the University of St. Augustine for Health Sciences (USAHS). This serves as a reference for the University's faculty, Department Head of Clinical Education, affiliated clinical sites, preceptors and students in the development of learning experiences for students and the evaluation of their clinical performance. Other information included is regarding rights, responsibilities, and risk management, such as: orientation of clinical faculty and students, communication requirements, and student policies. The handbook is reviewed and updated as necessary by the Clinical Education Committee (CEC) and the Director of PA Clinical Education (DPACE). Students will be informed of changes through email communication and posting of new documents on USAHS student portal.

Mission

The mission of the Master of Science in Physician Assistant Studies program is to prepare graduates to achieve clinical excellence through innovative Physician Assistant education that is patient-centered, and evidence based. Graduates will be positioned with the knowledge and skills required to become compassionate health care providers and leaders who deliver safe and equitable care to the communities they serve.

Goals

Select applicants with the aptitude and motivation to learn and develop skills that will lead to competencies for the PA profession. Provide innovative learning experiences that prepare students to enter collaborative team-based practice. Foster a culture of leadership, service, scholarship, and lifelong learning. Attain PANCE pass rates that meet or exceed the national average. Support the development of quality improvement and patient safety in PA student education.

Philosophy

The University of St. Augustine for Health Sciences is committed to the idea that professional education requires a sound academic preparation in conjunction with practical experience. To this end, the Clinical Education program seeks to provide a variety of stimulating environments to further the student's professional development.

The University is also committed to providing each student an opportunity to meet their educational goals by providing the highest level of education in a variety of areas of Physician Assistant practice that are reinforced and built upon in the clinical experiences. Students are expected to actively participate, question, explore, teach, and motivate during their interactions with the clinical site to reinforce their learning experiences, enhancing their education. The clinical experience exposes the student to realistic environments to allow practice in the selected Physician Assistant role specialization as well as the ethical and medico-legal aspects of health care.

Clinical experiences stimulate the student to look beyond the information learned in the classroom to discover further meanings and relationships within the profession. Sites are selected for their ability to create learning situations that encourage the student to expand their knowledge, abilities, and skills

while meeting the clinical year program learning and course objectives. Sites also provide students with an awareness of fiscal responsibility as it impacts their patients and institutions.

Program Learning Outcomes

Practice-based Learning & Improvement: Engage in self-reflection, scholarly reading, and professional inquiry to maintain clinical competence.

- Conducts on-going self-assessment using inquiry and feedback from others to identify personal strengths and limitations in clinical performance
- Locates, appraises, and applies evidence from peer-reviewed scientific studies to clinical practice
- Utilizes self-reflection and curricular resources to address unconscious bias and gaps in medical knowledge

Interpersonal Skills: Participate with health care professionals as a member of a collaborative interdisciplinary team.

- Demonstrates empathy and respectful behaviors
- Develops collaborative relationships with patients, colleagues, and supervisors
- Demonstrates emotional stability, adaptability, flexibility, and tolerance during times of stress, anxiety, or ambiguity (i.e. maintains composure)
- Listens actively and attentively to understand what is being communicated by others

Patient Care: Apply medical knowledge to provide high quality patient-centered health care.

- History taking: accurate and complete
- Physician examinations: required components present
- Documentation of care: organized, complete, concise
- Effectively and efficiently provides education to patients and caregivers/families
- Demonstrates awareness of and sensitivity to diversity in the clinical setting, e.g. race, color, religion, gender, gender expression, age, national origin, disability, sexual orientation, or military status

Communication: Communicate effectively with patients and members of the interdisciplinary health care team.

- Uses effective communication skills to elicit and provide information
- Presentation of patient cases: organized, complete, and concise
- Accurately documents information regarding patient care for medical, legal, quality, and financial purposes

Professionalism. Demonstrate professional conduct and a commitment to ethical principles.

- Demonstrates initiative, is punctual and prepared
- Wears attire appropriate to the clinical setting
- Demonstrates accountability to patients, society, and the profession
- Engages in self-reflection to identify personal and professional limits
- Establishes short-term goals to excel in continuous professional development

Systems-based Practice. Apply knowledge of quality improvement and patient safety concepts in clinical practice.

- Practices cost-effective health care without compromising quality
- Demonstrates knowledge of medical delivery systems (coding and billing)
- Makes appropriate referrals (medical specialists, PT, OT, dietician, counseling)
- Demonstrates knowledge of quality improvement and patient safety concepts

Medical Knowledge. Apply core knowledge of biomedical sciences and evidence-based medicine to make informed clinical decisions.

- Demonstrates knowledge of presenting signs and symptoms for common medical and/or surgical conditions
- Demonstrates critical thinking skills / problem-solving ability
- Utilizes medical history, physical exam, and diagnostic study data to formulate a differential diagnosis
- Accurately describes indication(s) for diagnostic tests
- Accurately interprets results of lab tests and x-rays
- Develops evidence-based treatment plans: clinical interventions, medications, and age-appropriate health maintenance recommendations

Equal Opportunity Statement

The University shall actively promote equal opportunity policies and practices conforming to federal and state laws against discrimination. The University shall not discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions based on race, color, religion, sex, national origin, age, disability, marital status, sexual orientation and certain status. This commitment applies to the University's relationships with outside organization including the federal government, the military, and private employers, only to the extent of state and federal requirements.

Accreditation

Regional Accreditation

WSCUC Accreditation

The WASC Senior College and University Commission has granted permission for the University of St. Augustine for Health Sciences to offer the Master of Science in Physician Studies degree. The University of St. Augustine for Health Sciences is accredited by the WASC Senior College and University Commission. Inquiries regarding the accreditation status by the WASC Senior College and University Commission (WSCUC) should be directed to the administrative staff of the institution. Individuals may also contact:

WASC Senior College and University Commission (WSCUC) 985 Atlantic Avenue, #100
Alameda, CA 94501
510-748-9001
www.wascsenior.org

Programmatic Accreditation

ARC-PA

12000 Findley road, suite 275

Johns Creek, GA 30097

<http://www.arc-pa.org/contact/>

770-476-1224

USAHS has applied for Accreditation - Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). USAHS anticipates matriculating its first class in September 2019, pending achieving Accreditation - Provisional status at the March 2019 ARC-PA meeting. Accreditation - Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students, appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. The program will not commence in the event that provisional accreditation is not received.

University Policies

A. Site Recruitment

Sites that meet the standards and the needs of the University and its students will be invited to become a Clinical Education site. The relationship between the site and academic program is formalized through a contractual agreement. Students will be placed only in those sites which have a duly executed contractual agreement with the University.

University policy is that all contractual agreements with clinical sites will be coordinated through the Clinical Education Department. Students wishing to establish contact with potential clinical sites must submit their request to the Director of PA Clinical Education within an appropriate time period (3-6 months).

The following criteria are most important to the University in establishing a contractual agreement with a Clinical Education Site:

- Students have quality supervision by an appropriately credentialed professional
- The clinical site provides an active, stimulating environment appropriate for the learning needs of the students
- The healthcare professionals and staff at the clinical site practice within the ethical and legal scope of their professions
- The clinical site's philosophy and objectives for healthcare and clinical education are compatible with those of the University
- The clinical site can offer student learning experiences that are in line with developed objectives and that reflect learning outcomes
- The preceptor has time to plan for and work with the student on a regular basis
- The atmosphere of the department is conducive to staff and student interaction
- The administration of the clinical education site is willing to provide and is supportive of clinical education and a student program
- The preceptor is willing to complete all forms and reports appropriately and in a timely manner

- The clinical site is committed to the principle of Equal Opportunity and Affirmative Action as required by federal legislation

B. Contracts and Memorandums of Understanding

A copy of the duly executed active contract, also known as an affiliation agreement/memorandum of understanding (MOU) must be on file in the Clinical Education Department prior to student involvement in clinical experiences. The contracts administrator will initiate the renewal process prior to the contract's expiration.

C. Medical Malpractice Insurance

The University maintains a medical malpractice plan. A copy of this policy, known as a Certificate of Insurance (COI), is furnished with initial contracts, with annual mailing, and upon request.

D. Clinical Site Selection

The clinical sites for PA students are obtained by the USAHS MSPAS Program and become available to the students prior to the beginning of their clinical year rotations/experiences.

E. International Clinical Requests

During the program development and accreditation process, international clinical requests will not be accepted.

F. Site Changes/Cancellations

Due to unforeseen circumstances, students may be reassigned to a different clinical site and/or preceptor at any time prior to or during a scheduled clinical experience. Clinical Education will look for every opportunity to reduce unnecessary changes.

If a clinical site cancels an available affiliation after a student is placed and confirmed, the student will be notified via email within 48 hours of the site notifying USAHS. The Director of PA Clinical Education will work with the student and Clinical Education Department to identify another appropriate clinical site and preceptor. Students may not cancel clinical experiences. Placements for Clinical Education are considered firm commitments.

G. Assignments and Reassignment of Clinical Sites

Assignment

The Director of PA Clinical Education shall have ultimate authority in determining a student's clinical placement. Clinical experiences are assigned by the Director of PA Clinical Education with consideration given to students' request for placements. Since clinical experiences are an extension of the academic education, the number one priority is the quality of the learning experience. Clinical experiences give the student an opportunity to develop and refine knowledge and skills that were initiated in the classroom. Clinical rotation preceptors are approved by the facility to provide education which supports the curriculum.

Students should not request to be placed in facilities where there may be a known conflict of interest.

Reassignment

Students may request a reassignment of site during a clinical rotation under the following circumstances:

- The occurrence of unethical or illegal practices
- There are inadequate learning experiences available to meet the clinical course objectives by the student

The process of reassignment should be initiated by the student as soon as a problem is identified. The student is to contact the Director of PA Clinical Education for instructions on how to handle the situation. The Director of PA Clinical Education and Clinical Education Department Head will handle all requests for reassignment on a case-by-case basis. Students may be required to submit written documentation of their concerns before the request is considered.

A clinical site reserves the right to request that a student be removed from the site for justifiable reasons. These will be dealt with on an individual basis with possible reassignments made at the discretion of the Director of PA Clinical Education based upon the nature of the site's request.

All efforts will be made to salvage the experience through student and preceptor counseling and education. When a reassignment is approved, the Director of PA Clinical Education and student will work in collaboration to find another suitable site. Requests for leave for any other personal or professional reason will be handled on a case-by case basis.

Note: If at any time, a clinical site terminates the clinical experience due to poor performance, the Director of PA Clinical Education will evaluate and determine next actions to allow for student completion of the required clinical rotation. It is the student's responsibility to complete all required clinical hours within the time allotted in the clinical course. Failure to do so may result in failure of the course. Any student required to repeat a clinical course or a rotation must anticipate a delay in the timing of their graduation and the inclusion of additional tuition and fees required to repeat curriculum.

I. Incomplete/Withdrawal/Failure

Students who:

- A. Receive an "Incomplete" while on a clinical rotation will not be allowed to progress in the program until the grade is remediated to a passing grade. See the Student Handbook for more information.
- B. Receive an "Incomplete" while on a clinical rotation will not be eligible for the Program's Outstanding Student Award.
- C. Receive a "Withdrawal" from any clinical rotation is subject to the University Grading Policy as described in the Student Handbook. Students must meet with the clinical course faculty to establish a remediation plan.
- D. "Fail" a clinical rotation will be dismissed as per the University Grading Policy described in the Student Handbook. The student has the right to engage in the appeals process for a failed clinical rotation as outlined in the Student Handbook.

J. Clinical Education Files

The Clinical Education Department in coordination with the Director of PA Clinical Education

maintains files and information regarding clinical sites for student review. These files are maintained in an electronic rotation management system (currently EXXAT). The files include the information below:

- Clinical site compliance information that may include general information about the facility and its staff, training programs, patient/client population, dress code, housing, hours, parking, transportation, and meals
- Student Clinical Evaluations: Form completed by students who previously completed a clinical rotation at the facility
- Miscellaneous: Additional information such as maps, brochures, pamphlets, community events, and tourist information may be provided by some sites.

K. Outstanding Financial Obligations

Students are required to be in good financial standing with the University at the start of the clinical year. A student with any outstanding financial obligations to the University will not be allowed to participate in their clinical rotations(s) and any future clinical rotation(s) until the financial obligation is satisfied.

Student Policies

A. Clinical Activity

- PA students on clinical rotation must work under the supervision of a board-certified, licensed physician (MD/DO), Physician Assistant Certified or Nurse Practitioner who are supervised by a licensed physician.
- Students must wear appropriate attire under their white coat and display a visible name tag designating their student status. Students must *always* identify themselves as PA students to patients, healthcare providers, and staff.
- Students at clinical sites must always work under the supervision of a preceptor. They may not function as a substitute for any employee or assume primary responsibility for a patient's care. They must not consult, examine, treat, or discharge a patient from care without consultation with a clinical preceptor or supervisor.
- Students shall perform only those procedures authorized by the PA Program, clinical site, and preceptor. Students must adhere to all rules and regulations of the PA Program and the clinical sites.
- Students cannot appear at the University or clinical sites under the influence of alcohol or drugs.
- Students shall not exhibit any behavior that may jeopardize the health and safety of patients, staff, faculty, or fellow students.
- Students will deliver health care services to patients without regard to their race, religion, national origin, age, sex, marital status, citizenship, sexual orientation, gender identity or expression, disability, veteran status, medical condition, socioeconomic status, religious or political beliefs, or any status protected by law or executive order.
- In the event of the temporary absence of the assigned preceptor, the preceptor or his/her designee will identify an alternate qualified preceptor. At no time will students work at a clinical site without having a preceptor clearly identified.
- All charts and written orders must be signed (if applicable) with the student's name clearly written, followed by the designation "PA-S." At no time may PA students use other professional titles

- (e.g. RN, EMT, DPT, etc.) while on clinical rotations.
- The preceptor must countersign all chart entries and written orders immediately.
- Students must know their limits while in training. Students must not consent to assess any patient or perform any procedure that is beyond their ability or scope of practice.
- The highest levels of patient confidentiality and privacy will be observed, at all times, in compliance with HIPAA guidelines.

B. Documentation Guidelines

The Center for Medicare and Medicaid Services (CMS) guidelines only permit students to document a **portion** of the History and Physical Exam (the *Past Medical History, Family History,*

Social History, and Review of Systems). **The preceptor must personally document all other key elements of the visit.** If a clinical site does not authorize or allow PA students to officially document patient notes in a paper or electronic chart, it is advisable for students to document the patient encounter on a separate piece of paper so that they can continue practicing their documentation skills and obtain feedback from the preceptor. They must formulate a clinical SOAP note to be reviewed by the clinical site visitor.

C. Patient Confidentiality

Medical ethics and federal laws forbid violation of patient confidentiality. Students and preceptors alike must be sensitive to this issue. Any discussion regarding a patient's identity, diagnosis, care, condition, or other medical information should be conducted with discretion, and preferably in a private setting. All current HIPAA Guidelines must be followed by every individual who works in a setting where exposure to protected patient information is present.

D. Health Policy

The University's policy is that the medical records form is required to be submitted to the Clinical Education office upon registration and prior to arrival on campus. In addition, these documents are required by the University for students to remain in compliance with contracted clinical facilities and prior to students being considered for clinical placements. Students are required to remain current with all required documentation to maintain enrollment in the University as well as to successfully complete the Clinical Education coursework; therefore, all requirements must be updated prior to attending all clinical rotations and cannot be due to expire while out on clinical rotations. Completion of these documents is required and the responsibility of the student. Students are responsible for all associated costs related to personal healthcare.

The Principal Faculty, Program Director, and the Medical Director must not participate as health care providers for students in the program.

Note: A facility may request additional documentation and or training prior to student participation in a preceptorship. It is the students' responsibility to comply with the requesting sites' policy. Due to confidentiality, records will not be released to any third party by the Clinical Education Department without prior consent.

Required health information includes:

1. A copy of the student's medical insurance coverage (must be kept current while enrolled)
2. Certificate of a comprehensive health exam (annually)
3. Current 2 step PPD or chest x-ray if PPD positive (annually)
4. Proof of immunization or immunity to: Measles, Mumps, Rubella, and Varicella
5. Proof of immunization to Hepatitis B or physician signed declination form*
6. Proof of immunization to Tdap (every ten years)
7. Proof of immunization to Bacterial Meningitis
8. Flu shot (annually)
9. A copy of the student's current American Heart Association (AHA) BLS cards (expire every two years)
10. A copy of certificate of completion for training in OSHA, HIPAA

* A facility has the right to refuse any student who has not completed the required medical documents including an incomplete Hepatitis B series.

E. Criminal Background Checks, Drug Screen and Fingerprint Reports

Students are required to complete a criminal background check, drug screen, and fingerprint report prior to the deadline set forward by the Admissions department. Failure to complete these required documents will preclude students from being considered for placement in the clinical setting. Costs associated with these tests are the responsibility of the student. Results will not be provided to anyone by the Clinical Education Department. Clinical sites will only be provided verification of completion and attestation to the absence of disqualifying offenses.

Note – Students have a continued obligation to report any criminal arrests or convictions to the Director of PA Clinical Education within 30 days of its occurrence.

F. Medical Insurance and Medical Care

Certification of current health insurance (including hospitalization and emergency care) is required while enrolled in the University. Students are responsible for all costs associated with maintaining this coverage. Students should notify the preceptor and Director of PA Clinical Education of any potential medical problems and action that may become necessary because of an existing condition.

G. Account Holds

Students who are not compliant with all University requirements specific to clinical education will receive a hold on their account. The account hold may be for non-compliant medical records, lack of health insurance, missing background check or drug screen or other requirements as laid out in the Clinical Education Handbook. A hold will prevent the disbursement of financial aid, the release of official transcripts, and the student's ability to view official grades and register for the next term coursework that may delay progress in the program. To remove a clinical education hold, students must be fully compliant with all requirements provided in the Clinical Education Handbook.

H. Emergency Medical Care

Each student is personally responsible for all expenses that result from emergency care during clinical

rotations. Should a student suffer an accident or injury during a clinical rotation, appropriate emergency action should be taken, and the Director of PA Clinical Education is to be notified. Students should alert the preceptor of any potential medical problems and action that may become necessary because of an existing condition.

Policies and Procedures concerning exposure to communicable illness or blood-borne pathogens must be in place in every clinical facility. Students should know the policy and procedure in each assigned clinical facility and carefully comply with all requirements should an exposure or injury occur. In the event of an exposure to blood or other potentially infectious bodily fluids, the student should immediately notify the preceptor and Director of PA Clinical Education. In any situation involving possible exposure to blood or potentially infectious materials, students should always practice Universal Precautions (i.e. gloves, splash goggles, gowns, pocket mouth-to-mouth resuscitation masks, etc.).

If a student has been exposed to HBV, HCV or HIV (especially if any of the signs or symptoms of these diseases have been experienced) or other possible life-threatening communicable diseases, they should consult their physician as soon as possible. The student is responsible for initiating immediate care after exposure to possible blood-borne pathogens. The student is responsible for all financial costs incurred.

The Director of PA Clinical Education must be notified of any exposure/possible exposure (i.e. needle-stick injuries, splashing of body fluids on exposed mucous membranes, inhalation exposure, etc.)

I. Attendance Policy

USAHS students are expected to work the hours agreed upon with their preceptor and to complete the accepted number of clinical hours by the end of the term. Students are further expected to be prompt to each scheduled clinical activity and are encouraged to arrive early. Students who expect to be tardy or miss a scheduled clinical day are to call the preceptor to notify them prior to the start time and should communicate an expected arrival time.

▪ **Illness**

If the student is ill and unable to attend the clinical day, the Director of PA Clinical Education must be notified within 24 hours. The preceptor must be notified as early as possible, prior to the expected arrival time of the student for that day. Students with symptoms or illness that may be communicable to patients or staff should not have contact with clients or staff. If students are unsure whether they are healthy enough to be in contact with clients or staff, they should seek medical advice for an evaluation of their medical condition. Students must comply with the center's policies and procedures for evidence of medical release to return to work. Persons with the following conditions should not be allowed patient contact without a medical clearance:

- Active chicken pox, measles, German measles, herpes zoster (shingles), hepatitis A, hepatitis B, hepatitis C, or tuberculosis
- Diarrhea lasting over three days or accompanied by fever or bloody stools
- Conjunctivitis
- Draining or infected skin lesions
- Group A Strep infection (Strep Throat) until after 24 hours of treatment has occurred. Students will be readmitted to the clinical area after illness at the discretion of the preceptor
- Influenza

- **Travel to Clinical Placements**

Travel may be expected as part of completing the clinical rotation. Travel time is not included in the logged clinical time.

- **Holidays**

Students will follow the holiday schedule established by the clinical site, NOT the academic calendar of the University.

J. Clinical Dress Code and Appearance

Students are expected to maintain a professional appearance always. The student should follow the dress code of the clinical facility and adhere to the following standards:

1. ID Badges (Student ID and hospital badge, if required) are to be worn always.
2. Students are to always be neat and well groomed. No heavy make-up, cologne, perfume, or after shave is allowed and scented lotions should be avoided.
3. Hair must be tied back away from the face. Beards and mustaches are permitted, provided they are neatly trimmed.
4. Artificial nails are prohibited in the clinical setting. Natural nails are to be groomed to no longer than ¼" and be free of dirt and debris. Nail polish should not be cracked or chipping and must be neutral in color.
5. Jewelry should be kept to a minimum. Watches and wedding rings are permitted but may need to be removed to protect the patient when performing certain treatments. Facial jewelry is NOT allowed in the clinical setting.
6. Clothing should be pressed, clean, and free of stains or holes. Fabrics that do not wrinkle are strongly encouraged.
7. Shoes should be closed toe and closed heel, have a rubber sole no more than 1" tall and be clean and solid neutral in color. Socks or stockings must be worn.
8. Shirts must be tucked in and be of sufficient length as to remain tucked in during treatment activity.
9. Appropriate undergarments should always be worn and should never be visible.
10. Tattoos, body piercing and other body adornments must be covered or removed during clinical activities.
11. Lab coats and/or scrubs may be required depending on the clinical facility's dress code.
12. Students are required to follow the uniform standard or dress code of the individual facility where they are assigned.

Women:

To be worn: business professional or attire in line with the facility dress code; shirts are to be tucked in. **NOT** to be worn: hip-huggers, capri pants, jeans, cargo pants, shorts, dresses, skirts, tank tops, sleeveless tops, or low-cut blouses/shirts. Clothing should be modest in nature and be of a length and style to protect the student's modesty during treatment – undergarments are not permitted to show.

Men:

To be worn: business professional or attire in line with the facility dress code; shirts are to be tucked in. **NOT** to be worn: jeans, cargo pants, shorts, tank tops, sleeveless tops or low-cut shirts – undergarments are not permitted to show. Cleanly shaved or well-groomed beards/mustaches are acceptable.

K. Standards of Professional Behavior

Students are expected to abide by the Code of Ethics of their respective Associations.

The Code of Ethics for Physician Assistant:

<https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>

Students demonstrating unprofessional behavior are at risk of failing the clinical course and may be required to repeat the course.

- Specific skills and criteria related to professionalism upon which the student will be evaluated are detailed within the course syllabus, assignments, and evaluation forms for each clinical rotation.
- Students are required to be familiar with the state practice act in the state where they will be practicing as students. For most states, this information is available through the state board's website.
- Students are to avoid engaging in personal activities such as phone conversations or active texting while at the clinical site and should turn off all devices that could potentially be a distractor during patient care activities.
- Preparation for other academic work is not permitted during clinical rotations. Students should use their own evening and weekend time to complete assignments.

L. Disruption of Center Operations

The preceptor may send a student away from the center at any time the student's behavior or unsafe practice places the student or others at risk. These situations will be addressed immediately. The preceptor must contact the Director of PA Clinical Education to determine a course of action, which may include:

- Remediation so that the student no longer poses a risk to self or others before returning to the center.
- Termination of the Clinical Education rotation. Efforts will be made to complete the clinical rotation through student and preceptor counseling and education.

M. Student Liability Insurance

Students are provided protection against general and professional liability claims by the University of St. Augustine for Health Sciences. A certificate of this protection is submitted to each clinical site with the agreement for affiliation. Students may contact the Clinical Education Department for more information.

N. Travel and Living Expenses

Students may need to travel outside of the immediate area of their home and home campus for their clinical rotation. All expenses associated with completion of the rotation are the responsibility of the student, including but not limited to: transportation, housing and other living expenses. Students are expected to plan for and meet all financial obligations during their clinical rotation.

O. Employment

Students should not plan to hold outside employment while doing full-time clinical rotations because it seriously jeopardizes a student's chance of success due to distractions and fatigue. Employment is not considered a hardship by the Clinical Education office and no effort will be

made to try and place a student in a location that would allow the student to work. Students must not substitute for clinical or administrative staff during supervised clinical practice experiences. Students must not substitute for or function as instructional faculty. Students are not required to work for the Physician Assistant program.

P. Contacting Sites

Students and anyone on behalf of students are not permitted to contact sites. Students will be guided when and how to communicate with their site regarding placements.

Q. Professional Misconduct Committee (PMC)

Students who fail to follow the PA Clinical Education policies and procedures may be referred to the PMC Committee. Please contact the Director of PA Clinical Education for questions regarding pertinent processes and policies.

R. Essential Functions

Below are the Essential Functions you must meet to successfully complete the Occupational Therapy, Physical Therapy, Speech-Language Pathology, and Physician Assistant programs at the University of St. Augustine for Health Sciences. The Essential Functions are representative of requirements placed on our students and practicing clinicians. This is also recognized in Physician Assistant practice as Technical Standards.

Motor Skills

1. Ability to perform an assessment/evaluation and intervention through the execution of the following motor movements:
 - a. Stand for 30 minutes;
 - b. Lift 40 pounds;
 - c. Kneel, crawl, roll, and bend backward and forward;
 - d. Assume prone, supine, and side-lying positions;
 - e. Exhibit independent control of upper and lower extremity joints;
 - f. Independently climb on and off of a three-foot table;
 - g. Balance on one leg;
 - h. Grasp and release items of various sizes in both hands;
 - i. Have grip strength of 20 pounds; and
 - j. Open and close doors one-handed.

2. Demonstrate sufficient strength and balance to transfer, move, and/or assist patients/clients while walking and/or completing their daily occupations without injury to patient/client or

yourself.

3. Demonstrate coordination of gross and fine motor upper extremity movement patterns to perform therapeutic activities, daily life occupations, and use of a mouse and keyboard for computer input.
4. Ability to perform a technique with proper positioning, hand placement, direction of force, amount of force, and based upon visualization of a picture, video, or live demonstration
5. Ability to position yourself in front of a screen for typing, viewing, reading, and using a computer for up to 50- minute intervals.

Visual Ability

1. Ability to observe and interpret patient/client movement and/or occupational performance.
2. Ability to observe a patient/client at a distance greater than 20 feet or closer to note verbal and nonverbal signals.
3. Ability to visually monitor and assess physical, emotional, and psychological responses, equipment settings, dials, and instructions.
4. Ability to determine and comprehend dimensional and spatial relationships of structures (e.g., differentiating right and left, up and down).
5. Ability to view video, graphics, and written word on a computer screen or a monitor.

Tactile Ability

1. Ability to perform a physical assessment through hands-on application that may include palpation of anatomical structures, noting surface characteristics, assessment of tone, temperature, and depth.

Hearing Ability

1. Auditory ability sufficient to monitor and interact with patients, professionals, and patients' family members.
2. Ability to hear and react appropriately to alarms, emergency signals, timers, and cries for help.
3. Auditory ability sufficient to hear verbal instructions, audio, video, or computer media in the classroom, lab, or clinic.

Mobility Skills

1. Ability to move physically from room to room and maneuver in small places around patients and equipment.
2. Ability to administer CPR.
3. Ability to walk up and down stairs and ramps.
4. Ability to travel to clinical education sites locally and nationally as assigned.

Coping Skills

1. Ability to perform in stressful environments or during impending deadlines.
2. Ability to complete timed written, oral, and laboratory practical examinations.
3. Agreement to follow the Student Code of Conduct and other policies as stated in the Student Handbook that include but are not limited to:
 - a. Maintain academic honesty at all times.
 - b. Exhibit dependability by arriving to class on time, attending all assigned classes, and following through with commitments and responsibilities.
 - c. Display professionalism, follow the university dress code, and display a positive attitude.
 - d. Obey university, local, state, and federal laws, policies and procedures, and rules and regulations.

Critical Thinking Ability

1. Use sound judgment and apply safety precautions as appropriate.
2. Analyze and synthesize data from a variety of sources in a timely manner.
3. Put research findings into practice.
4. Exhibit a positive interactive response to feedback.

Interpersonal Skills

1. Interact appropriately with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
2. Establish rapport with clients, patients, and colleagues.
3. Use responsive, empathetic listening skills.
4. Direct and supervise support personnel.
5. Actively participate and contribute to group projects.

Communication Skills

1. Communicate effectively with patients/clients and their family members, faculty, other health care professionals, and community and professional groups in verbal and written form.
2. Elicit information from patients/clients in a timely manner.
3. Complete written work at a professional level in a timely manner.
4. Document patient/client assessment/evaluation, intervention plans and progress notations succinctly and in a time frame that is similar to clinical constraints.
5. Achieve basic competency in word processing, email, and use of the Internet.

Please contact your Student Success Advisor with any questions about requesting reasonable accommodations. The Reasonable Accommodations Request Form is located on the student portal.

CURRICULUM

Didactic Year Course Descriptions

Fall Trimester (T1) –19 credits

PAC5100 Human Gross Anatomy – 5 credits

This course emphasizes fundamental knowledge of the structure/function of major systems and of regions and their relationship to each other. The course is presented using audio and video simulation with imbedded study questions and laboratory activities that include the study of bones, models, and cadaveric prosections.

HSC 5135 Evidence- Informed Practice – 2 credits

This course combines instruction in clinical problem solving and critical thinking to introduce evidence- informed skills of practice: logic, problem synthesis, hypothesis generation, reflective-practice and decision making.

PAC 5105 Human Physiology – 4 credits

Provides a detailed overview of medical physiology. Emphasis is placed on homeostasis and the integration among organ systems in human physiology and the etiology, pathogenesis, and clinical manifestations of specific diseases. Topics include: cellular structure, homeostasis, signal transduction mechanisms, and thirteen body systems.

PAC 5115 Clinical Assessment and Examination – 5 credits

This course will provide students with skills and practice necessary for successful patient communication, interviews and general physical examination techniques. Students will perform comprehensive medical examinations considering culturally diverse and age- appropriate diverse populations.

PAC 5145 Psychiatry and Behavioral Medicine – 3 credits

Provides an overview of behavioral medicine with a focused study of mental health in primary care. Topics include psychological development through the life span, detection and treatment of substance abuse, human sexuality, response to illness, injury and stress, and the identification of violence and abuse.

Spring Trimester (T2) – 19 credits

PAC 5210 Clinical Medicine I – 6 credits

Part one of a two-part course covering the essentials of clinical medicine for the physician assistant. An organ systems approach is used to teach etiology, epidemiology, pathophysiology, laboratory evaluation, diagnosis, and treatment of disease. Important topics include evidence-based clinical intervention, health promotion, disease prevention, patient education, and the impact of age, ethnicity, and culture on issues of health and disease. Disease processes covered include dermatology, EENT, cardiology, pulmonology, hematology, and infectious diseases.

PAC 5260 Pharmacology I – 3 credits

This course will introduce students to the general pharmacology concepts of pharmacokinetics, pharmacodynamics, and pharmacogenomics. Clinical application of these concepts, acquiring knowledge of specific medications, and developing the skills required to safely and legally prescribe medications will be emphasized. Pharmacotherapeutics for skin, EENT, cardiovascular, and pulmonary diseases will be discussed along with antibiotics for common infectious diseases and chemotherapy for selected malignancies. Every effort will be made to coordinate the content in this course with the topics presented in Clinical Medicine I.

PAC 5235 Pathogenesis and Genetics – 2 credits

This course will review a broad representation of human diseases, with a focus on the structural and functional changes in cells, tissues, and organs caused by each disease state, the molecular and genetic mechanisms underlying the diseases.

PAC 5230 Professional Issues and Health Policy – 3 credits

This course will serve to immerse students in the culture of professional responsibility and ethics as it relates to socioeconomic healthcare issues, cultural diversity, healthcare delivery and policy, reimbursement, documentation, coding, billing, quality assurance and medical errors. A history of the profession will be presented.

PAC 5242 Clinical Geriatrics – 2 credits

This course will cover the clinical issues related to aging including the biological, psychological and physical changes commonly associated with the older adult. Age- related disease, medication complications, multisystem medical problems and mobility limitations will be reviewed and pertinent issues such as end- of life care will be discussed.

PAC 5250 Essentials of Radiology and Imaging – 3 credits

This course covers various medical imaging modalities and their applications in medicine and diagnostics. It includes guidelines for selection and interpretation of imaging studies, as well as legal and ethical considerations of imaging in clinical practice. Special emphasis is placed on the clinical application of diagnostic imaging findings to musculoskeletal injury and dysfunction. Students will have the opportunity to apply the principles of imaging evaluation to selected cases. Analysis, synthesis, and evaluation will be demonstrated through a final portfolio displaying best practice imaging application.

Summer Trimester (T3) – 23 credits

PAC 5315 Clinical Medicine II – 6 credits

The second of two courses covering the essentials of clinical medicine for the physician assistant. An organ systems approach is used to teach etiology, epidemiology, pathophysiology, laboratory evaluation, diagnosis, and treatment of disease. Other important topics include evidence-based clinical intervention, health promotion, disease prevention, patient education, and the impact of age, ethnicity, and culture on issues of health and disease. Disease processes covered include gastroenterology, neurology, musculoskeletal, endocrinology, and genitourinary/renal.

PAC 5360 Pharmacology II – 3 credits

Pharmacology II will continue to assist students with the application of pharmacology concepts discussed in Pharmacology I. Acquiring knowledge of specific medications and developing the skills required to safely and legally prescribe medications will be emphasized. Pharmacotherapeutics for gastrointestinal, neurologic, musculoskeletal, and endocrine diseases will be described in detail, along with antibiotics for various infectious disease processes. Every effort will be made to coordinate the content in this course with the topics presented in Clinical Medicine II.

PAC 5340 OB/GYN/Gender Health – 3 credits

Covers the foundations of assessment and treatment of women's health, obstetrics, gynecology and gender related issues of health and illness in the primary care setting.

PAC 5399 Pediatrics in PA practice – 3 credits

Covers foundational knowledge of child development, preventive care, major common pediatric illness, abuse, disease assessment, and treatment of newborns, infants, children and adolescents in urgent, emergent, preventive, and acute care settings.

PAC 5345 Emergency Medicine and Foundations of Surgery – 5 credits

This course will focus on emergency medicine and surgery. A detailed review of the interplay between 911 responders, the hospital ER, inpatient and community medical provision will be presented. Emphasis is placed on skills and attitudes necessary to perform in the emergency medical setting. In the second half of the course the discipline of surgery will be further reviewed with focus on acute surgical

procedures, critical illness, and procedures. Pre- and post-operative care will be reviewed, and lab sessions will allow for practice of technical skills.

PAC 5365 Clinical Case Report – 2 credits

This course is designed to prepare the students as critical and effective consumers of research. The course will expose students to (a) the analysis of elements of the scientific process namely processes involved in the development of the introduction, literature review, methods, results, discussion, and the abstract, and (b) the application of the scientific process in various categories of scientific reports (the case reports, single case study experimental design, as well as traditional experimental methods). Specific guidelines will be used to analyze and comment on identified scientific papers. The use of the scientific process in writing case reports is emphasized.

PAC 5370 Clinical Orientation – 1 credit

Students will participate in a series of activities that will allow synthesis and integration of didactic education in preparation for a successful year of preceptorships.

Clinical Preceptorship Course Descriptions

Fall, Spring, Summer Trimesters. (T4-6) – 41 credits

PAC 5610 Family Medicine Preceptorship – 5 credits

An introduction for students to the specialty of Family Medicine at clinical rotation sites. This course will consist of supervised clinical practice experiences where students are actively involved in patient care in outpatient settings. Students will evaluate individual patients by performing a physical exam, history, and review of other data to formulate an assessment and further develop a management plan. The Family Medicine preceptorship will consist of combined clinical experiences and didactic assignments, supervised by program faculty and approved clinical preceptors.

PAC 5620 Internal Medicine Preceptorship – 5 credits

An introduction for students to the specialty of Internal Medicine at clinical rotation sites. This course will consist of supervised clinical practice experiences where students are actively involved in patient care in outpatient and inpatient settings. Students will evaluate individual patients by performing a physical exam, history, and review of other data to formulate an assessment and further develop a management plan. The Internal Medicine preceptorship will consist of combined clinical experiences and didactic assignments, supervised by program faculty and approved clinical preceptors.

PAC 5630 Emergency Medicine Preceptorship – 5 credits

An introduction for students to the specialty of Emergency Medicine at clinical sites. This course will consist of supervised clinical practice experiences where students are actively involved in patient care in emergency room settings. Students will evaluate individual patients by performing a physical exam, history, and review of other data to formulate an assessment and further develop a management plan. The Emergency Medicine preceptorship will consist of combined clinical experiences and didactic assignments, supervised by program faculty and approved clinical preceptors.

PAS 5640 OB/GYN (Women's Health) Preceptorship – 5 credits

An introduction for students to the specialty of Women's Health in Obstetric and Gynecological at clinical sites. This course will consist of supervised clinical practice experiences where students are actively involved in patient care in outpatient settings and may have opportunities in surgical and

inpatient settings. Students will evaluate individual patients by performing a physical exam, history, and review of other data to formulate an assessment and further develop a management plan. The OB/GYN preceptorship will consist of combined clinical experiences and didactic assignments, supervised by program faculty and approved clinical preceptors.

PAC 5650 General Surgery Preceptorship – 5 credits

An introduction for students to the specialty of General Surgery at clinical sites. This course will consist of supervised clinical practice experiences where students are actively involved in patient care in outpatient, surgical, and inpatient settings. Students will evaluate individual patients by performing a physical exam, history, and review of other data to formulate an assessment and further develop a management plan. The General Surgery Preceptorship will consist of combined clinical experiences and didactic sessions, supervised by program faculty and approved clinical preceptors.

PAC 5660 Behavioral Medicine Preceptorship – 5 credits

An introduction for students to the specialty of Behavioral Medicine at clinical sites. This course will consist of supervised clinical practice experiences where students are actively involved in patient care in outpatient settings and may have opportunities in inpatient settings. Students will evaluate individual patients by performing a physical exam, history, and review of other data to formulate an assessment and further develop a management plan. The Behavioral Medicine preceptorship will consist of combined clinical experiences and didactic assignments, supervised by program faculty and approved clinical preceptors.

PAC 5670 Pediatrics Preceptorship – 5 credits

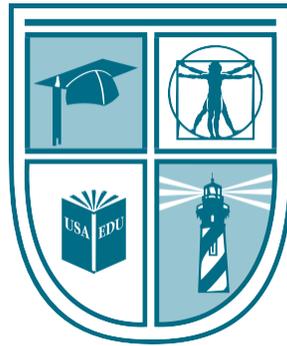
An introduction for students to the specialty of Pediatrics at clinical sites. This course will consist of supervised clinical practice experiences where students are actively involved in patient care in outpatient settings and may have opportunities in surgical and inpatient settings. Students will evaluate individual patients by performing a physical exam, history, and review of other data to formulate an assessment and further develop a management plan. The Pediatrics preceptorship will consist of combined clinical experiences and didactic assignments, supervised by program faculty and approved clinical preceptors.

PAC 5680 Elective Preceptorship – 5 credits

An introduction for students to the sub-specialty clinical experiences. This course will consist of supervised clinical practice experiences where students are actively involved in patient care in outpatient settings and may have opportunities in surgical and inpatient settings. Students will evaluate individual patients by performing a physical exam, history, and review of other data to formulate an assessment and further develop a management plan. The elective preceptorship will consist of combined clinical experiences and didactic sessions, supervised by program faculty and approved clinical preceptors.

PAC 5699 Graduate Project – 1 credit

This course is designed to have students develop a PA practice-oriented project wherein they will employ the principles of evidence-based practice by integrating current published medical research. The concepts of research and its methods are a continuation of the coursework completed in PAC 5365. Students will pair with a faculty member to develop a clinically relevant questions or community project. The student will present the project to the faculty, students of the PA program and the USAHS campus community upon completion of the course.



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