WICHITA STATE UNIVERSITY

DEPARTMENT OF PHYSICIAN ASSOCIATE

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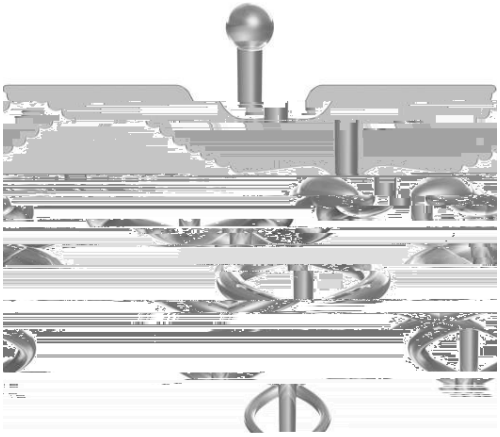

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**Handbook Revised 6/2024**

# Table of Contents


Clinical Team Contact Information ..... 3

Welcome to our Educational Team! ..... 4

Preceptor Roles/Responsibilities ..... 5

**Your Role as a Preceptor** ..... 5

**Preceptor Responsibilities** ..... 5

W } > ^ µ v Z o ..... ] } v ... Z ] ..... 5

K ] v ] v P Z ^ µ v } ... Z ... Z } ..... ] } v ..... 6

} u u µ v ] ] v P ^ µ v ˘ ..... ] } v ..... 6

W ] v P ^ ( ( ( } ^ µ ... v ..... ] À o ..... 6

E } ] ( ] ] } v } ( ^ Z µo ..... ^ ... µ ... v ..... 14

^ ] s ] ] · W } P .... µ ... & ..... µ o ... · ..... 14

Student Evaluations (Overview) ..... 15

**Mid-** Z } ] } v À o µ ..... ] } v ..... 15

& ] v o À o µ W ] } v } À o µ ] } v } ( ... ^ ... µ ... v ..... 15

Clinical Skill Achievement and Assessment of Proficiency ..... 15

o ] v ] o W ( } u v À o µ ..... ] } v ... ~ ... W ..... 16

Student Responsibilities (Overview) ..... 17


.. .5 . 0

# Clinical Team Contact Information

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Director of Clinical Education

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Director of Clinical Development & Operations

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Clinical Coordinator

- Will the preceptor be busier?
- How patients will be scheduled for the student

The staff of a clinical site has a key role in ensuring that each student has a successful rotation. By helping the student learn about office, clinic, or ward routines and the location of critical resources, they help a student become functional and confident.

Please encourage your office staff to contact the Programif they have questions or would like additional information: PAClinical@wichita.edu or (316) 978-5682 or978--9 ( (m)-1i)-1dumtteyvear (-(o)4al2.6 (P)(,)o)-6..913 0 (-(o)q1n)(m)t-(o)o

# Student Evaluations (Overview)

To ensure ease with the grading process, all evaluations will either be provided to you by the student or sent to you via email (noreply@exxat.com). The preceptor evaluation of student performance is a significant portion of the student grade. Grades cannot be calculated or submitted to the University until your evaluations have been completed. o · ] v } u o ] v P Z µ v À o µ ] } v u · µo ] v o · ( l } µ v U ] v ] o ] · h v ] À ] · U v Z µ U } v P o oµ ] } o v X

n When evaluating students, be aware that they a

competency in these basic skills is essential for the graduating PA. Students are NOT expected to acquire all these skills within a single rotation. This preceptor assessment is not calculated into the course grade for an individual rotation; however, preceptors are asked to assess their performance at the end of each rotation to ensure that they are making adequate progress. Students are expected to achieve a rating of "3 – able to perform independently" for each clinical skill prior to Program completion. Student proficiency in performing the listed clinical skills should be assessed utilizing the following scale:

**3 –**

# Student Responsibilities (Overview)

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In addition to adhering to the standards of professional conduct outlined later in the handbook, students are expected to perform the following during their clinical rotations:

- Obtain detailed histories and conduct physical exams, develop a differential diagnosis, formulate an assessment and plan through discussion with the preceptor, give oral presentations, and document findings
- Perform and/or interpret common lab results and diagnostics
- Educate and counsel patients across the lifespan regarding health-related issues
- Attend clinical rotations as scheduled in addition to grand rounds, lectures, and conferences, if available to them
- Demonstrate emotional resilience and stability, adaptability, and flexibility
- Notify preceptors of all absences (planned or otherwise) in a timely manner
- Be sure all financial obligations are satisfied before leaving a rotation (e.g. room-key, deposits, returning all rotation property)

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1. Designated State/University holidays: Students are aware there are not guaranteed holidays during the clinical year. Students are expected to be at the clinical rotation site for any days surrounding holidays when the rotation site is in operation. If the clinic/office is closed the day prior to the holiday and the preceptor will not be available, students may be given the day off as well. Students will be given rotation schedules to include Program approved holiday breaks for Thanksgiving and Christmas prior to starting second year clinical rotations.
2. Planned Absences: Expected absences must be approved in advance with the preceptor and with the Program. If the Program requires the student to be gone from a rotation, the Program will notify the preceptor directly.
3. Unexpected Absences: Students are expected to notify the preceptor and Program as soon as possible if unable to attend a rotation due to significant personal illness or family emergency.
4. Absence Notification Form: Students are also required to complete an absence notification form for all missed rotation time. This form should be completed in advance if the absence is planned or within 3 days of an unexpected absence. This form requires your signature as the preceptor.
5. The preceptor has the right to request specific medical release for an illness-related absence or documentation related to any other absence.

## d ] u ^ Z Requirements

W µ } to W better allow the WSU Clinical team to evaluate educational exposure, preceptor schedules and affect of absences on student learning.

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- Students will be required to fill out daily timesheets to record actual time spent in rotation
- Student absences reported on your final evaluation will be corroborated with student reported absences to ensure reports are congruent.
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The clinical year takes students from the theoretical classroom setting to an active, hands-on learning environment to prepare them for a lifetime of continued skill refinement and expanded knowledge as a practicing PA. Mastery of clinical knowledge

# Family Medicine Learning Outcomes (LO) & Instructional Objectives (IO):

& Ð> K: Ì Demonstrate core medical knowledge of established and evolving biomedical and clinical sciences and the application of this knowledge to patient care, as demonstrated by the following instructional objectives:

- & Ð/ K í W Apply knowledge of anatomy, pathophysiology, epidemiology, etiology, and risk factors to the care of patients encountered in FAMILY MEDICINE.
- & Ð**IO 1b** W Select/interpret laboratory and diagnostic studies commonly encountered in FAMILY MEDICINE.
- & Ð/ K í W Formulate differential diagnoses for common conditions in FAMILY MEDICINE
- & Ð/ K í P W Prescribe/monitor pharmacotherapy for conditions commonly encountered in FAMILY MEDICINE.
- & Ð/ K í D W Demonstrate clinical reasoning and problem-solving skills as it relates to FAMILY MEDICINE.

& Ð> K Ì W Demonstrate patient care skills that are effective, safe, high quality, and equitable, as demonstrated by the following instructional objectives:

- & Ð/ K î W Elicit comprehensive medical history and perform complete and focused physical exams across the lifespan.
- & Ð/ K î W Formulate evidence based--

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**Instructions**: Please evaluate the student within each of the following areas based upon expectations for a PA student at this point in their professional education. Please note that the numbered responses do NOT directly correlate to a particular letter grade. For example, a rating of "3" does not equal a grade of C. Please complete the evaluation considering the student's performance on rotation rather than an anticipated letter grade or score.

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[Questions 1-18 will be scored according to the scale provided on the Evaluation Questionnaire]

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1.

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17. Understand healthcare delivery systems (e.g. coding/billing, documentation, health policy, patient safety, and quality improvement)
18. Understand roles of other health professionals and seek interprofessional collaboration and appropriate referrals

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19. Is this student performing at a level appropriate for his/her current stage of professional education? [See the 3 answer options below. This question is NOT scored. We would like to be notified for all answers of "Yes with reservation" and "No."

| Yes | Yes, with reservation | No |
|---|---|---|

# Appendix C

# Appendix D - Clinical Performance Evaluation

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Instructions: With the FAMILY MEDICINE rotation learning outcomes in mind (see back), rate the student's level of

## PANCE C , e , B - e ,

Want to know what your student will be tested on upon graduating PA school? All graduates are