



PLAZA COLLEGE
PHYSICIAN ASSISTANT PROGRAM

Clinical Year Handbook

Academic Year 2028 – 2029

Class of 2029

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Purpose

The following document provides supplementary information for Plaza College clinical-year PA students, designed to support and enhance their clinical rotation experience. It complements, rather than replaces, the Plaza College PA Student Handbook. In the event of a conflict between the Clinical Year Handbook and the PA Student Handbook, the PA Student Handbook will take precedence. Policies approved after the publication of this handbook may modify or supersede the content within. On behalf of the faculty and staff of the Plaza College Department of PA Studies, we extend our best wishes as you begin the final phase of your education.

These policies apply to the 2028-2029 academic year and are subject to revision in future cycles to enhance PA clinical training and ensure continued alignment with ARC-PA standards.

Clinical Year Contacts

- PA Program Administrator, Mrs. Mandeep Kaur, may be reached at paprogram@PlazaCollege.edu or her office at 718-779-1430.
- The Director of Clinical Education (DCE), Professor Armand, can be reached at the office- at 718-779-1430 ext. 7281 or by email at yarmand@PlazaCollege.edu.
- The Program Director, Dr. David Reed, can be reached at 718-779-1430 ext. 7274 and dreed@PlazaCollege.edu.

Introduction to the Clinical Year

As you begin your clinical rotations, you will interact daily with healthcare professionals and patients, entering a position of privilege and trust. This year offers a unique opportunity: patients will share their vulnerabilities, and preceptors will impart years of education and experience, often without compensation. Your responsibility is to honor this trust, representing the Plaza College PA program, its faculty, students, alumni, and future graduates with professionalism and respect.

Professional Conduct

- **Be Kind:** Introduce yourself warmly, smile, and show courtesy to everyone, from your preceptors to the maintenance staff. Small gestures of respect and teamwork create a positive environment.
- **Help Others:** Support those who may be more stressed or tired, even if it requires extra effort on your part. These actions reflect your character and commitment.

Work Ethic

- **Stay Until Released:** Never ask to leave early. Your preceptor will determine when the day ends. Remember, this year is a prolonged interview, and many students secure their first job at a rotation site.
- **Adapt to Post-COVID-19 Protocols:** Traditions like handshakes have changed; pay attention to social cues and health regulations at each site.
- **Be Honest:** Always admit if you don't know something or if you've made a mistake. Honesty builds trust, while dishonesty, especially in patient records, is a serious offense that could endanger lives and your career.

Build Relationships and Reputation

- **Be Mindful of Your Words:** Medicine is a small world, and the PA community is even smaller. Your reputation will precede you. Treat every interaction with respect, as future opportunities or support may come from unexpected connections.
- **Volunteer:** Take initiative to assist and seek help when needed. This year is an intense learning period therefore maximize every moment to prepare for the responsibilities ahead.

Punctuality and Preparedness

- **Be On Time:** Arriving late is unprofessional, undermines trust and reflects badly on you and the program. Instead, come early, review your patients, and stay late to ensure all tasks are completed. This demonstrates dedication and fosters learning.
- **Weather Preparedness:** If a private office is closed due to snow, you are excused and must notify the Clinical Team via email. For hospital rotations, plan ahead by bringing extra clothes or staying overnight to ensure safety and readiness. Always prioritize safety and communicate with the PA program when in doubt. Any missed time must be made up, preferably during the same rotation, with scheduling at the discretion of the clinical preceptor.

Conference Attendance

- You may attend the NYSSPA and AAPA annual conferences with approval from the Director of Clinical Education and clinical preceptor. If you do not attend, you are expected to be present at your clinical site. Any missed time must be made up, preferably during the same rotation, with scheduling at the discretion of the clinical preceptor.

Self-Reflection and Growth

- **Acknowledge Strengths and Weaknesses:** Use this year to refine your skills and address areas for improvement. Becoming an excellent PA is a choice and requires dedication. Your success depends largely on your effort and determination.

Embrace this year as a transformative phase of your education. Approach each challenge with integrity, humility, and commitment to learning. Your future patients and colleagues are counting on you to be prepared, professional, and compassionate.

Clinical Year Courses

- PA5501 Internal Medicine SCPE (Clinical Rotation)
- PA5502 Surgery SCPE (Clinical Rotation)
- PA5503 Geriatrics SCPE (Clinical Rotation) Semester
- PA5504 Behavioral & Mental Health SCPE (Clinical Rotation)
- PA5505 Pediatrics SCPE (Clinical Rotation)
- PA5506 Emergency Medicine SCPE (Clinical Rotation)
- PA5507 Women's Health SCPE (Clinical Rotation)
- PA5508 Family Medicine SCPE (Clinical Rotation)
- PA5509 Elective SCPE (Clinical Rotation)
- PA5510 Orientation to Practice: Capstone & Competencies
- PA5511 Research III

General Information on Supervised Clinical Practice Experiences (SCPE)

1. Eligibility

To advance to the clinical year, students must be in good academic and professional standing.

2. Structure of Rotations

The clinical year consists of nine (9) rotations: eight core rotations (Internal Medicine, Family Practice, General Surgery, Behavioral Medicine and Psychiatry, Women's Health, Emergency Medicine, Pediatrics, and Internal Medicine II: Geriatrics) and one elective.

3. Placement and Scheduling

The DCE and Program Chair make all decisions regarding clinical placements and their sequencing. Placement changes are rare and considered on a case-by-case basis, potentially delaying program completion.

Students may request changes only for elective specialties, not core rotations. Requests for electives are limited to specialty changes, not location changes, and are contingent upon site availability. Placement is finalized during meetings with the DCE before the elective rotations.

4. Affiliated Sites and Site Solicitation

Rotations are scheduled at program-affiliated sites. Students on academic or professional probation may not be assigned to distant clinical sites.

Students are not required to provide or solicit clinical sites or preceptors. Students are not permitted to contact a clinical site or a preceptor about or to solicit a clinical placement.
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If a student identifies a potential new site, they must submit the site's name, contact person, and phone number to the DCE copying the PA program email at least four months before the start of the clinical year using a new clinical site form (google form to be linked). The program handles all subsequent communications with the site to ensure compliance with ARC-PA standards. Direct student contact with a prospective site is prohibited and considered a breach of professionalism.

The program reserves the right to cancel or modify any distant rotation due to health concerns, pandemics, or other external factors.

5. Elective Rotations

Students may choose to repeat a core rotation or pursue a subspecialty elective in consultation with the DCE. Elective rotations are scheduled at program-affiliated sites, subject to availability, academic standing, and professionalism. If a student requests a new unaffiliated elective site, the standard site submission protocol applies, requiring a minimum of four months for evaluation and legal agreement facilitation. Approval is not guaranteed.

Evaluation of new sites follows ARC-PA and Plaza College policies. Assignment to new sites depends on academic and behavioral performance, site availability, and DCE and Program director approval.

Students failing two End-of-Rotation (EOR) exams will not be eligible for specialized subspecialty electives. Instead, their elective rotations will be customized to address areas requiring improvement.

7. On Call

Certain rotations, most notably surgery, require that you need to complete a 24-hour shift. This is usually every third day but may be less often. There are usually – but not always - shower and locker room facilities available and an "on-call room" for residents and students. The institution usually provides scrubs, which are expected to be returned. It is suggested that you bring a change of clothes for the next day. Do not expect to be able to sleep when you take call. Patient demands and staffing patterns may or may not allow sleep; however, students must have access to a dedicated call room for shifts over 12 hours.

8. Callback Days

The mandatory callback days are the last day of the 4-week rotation, usually every fourth Friday (see Appendix A). Typically, you are required to be on-campus at 8:00 am if you have an end-of-rotation examination and 9 am if you do not have an exam. You are

expected to be available until 5:00 pm. The third week of the rotation, you can expect to receive an agenda (subject to change). Occasionally, these times vary, and you will be informed in advance when this occurs. During this time, students will receive lectures, make presentations to the faculty, take end-of-rotation examinations, and participate in activities in the PA simulation lab. Students are expected to remain and participate until all activities have been completed. Should you need to leave early, the DCE must approve this in advance. Do not schedule any appointments that conflict with callback dates and times. Please plan ahead.

Additional Notes:

Weather and Health Concerns: The program may alter distant rotations due to adverse weather, local health regulations, or pandemics.

Professional Conduct: Students must adhere to all program policies. Breaches of these policies will be addressed as professionalism violations. Faculty will meet with the student and a Breaches of Professionalism form will be completed and filed in the student's record. (See Appendix H).

Elective Selection: Availability cannot be guaranteed, and changes depend on site availability, student performance, and program approval.

This structure ensures a comprehensive clinical experience while maintaining compliance with ARC-PA standards and Plaza College's policies.

Policy and Procedures for Student Attendance

Students are required to complete the assigned hours as directed by the clinical preceptor or DCE for each clinical service to which they are assigned. The New York State Education Department mandates that all PA students complete a minimum of 40 weeks and 1600 hours of clinical practice experience to be eligible for NY State licensure. (see NYSED site: <https://www.op.nysed.gov/professions/physician-assistants/license-requirements>).

Performing additional hours early in the clinical year is strongly encouraged to accommodate potential disruptions caused by national or global healthcare emergencies. The DCE and the Program Director will determine whether students have fulfilled these, and any additional hours required by the Plaza College PA program. Additional hours may be necessary to meet all curriculum learning outcomes required for graduation.

Certain rotations will require students to take "call," which may include overnights, weekends, and holidays. Holiday schedules vary by institution, and students must adhere to the schedule provided by their clinical site supervisors. Students should not assume that legal or religious holidays are automatically days off, as students on clinical rotations do not follow the Plaza College holiday schedule. The number of hours spent on each rotation is determined by clinical site preceptors and may not be altered without explicit permission from the DCE. Clinical sites are required to allocate on-call room space for students required to remain on-site for more than 12 hours at a time.

Religious Observances

Before beginning a clinical rotation, students must notify the DCE and the PA program administrator in writing about any times or days they cannot attend due to religious obligations and practices. No student who is otherwise able to participate in all required educational activities will be expelled, denied admission, or penalized for religious observances. Any missed time must be made up, preferably during the same rotation, with scheduling at the discretion of the clinical preceptor. If minimum clinical hours are not met during a rotation cycle, students will make up the deficit throughout the clinical year or at its conclusion. The DCE and PA program will ensure students have equivalent opportunities to make up examinations, clinical hours, or rotation requirements missed due to religious observances.

Please refer to the [\(PA Program Handbook\)](#) for further information on excused absences.

Unplanned Absences During Rotations

There are no unexcused absences in the clinical year. If you are ill or have an emergency that prevents you from being at your rotation site, you must **make two calls and send 1 email to your preceptor with the PA program and DCE copied on it.**

- I. The first call is to your on-site preceptor.
- II. The second call is to the program at any of the following numbers.
 - PA Program Administrator, Mrs. Mandeep Kaur, may be reached at paprogram@PlazaCollege.edu or her office at 718-779-1430.
 - The Director of Clinical Education (DCE), Professor Armand, can be reached at the office- at 718-779-1430 ext. 7281 or by email at yarmand@PlazaCollege.edu.

Each unexcused absence or partial absence of a callback day or rotation activities will result in a grade reduction by one full grade, i.e., A ->B+. The student must complete an electronic absence form (insert google link) within 48 hours.

Planned Absences During Rotations

- I. First, email the DCE to receive permission to discuss the absence with their clinical preceptor.
- II. Second, upon receiving permission from the DCE, discuss with your clinical preceptor to plan for make-up time and activities.
- III. Third, email the DCE and the PA program email with the preceptor approved plan to make up the time.
- IV. The student must complete this (insert google link) within 48 hours.
- V. You must make up 100% of the missed time during the 4-week rotation.

- VI. Absences greater than 48 hours require a medical note for clearance. Telehealth visits are not acceptable.

On-site Emergencies

Should you have an on-site emergency, you must first secure your safety, then **make two calls and send 1 email to your preceptor with the PA program and DCE copied on it.**

- I. The first call is to your on-site preceptor.
- II. The second call is to the program at any of the following numbers.
 - PA Program Administrator, Mrs. Mandeep Kaur, may be reached at paprogram@PlazaCollege.edu or her office at 718-779-1430.
 - The Director of Clinical Education (DCE), Professor Armand, can be reached at the office- at 718-779-1430 ext. 7281 or by email at yarmand@PlazaCollege.edu.

Every reasonable effort must be made to contact the program.

If you leave a rotation prematurely at any point in time without permission from the preceptor and the DCE, you may fail that rotation and be required to repeat that rotation to complete rotation requirements successfully. Implications associated with failure of rotation include but are not limited to (a) increased cost, (b) delay of graduation, (c) delay of eligibility to sit for the PANCE, and (d) delay in licensure and employment.

Contacting the Plaza College PA Program

You may leave a message for a faculty member whenever you wish. Our telephones have voicemail and are available 24 hours a day. Please be mindful of calling after business hours and use your best judgment as to what is urgent and what can wait until the next business day or be communicated via email.

Plaza College PA Program Contacting You

We must be able to reach you in a timely fashion while you are on rotations. In some instances, we may need to reach you emergently. You must carry a mobile telephone, provide the Program with the number, and update it to reflect changes. This is in addition to any internal pager or phone that may be required by a rotation site.

Additionally, please create an email signature that includes your “PA-S” credentials and your mobile number within all your devices, including your mobile email app.

You must respond to Program calls within 24 hours. Failure to respond will result in a Breach of Professionalism.

Committee for Professionalism and Progression

The Committee for Professionalism and Progression (SPC) aids the PA program in dealing with student academic and disciplinary problems by making recommendations and providing guidance to the Program Director of the PA program regarding these matters. See PA Student Handbook

Policies Regarding Student Conduct & Professionalism and Use of the Breach of Professionalism Form

Professional behavior refers to the characteristic conduct that reflects the commonly held values and beliefs of the PA profession and the college. At all times, students are expected to conduct themselves in a professional manner and abide by the highest standards of academic honesty, ethics, and professional conduct. See PA Student Handbook.

Policies in the Clinical Setting

Policies and Procedures for Infection Control/Prevention and Exposure Response (Accreditation Standard A3.08a-c)

The safety of students, staff, faculty, and patients is our highest priority. During orientations for both the didactic and clinical phases, PA students are presented with information on personal security, fire safety, infection control, HIPAA, and OSHA standards. In addition, they must complete any clinical site-specific safety or security requirements before beginning their supervised clinical practice experiences. Students should recognize the inherent risks of exposure to infection and environmental hazards throughout both phases of the program. All PA students, staff, and faculty are expected to adhere to established college safety protocols at all times.

Health and Safety Policies

The PA Program includes many potentially dangerous exposures to infectious diseases. Although the staff and faculty of Plaza College and its clinical rotation partners will provide as much protection and guidance as possible, neither the College, its staff nor faculty can accept any responsibility or financial liability for injury, illness, or exposure of any student in this program.

Incident Reporting

Any and all incidents that occur at any time during classroom, lab, simulation, or clinical rotation training must be reported as soon as possible to the faculty and to PA Program administration.

On-Campus Incidents or Accidents

Should a personal injury occur in the classroom, on campus, in simulation, or lab settings, faculty will complete and review an incident report that the student will be required to sign. A copy of the report will be placed in the student's file.

Incidents and Accidents Occurring at Clinical Sites

Any accident or injury at a clinical site must be reported as soon as possible to the PA Program Director of Clinical Education and the PA Program Director. Students must also follow any policies the clinical site facility has regarding incident reporting. If you are injured at a clinical site, you may have the opportunity to be treated at that site. The clinical site is under no obligation, and the Plaza College PA Program is prohibited from treating you. For this reason, students are required to maintain independent health insurance coverage. Students are advised to carry their health insurance cards at all times. Health insurance should be billed for these services.

Contact with some bodily fluids, needle sticks, and penetrating injuries poses the risk of infection by blood-borne pathogens. Students should clean the wound with soap and water and report such injury immediately to their faculty instructor, clinical preceptor, the PA Program Director of Clinical Education, and the PA Program Director. A medical evaluation should occur shortly after the incident. In some cases, treatment or prophylaxis for HIV infection may be indicated. If prophylaxis against HIV is indicated, it should be started, ideally, within two (2) hours of the exposure, although some begin prophylaxis as long as 48 hours after exposure. Program faculty will help direct you to the nearest Emergency Department if the clinical site where the incident occurred is unable to evaluate the incident. Furthermore, if a significant event occurs, a Plaza College Incident Report must be completed (see Appendix B) and submitted to the college within 48 hours of the occurrence. Students are required to submit a written account of the incident to the PA Program Director of Clinical Education.

Prevention

All PA Program students will receive training on preventing needlesticks, preventing bloodborne pathogen transmission, and practices to prevent the transmission and contracting of infectious diseases. This will include proper use of personal protective equipment and methods for donning and doffing that equipment.

All PA Program students should consistently follow standard precautions to reduce the risk of infectious disease transmission and occupational exposure to blood and body fluids. Perform appropriate hand hygiene before and after every patient encounter, use personal protective equipment (PPE) based on the anticipated exposure, and handle blood, body fluids, contaminated materials, and sharps safely. Never recap, bend, break, or manipulate used needles unless specifically required for a procedure and an approved safety technique is used; activate needle-safety devices when available and immediately dispose of used needles and other sharps in an approved sharps container. Maintain all required immunizations and follow applicable infection-control and exposure-prevention policies.

Standard Precautions

Definition: Standard precautions are the minimum safety and infection prevention practices that apply to all patient care, laboratory, or technical skills training experiences in any setting where healthcare or healthcare training is delivered. These practices are designed to protect healthcare professionals and prevent them from spreading infections to others. Students will be instructed in Standard Precautions during didactic coursework and again in clinical preparation meetings.

Standard Precautions include:

Hand hygiene: Proper hand hygiene is the single most effective measure for preventing the transmission of infectious microorganisms in healthcare settings.

Current CDC guidelines recommend the use of alcohol-based hand rub for hand hygiene except when hands are visibly soiled (e.g., dirt, blood, body fluids) or after caring for patients with known or suspected infectious diarrhea, in which cases soap and water should be used. Key situations where hand hygiene should be performed include:

- Before touching a patient, even if gloves will be worn.
- Before exiting the patient's care area after touching the patient or the patient's immediate environment.
- After contact with blood, body fluids or excretions, or wound dressings.
- Prior to performing an aseptic task (e.g., placing an IV, preparing an injection).
- If hands will be moving from a contaminated body site to a clean body site during patient care.
- After glove removal.

Use of personal protective equipment (PPE):

- Exam gloves will be worn when there is a risk of contact with or when handling blood or body fluids or when there is a potential for contact with mucous membranes, non-intact skin or body orifice areas, or contaminated equipment.
- Facial masks, protective eyewear, and/or gowns (as well as gloves) will be worn when performing/assisting procedures with a risk of body fluid or other hazardous material splashes or sprays.

Safe injection practices:

- No recapping of needles unless required by the specific procedure being performed.
- Use self-sheathing needles and/or needleless systems when available.
- All needles and other disposable sharps will be placed in designated puncture resistant containers as soon as possible after their use.

Safe handling of potentially contaminated surfaces or equipment:

- Environmental cleaning: Areas in which patient care activities are performed will be routinely cleaned and disinfected at the conclusion of the activity as outlined by the laboratory course director/instructor.
- Medical equipment safety. Reusable medical equipment must be cleaned and disinfected (or sterilized) according to the manufacturer's instructions. If the manufacturer does not provide guidelines for this process, the device may not be suitable for multi-patient use.

Respiratory hygiene/Cough etiquette:

- Cover your mouth/nose when coughing or sneezing.
- Use and dispose of tissues.
- Perform hand hygiene after hands have been in contact with respiratory secretions.
- Consider using a mask to prevent aerosol spread. Consult with your clinical preceptor regarding specific clinical policy on when masks must be used.
- Sit as far away from others as possible when ill with respiratory symptoms.

Compliance with all safety practices is not just good procedure - it is a mark of your professionalism. Persistent failure to observe and practice Standard Precautions may result in

adverse/disciplinary action for unprofessional behavior and referral to the Committee for Professionalism and Progression.

Post Exposure Protocol

Should an exposure to blood and/or other body fluid or a needle stick injury occur, the procedure for obtaining appropriate medical care is as follows:

- 1) **When an exposure occurs:** Wounds and skin sites that have been in contact with blood or body fluids should be washed with soap and water; mucous membranes should be flushed with water. There is no evidence that the use of antiseptics for wound care or expressing fluid by squeezing the wound further reduces the risk of HIV transmission. However, the use of antiseptics is not contraindicated. Use of caustic agents, e.g., bleach, is not recommended.
- 2) The student should **notify their clinical supervisor immediately**. The supervisor and student should fill out any “Notice of Incident” form in use by the clinical site as well as the form in use by the Plaza College Department of PA Studies (Appendix B). This department form should go with the student to their evaluation for treatment. When completing the exposure form, no health information about either the student or the patient should be included to ensure their privacy. The form must not contain the patient's name or any other identifying information. Email a copy of the form to the DCE, PA Program Director, and copy PA program email within 48 hours.
- 3) **Medical Evaluation:** It is very important that medical evaluation takes place immediately because treatment decisions must be made within 2 hours of exposure. HIV prophylaxis for high-risk exposure appears most effective if started within 2–4 hours. It is also extremely important to evaluate the donor's risk status immediately.
- 4) **Program Participation:** Continued participation in the activities of the PA program will not be affected by any injury or illness that occurs while enrolled, *provided* the student continues to meet all Technical Standards and fulfill all defined requirements for program progression and is not directly infectious by way of routine contact.
- 5) **Insurance:** The student's insurance identification card should be shown when a medical evaluation is needed. Students will be financially responsible for all costs incurred during compliance with this policy. (See PA Program Handbook).

Physician Assistant Studies Program Student and Care Policies

Faculty Care of Students is Prohibited

- The PA Program Director, the PA Program Medical Director, and all Principal and didactic
- Instructional Faculty are prohibited from providing or participating in providing health care to any currently enrolled PA Program students, except in emergency situations.
- If a student requires urgent medical attention while on campus, all PA Program staff should promptly call 911 and notify the college administration.
- Any students requiring first aid or care should immediately be directed to the Office of Student Services.
- Under no circumstances should the PA Program Director, the PA Program Medical Director, and any Principal and didactic Instructional Faculty participate in the

delivery of healthcare for students in any setting off-campus as well, except in emergency situations.

Students having any Issues or In Need of Care

- If any Plaza College PA Program Faculty, Administrator or Staff member notes a student who appears to be in crisis, in need of assistance, or asks for assistance with any personal issues that may impact their progress in the PA Program.
- The PA student should be immediately referred to the Office of Student Services, who will guide the student regarding the next steps.
See the Plaza College Student Handbook, page 15.

HIPAA Compliance

All students must thoroughly review HIPAA guidelines before the start of the clinical year. Any potential HIPAA violations brought to the attention of PA program faculty will be referred promptly to the Director of Clinical Education (DCE). The DCE, in collaboration with the PA Program Director and Plaza College legal counsel, will meet with the student to review the circumstances of the violation.

Prohibited Activities:

- Posting patient or clinical site information on public forums, such as blogs, websites, or social media platforms, is strictly prohibited.
- Capturing or storing images from a patient's electronic medical record (EMR) is forbidden. For presentations, use publicly available "like" or representative images instead.
- Personal cell phones or devices must not store any patient information

18 Elements Necessary for De-identification of Patient Data

The following data must be removed for de-identification:

- Name
- Location: all geographic subdivisions smaller than a state, including street address, city, county, precinct, zip code, and their equivalent geocodes.
- Dates (all dates related to the subject of the information, e.g. birth dates, admission dates, discharge dates, encounter dates, surgery dates, etc.)
- Telephone numbers
- Fax numbers
- Electronic mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate / license numbers

- Vehicle identifiers and serial numbers, including license plate numbers
- Device identifiers and serial numbers
- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full-face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code
- Patient-specific codes (a random or fictional code may be used to link cases or re-identify the health information at a later time; codes may not be a derivative of the individual's social security number or other identifiable numerical codes, e.g. birth date, fax number, etc.)

The following data may be used:

- Age (age 90 and over must be aggregated to prevent the identification of older individuals)
- Race (if self-identified by the patient)
- Ethnicity
- Marital status
- Fictional initials may be made for clinical note writing assignments

Consequences of HIPAA Violations

1. Mandatory Review and Assignment:

Students found in violation will be required to re-review HIPAA guidelines and complete an appropriate remedial assignment.

2. Disciplinary Action:

Students who breach client/patient confidentiality or violate HIPAA will be subject to:

- Professional probation, and/or
- Dismissal from the program.

3. Additional Consequences:

Beyond program-level responses, students may face administrative or legal repercussions from the institution where the violation occurred.

Adhering to HIPAA is essential for maintaining patient confidentiality and the integrity of the PA program. Failure to comply with these guidelines can result in severe academic and professional consequences.

Patient Rights and Confidentiality

All information regarding a patient's health is privileged and confidential. Students must adhere to institutional policies and all federal, state, and local regulations governing patient rights and confidentiality. The following guidelines must be strictly followed:

- **Prohibited Actions:**

Students may not discuss patient information in any setting or manner that could reveal

the patient's identity to individuals who are not directly involved in their care. Removing any of the following from a clinical site is strictly prohibited:

- Patient charts
- Progress notes
- Lab reports
- Documents used for sign-out or data collection containing Protected Health Information (PHI)
- **Use of Patient Information for Education:**
If copies of a patient record are needed for site evaluations, presentations, or educational purposes, all identifying information must be removed to ensure HIPAA compliance. Additionally, students must follow institutional protocols for obtaining patient information. Failure to comply with may result in termination from the clinical site, a failing grade for the rotation, dismissal from the program, or even criminal prosecution.
- **Disposal of Confidential Information:**
All confidential patient information must be disposed of in secure, locked containers designated for HIPAA-compliant materials.

Social Media Policy

Guidelines for Social Media Usage

- Students must review the [AMA Policy 2.3.2 Professionalism in the Use of Social Media](#) before starting the clinical year.
- Students must also follow the Plaza College Social Media Policy.
- Key points include:
 - Use personal email addresses, not Plaza College emails, for social media registration.
 - Notify the Program Director if you are considering referencing the program in blogs or social media.
 - Each clinical site's social media policy applies to students while they are rotating with the site. A violation of site specific policies are a breach of professionalism and may result in failure of the rotation and additional disciplinary action.

Prohibited Activities

- Taking pictures, diagnostic images, or patient data during any encounter, including in the operating room, is strictly forbidden, even if the patient is not identified.
- Sharing any patient information on platforms like YouTube, Facebook, Instagram, Snapchat, or blogs is prohibited.

Violations may result in failure of the rotation, dismissal from the program, and additional disciplinary actions. Report any breaches immediately to the DCE and Program Chair.

ACLS & BLS Certifications

Students must maintain ACLS and BLS provider certifications throughout the clinical year. It is the student's responsibility to:

- Attend the course arranged by the program. If the student has a scheduling conflict, they must arrange to attend their own certification course.
- Ensure certifications remain current.
- Submit documentation of completion to the program.

If certification lapses, students will be barred from rotations, which may delay graduation.

Required Health Screening and Immunizations

- The Plaza College Physician Assistant Studies Program publishes the policy on the required health screenings and immunizations (based on the current CDC immunization guidelines for healthcare personnel as a minimum, with clinical site additional requirements as-needed) in the Informational Packet for Admissions Applicants Physician Assistant Studies Program, starting on page 8, located here <https://plazacollege.edu/wp-content/uploads/2025/11/Informational-Packet-for-Admissions-Applicants-Physician-Assistant-Studies.pdf>.
- All related policies and requirements are also communicated to students during the admissions and enrollment processes.
 - Prospective students are informed of immunization expectations during applicant interview sessions and through information posted on the program's website.
 - Enrolled students receive detailed information during New Student Orientation and again during orientation before starting Supervised Clinical Practice Experiences (SCPEs).
 - At each orientation, students must sign an attestation acknowledging they have received and understand all immunization policies and requirements.
 - All students are also notified that they must remain compliant with all health clearances in addition to the requirements of all PA Program students at Plaza College.
- Students who do not meet immunization requirements are not allowed to matriculate into the didactic phase or to commence any clinical rotation.
- The policy includes:

- Certification of Medical Examination and Medication Disclosure – Applicants must provide evidence of current medical examination within six (6) months of matriculation via the Certification of Medical Examination form provided.
- The student must have all immunizations up to date as directed by the program director,
- along with disclosing any debilitating diseases or conditions that may affect the educational experience of the student while participating in the Plaza College Physician Assistant Studies Program or affect their professional life upon graduation.
- MMR: Submit one of the following requirements:
 - a) Vaccination series: Two vaccinations at least 28 days apart OR;
 - b) serological proof of immunity: positive (+) IgG titers for mumps/rubeola; measles and rubella
- Varicella (Chicken Pox): Submit one of the following requirements:
 - a) vaccination series: two vaccinations at least 28 days apart OR;
 - b) serological proof of immunity: positive (+) IgG titers for varicella.
- Tetanus, Diphtheria & Pertussis (TDaP): submit one of the following requirements:
 - a) documentation of a TDaP booster within the past ten years OR;
 - b) evidence of one dose of TDaP and a TD booster within the past ten years
- TB Skin Test: Students are required to submit proof of the absence of active Tuberculosis (TB).
 - Tuberculosis screening with either initial 2-step tuberculin skin test and annual testing OR yearly Quantiferon gold blood test. If positive, clinical follow up has been documented and clearance established by personal physician or health department.
 - Students with newly converted positive PPD's, regardless of BCG status, must have a follow-up chest x- ray and submit the radiology report. Students must be on documented prophylaxis drug treatment, as required by the Department of Health, in order to attend clinical. Repeat chest x-ray for positive PPD is required every 5 years.
- Hepatitis B: Submit one of the following requirements:
 - a) documentation of Immunization: a series of three vaccines over six months followed by a post-series surface antibody titer at least 4-8 weeks after the last vaccine is given; or
 - b) Hepatitis B Declination
 - Waiver: Although not recommended, students may have the option to decline Hepatitis B.

- COVID-19: Students are required to submit proof of immunization. There are no exemptions.
- Further, the student must disclose any and all medications that are taken at the time of application, and if any current prescription medications indicate change or if there are any additions/subtractions they are mandated to alert the admissions committee immediately.

Health Insurance

See PA Student Handbook

Professional Liability Insurance

See PA Student Handbook for Plaza College Policy

To further support professional development and provide additional individual liability protection, students are required to maintain student professional liability insurance through the American Academy of Physician Associates (AAPA) student membership program, which includes professional liability coverage administered by CM&F Group, traditionally offered to PA students at no cost for 1 year.

This supplemental coverage is intended to provide an additional layer of protection for students during authorized educational and clinical activities.

Professional liability insurance does not replace the requirement to immediately report any incident, injury, exposure, or potential liability event to the clinical preceptor, Director of Clinical Education, Program Director, and the clinical site, in accordance with Plaza College and clinical affiliate policies.

Cell Phone Policy

Students must carry a cell phone during rotations for emergencies and program communication. Key guidelines include:

- Use phones discreetly in patient care settings.
- Refrain from using social media during rotations.
- Seek preceptor approval for entering patient logs via mobile devices.
- Be mindful of your clinical peers and patients while looking up resources on your personal cell phone in clinical settings. Asking permission to look up resources informs others of your dedication to learning and eagerness to participate in patient care rather than appearing distracted.

Student Identification

Students must clearly display Plaza College photo IDs and wear their white lab coats with the PA program badge unless clinical site policies specifically prohibit their use (such as in the operating

room). Students must correct any misconceptions about their role and always identify themselves as “PA students.”

Dress Code

Plaza College-issued scrubs and student ID are to be worn at all times above the waist while on campus. Students will be issued 2 sets of scrubs for on campus activities and for Clinical rotations. Students are responsible to wear these scrubs to campus and their clinical site. Each clinical site may have their own dress code which must be adhered to. In the case where students do not have confirmation of the clinical site’s dress code prior to the first day at the clinical site, professional clothing should be worn and the DCE should be contacted for confirmation. Scrubs and white coat must be clean, free from wrinkles, and properly maintained.

Only white leather sneakers or shoes are permitted without any lines or emblems, clean and properly maintained. No cloth, mesh, or rubber plastic footwear is permitted. While at a clinical site, students must comply with the dress code of the clinical setting. Jewelry should be kept to a minimum (watch with a second hand, wedding band, and one pair of post earrings per ear are allowed. No dangling earrings are permitted). No additional rings, earrings, necklaces or bracelets are permitted. If you arrive at clinical with more than the minimum requirements, you will be required to remove it at your own risk.

Personal Hygiene

All students are expected to be well groomed and non-offensive to others. Obvious, detectable odors (perfume, smoke, body odor) are not acceptable. Vaping is not permitted.

Piercings (unless nose piercing is part of your culture) must be removed. All hair and facial hair should be neat, clean and trimmed. Shoulder length hair should be tied up off the collar and pulled back from the face. Hair must be a natural shade (no bright colors; pink, purple, blue, green etc.). Please note: Facial hair may interfere with proper fit of the n-95 respirator mask which is a requirement for clinical rotations.

Fingernails must be well groomed, short (not longer than the fingertips), and clean. No nail polish may be worn. No artificial nails, tips, gels, or extensions are permitted. Make-up should be minimal. No lipstick, gloss or tinted lip balm is permitted.

All visible tattoos must be covered.

False eyelashes are not permitted.

Hats, headscarves, and bandanas are not permitted except for religious head coverings.

Drug and Alcohol Policy

In compliance with the Drug-Free Schools and Communities Act Amendments of 1989

(Public Law 101-226), and to ensure a drug-free campus, the administration establishes the following standards of conduct for students and employees:

- Students and employees are prohibited from the unlawful manufacture, distribution, possession, sale, or use of a controlled substance on campus.
- Students and employees are prohibited from activity during hours away from campus such that it impairs ability in the classroom or on the job, or affects the reputation or integrity of the College. Students or employees who violate any aspect of this policy are subject to disciplinary action, up to and including termination of enrollment or employment according to the College's existing grievance procedures.

These policies extend to clinical site rotations.

Students are expected to adhere to professional dress standards unless directed otherwise by the clinical site:

- Wear business attire and clean white lab coats.
- Follow PPE and donning/doffing guidelines as per CDC standards ([link](#)).
- Avoid excessive jewelry, fragrances, or attire that compromises hygiene or safety.

Unacceptable clothing includes revealing blouses, denim, T-shirts, sweatpants, and heels over 2 inches. Tattoos must be concealed, and hair and nails must be kept professional and safe for patient care.

Required Equipment

Students must bring their stethoscope daily and may need additional tools (e.g., otoscope, ophthalmoscope, tuning fork). Equipment should be labeled and kept secure during rotations.

Meals

Meal availability varies by site. Students should prioritize patient care over meal breaks and follow preceptors' lead. Carrying snacks is advisable.

Policy for Student Travel to and from Required Rotation Sites

Students will be required to travel up to 50 miles each way for a clinical site. It is the responsibility of the student to facilitate transportation for themselves to and from the clinical sites for every rotation.

The majority of clinical sites are accessible via public transportation (bus, train, subway) and/or private vehicle.

The cost of transportation, including ancillary costs such as parking, is the responsibility of the student.

During the clinical year, rotation schedules may require starts as early as 4:30 am - 5:00 am, and include overnights, weekends, and late releases. It is the student's responsibility, as well as the expectation of the PA Program, to be present when expected to be on-site and not to leave the rotation site until released by the preceptor.

Clinical site placements and assignments are not negotiable, and specific sites and/or preceptors may not be requested.

Plaza College Physician Assistant Program students who decline to proceed to an assigned clinical

rotation site will be deemed to have voluntarily withdrawn from the program.

Library Facilities

Students have access to on-site medical libraries at teaching hospitals and Plaza College's online library resources. Familiarize yourself with each facility's policies for borrowing or copying materials.

E/M Service Documentation Provided by Students

Any contribution and participation of a student to the performance of a billable service (other than the review of systems and/or past family/social history, which are not separately billable but are taken as part of an E/M service) must be performed in the physical presence of a teaching physician or physical presence of a resident in a service meeting the requirements set forth in this section for teaching physician billing.

Students may document services in the medical record. However, the preceptor must verify in the medical record all student documentation or findings, including history, physical exam, and/or medical decision-making. The preceptor must personally perform (or re-perform) the physical exam and medical decision-making activities of the E/M service being billed but may verify any student documentation of them in the medical record rather than re-documenting this work.

Student Responsibilities

General Responsibilities

1. **Review Rotation Syllabus:** Students must review the syllabus for each rotation in advance to ensure they understand and meet the learning outcomes. Syllabi are available in the Typhon system.
2. **Professional Conduct:** Students are expected to conduct themselves professionally at all times, work cooperatively with healthcare professionals, and respect patients' rights.
3. **Punctuality:** Students must arrive at the clinical site on time. Early departures require explicit permission from the preceptor and notification to the DCE. Notify the DCE via email if leaving more than 30 minutes earlier than scheduled.
4. **Timely Task Completion:** Responsibilities assigned by the preceptor must be completed promptly and efficiently.
5. **Knowledge Application:** Students must demonstrate basic science knowledge and an understanding of assigned readings based on the required textbook list and additional materials.
6. **Attend Educational Opportunities:** Students should attend Grand Rounds, conferences, simulation labs, and other teaching opportunities provided during the clinical rotation, as the schedule permits.
7. **Know Your Limitations:** Students must recognize their limitations and seek assistance from the preceptor and clinical team members as needed.
8. **Scope of Practice:** Students should only perform duties within the scope of their training, comfort level, and always under adequate supervision.
9. **Policy Adherence:** Students must adhere to all clinical policies and procedures of the program and the clinical institution.
10. **Report Issues Promptly:** Students must immediately contact and schedule an appointment with the DCE if they experience any academic, professional, or personal issues that may impact their performance.
11. **Notify Absences:** Students must inform both the preceptor and the program in writing of any absences or schedule changes.
12. **Patient Care Standards:** Students must provide the highest level of patient care. This includes accurately reporting and recording information, stating, "I don't know, but I will find out," when necessary, and fully utilizing their resources.
13. **Proactive Learning:** Students should actively seek teaching opportunities and knowledge to support lifelong learning and excellence.
14. **Faculty Visits:** Students must welcome scheduled and unannounced faculty site visits and be prepared to discuss their patients comprehensively and knowledgeably.
15. **Assignment Requirements:** Students must submit all assignments on time. Failure to do so may delay the start of the next rotation and/or graduation.
16. **Site-Specific Requirements:** Students must comply with all specific site requirements provided during orientation or at the start of the rotation.
17. **Prohibited Use of Credentials:** Students may not possess or use preceptors or supervisors to login information for documentation purposes.
18. **Seek Program Assistance:** Students should contact program faculty regarding any unresolved issues, doubts, or concerns. If unsure, students are encouraged to reach out.
19. **Mid-Rotation Feedback Form (MREF):** Students must meet with their main preceptor at the mid-point of each rotation and complete a digital MRFF on Typhon for formative

feedback. Alternatively, a hard copy MRFF can be completed and emailed to the DCE and copy the PAprogram@PlazaCollege.edu.

- **Additional MRFFs:** Clinical providers other than the main preceptor may complete additional MREFs. These may also be submitted as hard copies to the main preceptor as references for the final rotation evaluation. All hard copy MRFFs must include the evaluator's name and signature and be submitted to the PA program at each Callback.
20. **Callbacks:** Students are required to return to the PA Program on Fridays of their fourth week in a rotation unless instructed otherwise. Callbacks occur every fourth week and include presentations, meetings, exams, educational activities and lectures.
 21. **Clinical Site and Preceptor Evaluation Surveys:** Students must complete the survey within 48 hours of finishing each rotation. This survey is available on Typhon.
 22. **Required Submissions:** By the end of each rotation, students must submit the summary report for Q-bank questions, a completed H&P and SOAP note for grading. All course assignments must be submitted through the Canvas course by 11:59PM of each callback date. Students may submit an assignment after the due date but will receive a 10% (5point) deduction for each day after the assignment is late.

No work will be accepted after Wednesday immediately following the assignment due date with the exception of extenuating circumstances. Technological issues are not considered valid grounds for late assignment submission.

Medical Records - History and Physicals

Students are required to perform history and physical examinations and present the findings to their preceptor for approval. Any necessary corrections must be made before the document becomes a legal part of the medical record. For paper (hard copy) documentation, corrections must be initialed, dated, and timed. For Electronic Medical Records (EMR), required edits should be made through the system's editing or addendum note functions. All EMR notes must be reviewed and co-signed by the clinical supervisor and/or preceptor. Students must adhere to HIPAA guidelines when presenting patient information.

Medical Records - SOAP/Progress Notes

- Each Progress Note must include the date and time at the beginning and be labeled: **PA-Student Daily Note** on the initial line.
- Students are **not permitted** to write orders in the patient's chart. This restriction generally applies, especially if the preceptor utilizes paper/hard copy files.
- All SOAP notes, progress notes, and history & physicals must be countersigned immediately by the preceptor or their designee.

Restrictions

- Students are not allowed to:
 - Administer blood or blood products.
 - Sign Birth or Death Certificates.
 - Add additives to intravenous fluids.
 - Draw blood samples for type and screen or crossmatch in most facilities. Facilities often prohibit students from drawing samples used for blood product administration.

Preceptor Meetings

Students are responsible for arranging meetings with their preceptor to discuss institution and site-specific limitations and responsibilities. These discussions should occur before seeing patients at the rotation site.

Learning Outcomes

Your preceptor will determine if you have met the rotation learning outcomes. Ideally, rotation learning outcomes should be achieved through direct patient encounters. When this is not feasible, the preceptor may assign additional educational activities such as:

- Additional lectures
- Grand rounds
- Presentations
- Journal club
- Assigned readings
- Simulation
- Educational seminars and conferences

If you do not meet a learning outcome, your preceptor will note it on your rotation evaluation, and the PA program and DCE will collaborate with you to arrange an opportunity to fulfill it.

Patient & Procedure Logging Requirement

Daily logging in TYPHON is required and must include accurate entries for hours, patient contacts, ICD-10 codes, and clinical procedures. Students must maintain up-to-date records for both procedural data and billing codes for every patient encounter. TYPHON patient logs must be updated daily, as the system only allows for logging within a 2-day window. Failure to log within this timeframe will result in a 2-point deduction from the "Patient Log" grade for each instance of late entry. Pt logging contributes to the final course grade. Refer to final grade breakdown.

Hours

Students must complete a minimum of 40 hours per week for all rotations. To accurately track these hours, students are required to clock in and out daily using TYPHON. Inaccurate recordkeeping will impact the total end-of-year summative hours. Deficient hours may necessitate an extension of rotations, potentially delaying graduation.

Students are responsible for monitoring their logged hours and contacting the DCE and PA Program via email if they identify any deficits. Program audits are conducted routinely to identify discrepancy in hours.

Procedure Requirements

During clinical rotations, Plaza College PA students must complete the required number of procedures under supervision. The supervisor may be a member of the healthcare team other than the preceptor for the rotation and verified from the preceptor. All procedures and patient encounters must be documented in the TYPHON electronic logging system and reviewed and approved by the clinical preceptor. See each clinical course syllabus for the specific minimum required patient encounters and procedures required in each specific rotation.

Procedures must never be performed by the PA student alone. All procedures must be conducted under direct supervision. Responsibility may be assumed only after competency has been demonstrated to the satisfaction of the supervising M.D., D.O., PA, or NP.

Typhon Support

For any issues or problems with the TYPHON system, please email support@TYPHON.com and copy both Professor Armand (yarmand@Plaza College.edu) and Mrs. Kaur (paprogram@Plaza College.edu) with a detailed description of the issue.

Student's Evaluation of the Site & Clinical Preceptor

It is the responsibility of the student to complete the Student's Evaluation of the Site and Student's Evaluation of the Clinical Preceptor forms by 11:59PM on the callback date. The forms are completed on TYPHON.

Student Packet

Students are required to prepare, upload to TYPHON, and/or present a packet of personal information and health documents to each clinical site. Depending on site preference, the program may send this information to the site one month prior to the student's arrival. These

documents are critical for ensuring a timely start and successful completion of the rotation. Failure to adhere to these requirements may result in an inability to begin or complete a scheduled rotation, potentially delaying graduation and necessitating the rescheduling of the rotation at the end of the clinical rotation period. Students must maintain a digital copy of these documents accessible on their mobile devices at all times to provide them promptly if requested by the clinical site.

Packet Items:

1. Cover document listing all enclosed forms
2. Resume/Curriculum Vitae (updated at least each semester)
3. Annual Health Assessment Form
4. Documentation of Titters with lab results
5. Documentation of Current PPD (required annually)
6. Documentation of Flu Vaccination (administered after September)
7. Copy of ACLS Card
8. Copy of BCLS Card
9. Copy of PALS Card (if applicable)
10. Child Abuse Certification
11. Documentation of HIPAA Certification
12. Documentation of Infection Control Certification
13. Copy of Background Check
14. Proof of Fit Testing Documentation

Supervised Clinical Practice Experience Grading

Methods of Assessment

Students must complete all components of rotation or successfully remediate as required. Components are weighted and the aggregate provides rotation grade.

COMPONENTS OF ROTATION	SUCCESSFUL COMPLETION	COMPONENT WEIGHTS
ROTATION SPECIFIC ASSESSMENT (1 of the following) Core Clinical Rations: End-of-Rotation Exam Geriatrics Rotation: Impact Paper	$\geq 78\%$ minimum score required to Pass. Multiple Choice Test (120 questions) OR See <i>Appendix C Impact Paper Rubric</i>	<u>25%</u>

Elective Rotation: Elective Presentation	OR <i>See Appendix D Elective Presentation Rubric</i>	
END-OF-ROTATION PRECEPTOR EVALUATION	≥ 78% minimum score required to Pass. (6) Learning outcome areas are evaluated <u>Threshold met of Average or above rating for each component</u>	<u>30%</u>
DOCUMENTATION: Two Patient Encounters H&P (1) & SOAP (2)	≥ 78% minimum score required to Pass. Acceptable notes include H&P, SOAP, Procedural, Follow-up, Consult and Emergency Department notes. Based on <i>Documentation Rubrics</i> provided for each note type in this syllabus. (2) Notes are required, graded by faculty.	<u>10%</u>
PROFESSIONALISM	Pass/Fail. Based on <i>Professionalism Rubric</i> available in this syllabus.	<u>5%</u>
PATIENT ENCOUNTER LOG & REQUIRED PROCEDURES	Pass/Fail. See <i>Appendix A: Minimum Required Patient Encounters and Procedures</i> for Pass grade. Must be verified and signed by the preceptor.	<u>5%</u>
AMBOSS QUESTION SESSION/S	Pass/Fail. ≥ 78% is required for Pass grade.	<u>5%</u>
MID-ROTATION FEEDBACK FORM	Pass/Fail. Submission of the completed form is required for Pass grade. The content of the evaluation is not scored. Feedback from the preceptor is formative.	<u>5%</u>
STUDENT'S EVALUATION OF THE SITE	Pass/Fail. Submission of completed form is required for Pass grade. Feedback from student is formative.	5%
STUDENT'S EVALUATION OF THE PRECEPTOR	Pass/Fail. Submission of completed form is required for Pass grade. Feedback from student is formative.	5%
STUDENT'S EVALUATION OF THE COURSE	Pass/Fail. Submission of completed form is required for Pass grade. Feedback from student is formative.	5%

Description of Assignments

1. a) **End of Rotation Exams** are for core rotations (see *End of Rotation Exams* below).

b) Geriatric Rotation Impact Paper: Students will critically examine a healthcare issue affecting older adults encountered during the Geriatric Medicine rotation. The paper should analyze the selected issue through the lens of clinical geriatrics, health promotion, disease prevention, health disparities, social determinants of health, healthcare access, and quality of life. Students are expected to integrate evidence-based literature, relevant clinical experiences from the rotation, and reflection on how the issue impacts the health and well-being of aging populations. Discussion should include factors contributing to the problem, the effect on elderly and their caregivers when applicable, and evidence-based strategies that may improve patient outcomes, healthcare delivery, and access to services for the aging population. (See Appendix C).

c) Elective Rotation Presentation: Students will deliver a formal case-based presentation at the conclusion of the elective rotation to faculty, peers, and members of the interprofessional community. The presentation should demonstrate advanced clinical reasoning, integration of evidence-based medicine, patient-centered care, and relevance to clinical practice and/or community health. Presentations should include audience engagement through discussion questions and emphasize applicability to patient care, healthcare systems, and community impact. (See Appendix D).

2. **End-of-Rotation Preceptor Evaluation:** Rotation-specific SCPE Evaluation available on Typhon for preceptors to evaluate the student's performance on the rotation and verify completion of the learning outcomes for the course. (See Appendix E).
3. **Documentation:** Students are required to submit two patient encounter documentations appropriate to the clinical setting, which will be graded by faculty. Acceptable note types include H&P, SOAP, procedural, follow-up, consult, and emergency department notes. Documentation should reflect clinical reasoning and be appropriate to the encounter and practice setting. Documentation Rubrics provided for each note type in syllabi. (See Appendix F). **Must be completed by 11:59PM on the callback date.**
4. **Professionalism:** Students are expected to consistently demonstrate behaviors consistent with the values of the physician assistant profession in clinical settings and with the PA Program. Patterns of unprofessional behavior may impact the professionalism grade and may result in additional remediation or referral according to program policies. *See Professionalism Rubric* (See Appendix G).
5. **Patient & Procedure Logs:** Students are required to document a set minimum amount of patient encounters and required procedures specific to each rotation. (See Appendix I). All entries must be completed in the Typhon clinical tracking system. Each entry must reflect active participation in patient care and include patient demographics, setting, and the appropriate ICD (diagnosis) and CPT (procedure) codes for the encounter. Students are expected to enter patient encounters and procedures in Typhon within 48 hours of the clinical experience to ensure accuracy and completeness.

Encounter and procedure logs must be reviewed and verified by the assigned clinical preceptor at the conclusion of the rotation. Preceptor verification, indicated by signature, confirms the accuracy and authenticity of the documented experiences. **All logs must be completed accurately and submitted in Typhon by 11:59PM on the callback date for the concluded rotation as a requirement for successful course completion.**

6. **Amboss Question Session/s:** Students are required to complete at least one 60 question timed session per month, assigned by faculty, to aid in preparation for the end of the rotation exam and PANCE exam. Performance is tracked in the Amboss platform. Question rigor increases with each semester to build test-taking stamina. Multiple session scores will be averaged for a final score.
 - Fall Semester Rotations: **one** 60-question session over 60 minutes.
 - Winter Semester Rotations: **two** 60-question sessions over two 60-minute sessions.
 - Spring Semester Rotations: **three** 60-question sessions over three 60-minute sessions.**Must be completed by 11:59PM on the callback date.**
7. **Mid-rotation Feedback Form:** Formative feedback from the preceptor. Must be completed by the preceptor and submitted through Typhon or student may email the completed form to the PA program. **Submission is required by the end of the third week of the rotation for full credit.** (See Appendix J).
8. **Student's Evaluation of the Site:** Formative feedback from the student must be submitted through Typhon at the conclusion of the rotation for full credit. **Must be completed by 11:59PM on the callback date.**
9. **Student's Evaluation of the Preceptor:** Formative feedback from the student must be submitted through Typhon at the conclusion of the rotation for full credit. **Must be completed by 11:59PM on the callback date.**
10. **Student's Evaluation of the Course:** Formative feedback from the student must be submitted through Typhon at the conclusion of the rotation for full credit. **Must be completed by 11:59PM on the callback date.**

End of Rotation Exams

The program utilizes the PAEA End of Rotation (EOR) exams for seven of the eight core clinical rotations. EOR exams are a set of objectives; standardized evaluations intended to serve as one measure of the medical knowledge students gain during specific supervised clinical practice experiences.

Interfaces include a standard lab values sheet, an individual time-remaining clock (adjusted for student start time and ADA accommodations), and the ability to flag questions for later review. These exams generate individualized performance reports for each student, providing insights into their performance across specific systems and task areas.

Students are encouraged to review their performance reports after each examination to identify areas requiring further clarification of medical fundamentals and targeted practice for improved performance.

Performance on the PAEA End of Rotation Exam is interpreted relative to the national mean and standard deviation for each exam. This method accounts for differences in exam difficulty and allows student performance to be evaluated in comparison to national PA student performance for that specific rotation exam. A similar national comparison approach is used for the PAEA End of Curriculum Exam and the Physician Assistant National Certifying Examination, where scores are also interpreted relative to national performance data.

Plaza College Physician Assistant Program

PAEA End-of-Rotation Examination Grade Conversion

Relative Performance vs National Mean	Z-Score Range	Numerical Grade (%)	Letter Grade	Grade Points
Exceptional performance	$\geq +1.5$ SD	100	A	4.0
Well above national average	+1.0 to +1.49 SD	95	A-	3.7
Above national average	+0.5 to +0.99 SD	93	B+	3.3
Slightly above national mean	+0.1 to +0.49 SD	88	B	3.0
At or near national mean	-0.49 to +0.09 SD	83	B-	2.7
Minimum passing performance	-0.5 to -1.5 SD	78	C+	2.5
Below minimum program benchmark	≤ -1.51 SD	72	C	2.0
Significantly below benchmark	—	68	C-	1.7

Relative Performance vs National Mean	Z-Score Range	Numerical Grade (%)	Letter Grade	Grade Points
Poor performance	—	65	D	1.0
Failing performance	—	60	F	0.0
Administrative withdrawal	—	—	AW	0.0

Please see “Clinical Presentation Elective Guidelines” elective rotation for grading.

Grade Scale

Plaza College Physician Assistant Program Grade Scale			
Grade	Point	Numerical Equivalent	Progress
A	4.0	95-100	Superior
A-	3.7	90-94	Excellent
B+	3.3	86-89	Very Good
B	3.0	82-85	Good
B-	2.7	80-81	Above Average
C+	2.5	78-79	Average
C	2.0	72-77	Failure
C-	1.7	69-71	Failure
D	1.0	65-68	Failure
F	0.0	Below 65 (0-64)	Failure
AW	0.0		Administrative Withdrawal
I	0.0		Incomplete
IP	0.0		In Progress
<i>The following grades are not computed in the grade point average:</i>			
P			Pass
W			Withdrawal
NC			Audit

All Grades are rounded from 2 decimal places to whole #%, for example:

a 92.49 would round to 92%

a 92.50 or 92.51 would round to 93%

GRADUATE SCHOOL SATISFACTORY STANDARDS OF ACADEMIC PROGRESS (SAP): QUALITATIVE STANDARD

Students are expected to earn a 3.0 cumulative GPA. If a student's cumulative GPA falls below 2.0 they will be dismissed. Students whose cumulative GPA falls between 2.00-2.99 will be placed on GRAD SAP Warning and will continue to be eligible for Title IV funding. Such students must achieve the required cumulative GPA of 3.0 by the end of the following semester in order to continue their eligibility for Title IV aid.

Students may only attempt a class twice.

Remediation & Failure of End of Rotation Exams (EOREs)

see Academic Advising and Early Identification of “At-Risk” Students section and course syllabus.

Two EOREs may result in the student forfeiting their elective rotation(s). In addition to remediation and demonstrating proficiency in the topics missed on the EORE, the student may be required to complete a rotation in a discipline chosen by the program to improve their medical knowledge. Please note that this could result in a delay in graduation from the PA program, especially if the student has already completed an elective rotation. Furthermore, the student will be responsible for all financial costs incurred. *see Academic Advising and Early Identification of “At-Risk” Students section and refer to course syllabus.*

Three EOR exams will result in the student appearing before the Committee for Professionalism and Progression and being placed on academic probation for the remainder of their studies in the Plaza College PA program; they will also be considered for deceleration or dismissal. Four EOR exam failures may result in dismissal from the program. *see Academic Advising and Early Identification of “At-Risk” Students section and refer to course syllabus.*

Supervised Clinical Practice Experience (SCPE) Course Failure

A student will fail their SCPE under any of the following circumstances:

1. Receiving a score below 78% on the Preceptor Evaluation of PA Student’s Clinical Performance form.
2. Being dismissed from a rotation site for profession misconduct will be reflected in the preceptor evaluation.
3. Failing the end-of-rotation examination on both the initial exam and the subsequent remediation assignment.
4. Achieving a final rotation grade below 78%.

Should a student fail a rotation, the rotation must be repeated at the end of the clinical year or as directed by the DCE and Program Director. The student is responsible for all costs associated with repeating the failed rotation. This requirement will impact the student's anticipated graduation date and delay their eligibility to take the PANCE.

Additionally, failing a rotation, whether for academic or professional reasons, will result in the student appearing before the Committee for Professionalism and Progression and being placed on probation for the duration of their enrollment in the Plaza College PA program, including the possibility of dismissal from the program.

If a student fails two (2) rotations, whether due to academic or professional issues, they will be required to appear before the Committee for Professionalism and Progression again. All extenuating circumstances will be considered, and dismissal or deceleration from the program will be evaluated at that time and students will appear before the academic standing committee.

Clinical Presentation Elective Guidelines

Students will deliver a formal case-based presentation at the conclusion of the elective rotation to faculty, peers, and members of the interprofessional community. The presentation should demonstrate advanced clinical reasoning, integration of evidence-based medicine, patient-centered care, and relevance to clinical practice and/or community health. Presentations should include audience engagement through discussion questions and emphasize applicability to patient care, healthcare systems, and community impact (see Appendix D).

Summative Evaluation in the Clinical Year (Accreditation Standard B4.03)

Students must register and complete PA5510: Orientation to Practice: Capstone & Competencies course. This course will measure if the student has achieved the necessary medical knowledge, interpersonal skills, clinical reasoning and problem-solving abilities, clinical and technical skills, and professional behaviors to enter clinical practice. Assessments will be scheduled throughout the last 4 months of the program.

Physician Assistant Studies Program Policies

- The Plaza College Physician Assistant Studies Program policies apply to all students and principal faculty regardless of location.
- The PA Program Student Handbook and policies are available on the Program's website under the "Program Handbooks and Policies" dropdown at <https://plazacollege.edu/academics/physician-assistant-program/>.
- The Plaza College Physician Assistant Studies Program ensures that students are fully informed of all program policies and practices.

- During the PA Program Orientation for all new students, the student handbooks are reviewed, and students learn where to access both the Plaza College and the PA Program Handbooks, as well as the location of all program-specific policies and procedures.
- Selected policies are also available on the PA Program website for prospective and enrolled students at <https://plazacollege.edu/academics/physician-assistant-program/> under the “Program Handbooks and Policies” dropdown.
- Students must sign an acknowledgment confirming receipt, understanding, and compliance with all program and institutional policies and procedures. Signed acknowledgment forms are kept in each student’s program file.
- Updates to policies and practices are shared (or notification of an update sent) electronically via Plaza College-issued email and posted in updated handbooks and policies on The Plaza College Physician Assistant Studies Program website.
- Major changes are communicated in person, when possible, followed by an email notification to students’ Plaza College accounts.

Policy for Student Employment While Enrolled in the PA Program

- Physician Assistant Students are **not** required to work for the PA Program.
- Physician Assistant Students will **not** be utilized as instructional, clinical, or administrative staff.
- Students are strongly encouraged not to attempt to work while attending the PA Program. If a student intends to be employed while enrolled in the PA Program, this will require approval by the PA Program Director and college leadership.
 - Students must notify the PA Program and Plaza College Leadership:
 - Before matriculation, if working and intending to continue.
 - Immediately if employment is intended.
 - **No** special accommodation or schedule adjustments will be made to accommodate employment.

**PA Program Policy for Student Academic Advising
and Early Identification of “At-Risk” Students in the Clinical Year**
(See the Physician Assistant Student Handbook 2027-2028 for didactic policy)

Academic Advising

- Each student in the PA Program is assigned an academic advisor from among the principal faculty of the PA Program.
 - This academic advisor will remain the same for the student’s entire education in the PA Program (in the event an advisor is not available for unforeseen circumstances or for an extended period of time, an alternate or interim advisor will be assigned by the Program Director).
 - If a student has any concerns regarding interactions with their academic advisor, they should contact the Program Director.
 - A list of academic advisors is provided, in writing, during the first week of didactic classes at the latest (students may be emailed by their advisors before the start of the first semester to introduce themselves).
- Students are encouraged to be in contact with their advisor throughout their education at the PA Program with any concerns.
- Students are required to meet with their academic advisor at a minimum of every 5 weeks, or 3 times per 15-week semester, every semester.
 - These meetings will be scheduled by the advisor or a designee, and are mandatory.
- Students are also required to meet with their advisor (as per the guidelines below) after failing an exam or scoring between 80-84% on an exam to determine the need for academic support.
- After every semester, any student scoring less than 85% in a course is required to meet with their advisor to determine the need for academic support.

Early Identification of “At-Risk” Students

- *Definition of “At-Risk”*: Students with a pattern of poor academic or professional performance (See Professionalism Section in the PA Program Student Handbook) could be considered “at risk” for dismissal from the PA program.
- Students are considered at “academic risk” in the following circumstances and must meet with their academic advisor to develop a remediation plan:

Clinical

- Any 2 End-of-Rotation (EOR) exam scores 80-84%.
- 2 or more EOR exam failures.
- Preceptor evaluation 80-85%.
- Concerns on the mid-rotation feedback from preceptor(s).

- 1 or more courses (SCPE) remediation is failed and remediation failed.
- Course (SCPE) Grade less than 85%.
- 1 or 2 (SCPE) Courses are failed and remediated.

Summative Evaluation

- If a student fails the medical knowledge exam component.
 - If a student fails a technical skills exam component.
 - If a student fails the summative (Objective Structured Clinical Examination) OSCE.
 - If a student fails the written research essay component.
- *Policy During Clinical Year*
 1. At the completion of each rotation, the Director of Clinical Education or a designated faculty member will review the preceptor's evaluation of student performance within 30 days of the completion of the rotation, or as soon as the evaluation is completed, whichever occurs first.
 - a. If any of the following are noted, the student's academic advisor will be notified, and the student must have a meeting with their advisor or the Director of Clinical Education to discuss the evaluation and the rotation:
 - i. Any "Below Average" or "Unsatisfactory" entries
 - ii. 2 or more "Average" entries
 - iii. Concerning comments
 - iv. Evaluation Average of 85% or less
 - b. The Director of Clinical Education will review the End-of-Rotation Examination Grade within 2-3 business days of completion.
 - i. If the End-of-Rotation Examination is below 78%, the student will have failed to pass that component of the rotation, and as per the Clinical Year Guidelines and syllabus, will be required to review their performance report of the initial exam, then take and pass a remediation examination.
 - ii. If the End-of-Rotation Examination is 78-82%, the student's academic advisor will be notified, and the student will be required to meet with their advisor to discuss their performance and recommend any additional resources that are needed at this time.
 2. After all components of each rotation are completed and evaluated, if the final course average is 82% or less, the student will be required to meet with their advisor or the Director of Clinical Education to discuss their performance and recommend any

additional resources that are needed at this time. The Program Director will be notified by the Director of Clinical Education.

Students are referred to the Committee for Professionalism and Progression and are subject to dismissal from the program or possible deceleration for the following reasons:

- 3 Clinical Course (SCPE) failures (no remediation allowed after 3rd failure, in the setting of having previously successfully remediated 2 failed clinical courses).
- 3 EOR Exam Failures (no remediation allowed after 3rd failure, in the setting of having successfully remediated 2 failed EOR examinations).
- Failed remediation of any of the Summative Evaluation components (no remediation allowed after the 2nd failure of any component, meaning that only one remediation attempt is allowed for any component, but all components are remediable one time).

Grade/Progression Requirements

Program Retention Criteria:

Students must receive no less than a 78% (C+) overall as a final grade in any course to successfully pass the course. For the Essential Principles of Medicine I and II courses (PA508 and PA514), students must also successfully pass each module with a minimum of 78% (C+) in order to successfully pass the course.

Failure of any portion of a course (didactic, lab, or clinical) will result in failure of the entire course. Due to prerequisite requirements from future courses, all courses must be successfully passed in order to progress toward graduation.

If student fails the course, please refer to the current *Student Handbook* for guidelines. Details regarding grading and the remediation process are located in the syllabus of each course.

In the event a course is failed, then successfully remediated, the course is then considered remediated (passed) and the maximum grade for the course will then be a 78% (C+). No more than two (2) courses during the didactic year or two (2) SCPE courses may be remediated. If at any time a 3rd didactic or 3rd SCPE course is failed for any reason, the student may not attempt remediation, and will immediately be referred to the Professionalism and Progression Committee, as per policy in the Student Handbook, for consideration for dismissal from the PA Program.

Graduation Requirements

In order to graduate, PA students must complete all didactic, laboratory, and clinical competency evaluations, requirements, and assignments successfully with a minimum cumulative GPA of 3.0 (B). Students must also demonstrate the expected competency via successfully completing a comprehensive, multi-modal summative evaluation within the final 4 months of the PA Program.

Clinical Placement Sites

Clinical site placements and assignments are not negotiable. Students are obligated to adhere to the applicable policies and procedures of the clinical agencies to which they are assigned. Students are required to know and comply with all policies and procedures.

The clinical coordinator is responsible for arranging clinical placements for students. Students will be required to travel up to 50 miles each way for a clinical site. *Plaza College Physician Assistant Program students who decline to proceed to an assigned clinical rotation site will be deemed to have voluntarily withdrawn from the program.*

Grade and Progression Requirements

(Excerpt from the Physician Assistant Student Handbook 2027-2028)

Plaza College Physician Assistant Program Grade Scale			
Grade	Point	Numerical Equivalent	Progress
A	4.0	95-100	Superior
A-	3.7	90-94	Excellent
B+	3.3	86-89	Very Good
B	3.0	82-85	Good
B-	2.7	80-81	Above Average
C+	2.5	78-79	Average
C	2.0	72-77	Failure
C-	1.7	69-71	Failure
D	1.0	65-68	Failure
F	0.0	Below 65 (0-64)	Failure
AW	0.0		Administrative Withdrawal
I	0.0		Incomplete
IP	0.0		In Progress
<i>The following grades are not computed in the grade point average:</i>			
P			Pass

W			Withdrawal
NC			Audit

All Grades are rounded from 2 decimal places to whole #%, for example:

a 92.49 would round to 92%

a 92.50 or 92.51 would round to 93%

Program Retention Criteria

- Students must receive no less than a 78% (C+) overall as a final grade in any course to successfully pass the course.
 - For the Essential Principles of Medicine I and II courses (PA508 and PA514), students must also successfully pass each module with a minimum of 78% (C+) to successfully pass the course.

ARC-PA Standards 5th Ed. A3.15(b) & B 4.03
ARC-PA Standards 6th Ed. A3.14 (a,b) & B4.03

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- Failure of any portion of a course (didactic, lab, or clinical) will result in the failure of the entire course. Due to prerequisite requirements from future courses, all courses must be successfully passed to progress toward graduation.
 - in the event a course is failed, then successfully remediated, the course is then considered remediated (passed) and the maximum grade for the course will then be a 78% (C+).
 - No more than two (2) courses during the didactic year or two (2) SCPE courses may be remediated. If at any time a 3rd didactic or 3rd SCPE course is failed for any reason, the student may not attempt remediation and will immediately be referred to the Professionalism and Progression Committee, as per policy in the PA Student Handbook, for consideration for dismissal from the PA Program.
- Details regarding grading and successful course completion are located in the syllabus of each course.

Graduate School Satisfactory Standards of Academic Progress (SAP): Quantitative Standard

Students are expected to earn a 3.0 cumulative GPA. If a student's cumulative GPA falls below 2.0, they will be dismissed. Students whose cumulative GPA falls between 2.00-2.99 will be placed on GRAD SAP Warning and will continue to be eligible for Title IV funding. Such students must achieve the required cumulative GPA of 3.0 by the end of the following semester in order to continue their eligibility for Title IV aid.

Students may only attempt a class twice.

Graduation Requirements

In order to graduate, PA students must complete all didactic, laboratory, and clinical competency evaluations, requirements, and assignments successfully with a minimum cumulative GPA of a 3.0 (B). Students must also demonstrate the expected competency via successfully completing a comprehensive, multi-modal summative evaluation within the final 4 months of the PA Program.

Institutional Policies

Academic Support and Student Services (Accreditation Standard A1.04)

The PA program students have the same support services as other students of the College. For details on academic support and student services, please refer to the college's web pages for the links:

“Student support”

“Counseling and Wellness”

“Office of Accessibility Services”

Plaza College adheres to the requirements of the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, Section 504. The Office of Disability Services actively supports students in the pursuit of their academic and career goals. Identification of oneself as an individual with a disability is voluntary and confidential. Students wishing to receive accommodations, referrals, and other services are encouraged to contact the Office of Accessibility Services as early in the semester as possible, although requests can be made throughout the clinical year.

Accommodations During Clinical Rotations

It is the responsibility of the student to contact the Plaza College Office of Accessibility Services to establish, maintain, and revise any necessary accommodations that will be required during the clinical year. Once the Office of Accessibilities receives the exact accommodations set forth by the necessary medical providers, the DCE and the PA Program must be emailed the accommodations required without any confidential information disclosed, in order to determine if the accommodation is reasonable for their clinical training on rotations. In the event a preceptor has any concerns about the placement, they may reach out to contact the DCE and Program Director.

General Grievance Procedures

If at any point a student believes they have not been treated fairly, harassed, mistreated, or discriminated against, or that a mistake has been made as a condition of enrollment, they must first attempt to resolve the situation informally through discussion with the Program Director. If the student is not satisfied with the outcome of informal discussions; they are free to use the following

formal procedure

All grievances must be submitted in writing to the Provost within five business days of the occurrence. Within five business days, the Provost must notify all parties involved of the nature of the grievance and schedule an informal hearing. At the informal hearing with the Provost, the griever presents their case. Following the hearing, the Provost will render a decision and take appropriate action. If the grievance is not resolved at the informal hearing, a formal hearing before an ad hoc committee composed of faculty, students, and administrators will be held within ten business days. The committee shall make and retain a record of the hearing and notify all the parties of the decision within five business days. This decision must be reached by at least a two-thirds majority. Confidential grievance reports may be made by using the anonymous form on the “Consumer Information” page of the college’s website.

Confidential Grievances

Confidential grievance reports may be made by using the anonymous form on the “Consumer Information” page of the college’s website.

Rehabilitation Act of 1973 and/or Title IX Grievances

Plaza College has adopted an internal grievance procedure for the timely and equitable resolution of complaints alleging any action prohibited by U.S. Department of Justice, Office of Civil Rights regulations, implementing Section 504 of the Rehabilitation Act of 1973, and Title IX of the Education Amendments of 1972, as amended (29 U.S.C. 794), Section 504 states, in part, that “no otherwise qualified handicapped individual... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance...” Title IX prohibits discrimination, exclusion, denial, limitation, or separation based on gender against students and employees of educational institutions.

If a student’s complaint stems from a possible violation of Section 504 of the Rehabilitation Act of 1973 or Title IX of the Education Amendments of 1972, the following procedure should be used to submit a formal grievance:

Complaints should be addressed to:

Dean Kalli Koutsoutis
Plaza College

118-33 Queens Blvd
Forest Hills, NY 11375
(718) 779-1430

1. A complaint should be filed in writing, contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations within ten business days after the complainant becomes aware of the alleged violation.
 2. An investigation, as may be appropriate, shall follow a filing of a complaint. The investigation shall be conducted by the Provost. These rules outline informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
 3. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the Provost and a copy forwarded to the complainant no later than ten business days after its filing.
 4. The Section 504 and Title IX coordinator shall maintain the files and records of Plaza College relating to the complaints filed.
 5. The complainant can request a reconsideration of the case in instances where they are dissatisfied with the resolution. The request for reconsideration should be made within five business days to the president of the College.
 6. The right of a person to a prompt and equitable resolution of the complaint filed thereunder shall not be impaired by the person's pursuit of other remedies such as the filing of a Section 504 or Title IX complaint with the responsible federal department or agency. Utilization of this grievance procedure is not a prerequisite to the pursuit of other remedies.
 7. These rules shall be construed to protect the substantive rights of interested persons, to meet appropriate due process standards, and to assure that Plaza College complies with Section 504 and Title IX implementing regulations. Grievance Procedure Section 494C (j) of the Higher Education Act of 1965, provides that a student, faculty member, or any other person who believes he or she has been aggrieved by an institution of higher education has the right to file a written complaint.
- New York State Education Department Complaint Procedure
In New York State, a complaint may be filed by any person with reason to believe that an

institution has acted contrary to its published standards or that conditions at the institution appear to jeopardize the quality of the institution's instructional programs or the general welfare of its students. Any person who believes he or she has been aggrieved by an institution on or after May 4, 1994, may file a written complaint with the Department of Education within three years of the alleged incident.

Visit the Education Department's website to learn more: <http://www.nysed.gov/college-university-evaluation/filing-complaint-about-college-or-university>

NC-SARA Complaint Procedure

Plaza College participates with the National Council for State Authorization Reciprocity Agreements (NC-SARA), an agreement that establishes national distance education standards and consumer protections.

Please refer to NC-SARA's website for more information about eligibility, coverage, procedures, and a listing of participating states and institutions.

Section 491C (j) of the Higher Education Act of 1965 provides that a student, faculty member, or any other person in higher education has the right to file a written complaint if they believe that the college has acted contrary to its published standards or that conditions at the college appear to jeopardize the quality of the institution's instructional programs or the general welfare of its students.

Any person who feels they have a legitimate complaint should contact:

Charles E. Callahan IV

Provost

provost@plazacollege.edu

If a resolution to that complaint is not found, then a further appeal can be addressed to the New York State Department through their outlined procedures.

Sexual relations between a PA student and a patient are strictly unethical, regardless of who initiates the relationship. Any substantiated evidence of such a relationship will result in dismissal from the program. Similarly, sexual relations between a PA student and clinical staff at a site are considered unethical and unacceptable. If such a situation is brought to the program's attention, it will prompt an investigation and appropriate consequence.

Appendix A: Clinical Rotation Schedule

CLINICAL ROTATION SCHEDULE – Class of 2029*

****The last day of each rotation is routinely a mandatory "Call-back" day for the students.**

*****Additional call-back days may be scheduled as needed throughout the Clinical Year**

Clinical Orientation: August 21, 2028 – September 3, 2028

Rotation #1 September 5, 2028 – October 6, 2028 (Tuesday start due to Labor Day)

Rotation #2 October 9, 2028 – November 10, 2028

Rotation #3 November 13, 2028 – December 15, 2028

Winter Break: December 18, 2028 – January 1, 2029

Rotation #4 January 2, 2029 – February 2, 2029 (Tuesday start due to New Year's Day)

Rotation #5 February 5, 2029 – March 9, 2029

Rotation #6 March 12, 2029 – April 13, 2029

Spring Break: April 16 - 29, 2029

Rotation #7 April 30, 2029 – June 1, 2029

Rotation #8 June 4, 2029 – July 6, 2029

Rotation #9 July 9, 2029 – August 10, 2029

Board Review & Final Clinical Activities: August 13, 2029 – August 31, 2029

GRADUATION CEREMONY: July, 2029

CERTIFICATE CEREMONY: August 2029

DATE of COMPLETION: August 31, 2029

Appendix B: Post-Exposure Form

Student Name: _____ Graduation Year: _____

Date of Exposure: _____ Time of Exposure: _____

Healthcare Facility:

Location within facility: _____ Clinical Rotation: _____

Name of Clinical Supervisor Notified: _____

Date of Notification: _ / _ / _____ Time of Notification: _____ AM/PM

Clinical Preceptor Notified: ☐ In person ☐ Via Phone ☐ Left Message

Describe specific circumstances of exposure:

Were baseline bloods drawn on the student? ☐ Yes ☐ No

Were baseline bloods drawn on source patient? ☐ Yes ☐ No ☐ Unknown

Treatment initiated by: ☐ Employee Health ☐ Emergency Dept. ☐ Clinical Preceptor

Specific treatment that has been initiated on-site:

Comments:

Student Signature_ Date: / /

Please IMMEDIATELY scan and email a copy to Mrs. Mandeep Kaur at PAprogram@plazacollege.edu and copy Professor Armand, Director of Clinical Education at yarmand@PlazaCollege.edu, and Dr. David Reed, Program Director dreed@plazacollege.edu.

Then, please mail original to: (Keep a copy for your files)
Plaza College/Physician Assistant Studies/Director of Clinical Education
Department of Physician Assistant Studies
118-33 Queens Boulevard, Forest Hills, NY 11375

Appendix C: Impact Paper for Geriatric Focused Rotation

Purpose: The purpose of this paper is to encourage students to critically evaluate healthcare challenges impacting the aging population within New York City through the lens of clinical geriatrics, public health, health disparities, socioeconomic determinants of health, and healthcare access. Students are expected to integrate evidence-based medicine, clinical experiences from the geriatric rotation, and reflection on how aging populations are affected by healthcare delivery systems, financial barriers, chronic disease burden, caregiver strain, housing instability, mental health concerns, and community resources.

Paper Expectations

Topic Selection

Students are expected to select a topic relevant to the geriatric focused rotation and aging populations within New York City.

Topic selection should be guided by a clinical case, patient encounter, or healthcare issue experienced during the rotation.

The selected topic should reflect meaningful clinical exposure and serve as the foundation for discussion and analysis throughout the paper.

Clinical Integration

The paper must include a brief synopsis of a patient encounter or clinical scenario related to the selected topic while maintaining HIPAA compliance.

Students should integrate clinical experiences from the rotation into the discussion of geriatric care, patient outcomes, interdisciplinary management, and healthcare delivery.

Public Health and Community Impact

Students are expected to explore the public health implications and socioeconomic influences affecting healthcare outcomes in older adults.

The paper should discuss the impact of the topic on aging communities, healthcare systems, caregivers, healthcare access, and health disparities within New York City.

Students are encouraged to reflect on how the clinical experience influenced their understanding of challenges faced by older adults in the community.

Possible Topic Areas: Topics may include, but are not limited to:

Chronic disease management

Dementia care

Polypharmacy

Elder abuse

Fall prevention

Palliative and end-of-life care

Social isolation

Food insecurity

Healthcare disparities

Housing instability

Access to specialty care

Mental health in older adults

Preventive medicine

Healthcare policy affecting aging populations

Reference Requirements

Students are expected to incorporate evidence-based medicine and current literature into the discussion.

References must primarily be within the last 5 years. Landmark studies or nationally recognized guidelines older than 5 years may be used when noted in the reference.

All references must include live and accessible links/DOIs when available.

The paper must reflect accurate grammar, professional writing, organization, and scholarly analysis.

An acceptable Canvas CopyLeaks similarity score is 30% or less. Students with unacceptable similarity scores must revise and resubmit the assignment.

Paper Format Requirements

Minimum of 5 and maximum of 7 full double-spaced pages in length excluding title page and reference page

12-point Times New Roman font

One-inch margins

AMA style formatting for references and in-text citations

Minimum of 6 scholarly references from at least 3 different publications

Title page and reference page required

Grading Scale

Outstanding: 18–20 points

Proficient: 16–17 points

Developing: 13–15 points

Needs Improvement: 0–12 points

Passing Standard: 78 points or greater

77 or below: Not Passing — Remediation Required

Impact Paper Grading Rubric

Criteria	Needs Improvement (0–12)	Developing (13–15)	Proficient (16–17)	Outstanding (18–20)	Score
1. Relevance to Geriatric Rotation and Aging Communities (20 points)	Topic lacks relevance to geriatrics or aging populations. Limited connection to clinical rotation experiences or NYC aging communities.	Topic is somewhat relevant but lacks depth or strong integration with clinical geriatrics or public health concerns.	Topic is relevant and appropriately connected to geriatric clinical practice and healthcare challenges affecting older adults.	Topic is highly relevant, insightful, and strongly connected to geriatric medicine, NYC aging populations, and healthcare systems.	
2. Public Health and Socioeconomic Analysis (20 points)	Limited discussion of public health, healthcare disparities, or socioeconomic impact on older adults.	Some discussion of public health and socioeconomic factors but lacks depth or	Demonstrates clear understanding of public health concerns, healthcare access, and	Provides sophisticated analysis of public health, social determinants of health, healthcare	

		critical analysis.	socioeconomic influences affecting aging populations.	disparities, policy implications, and socioeconomic barriers affecting NYC older adults.	
3. Clinical Integration and Case Synopsis (20 points)	Clinical case synopsis missing or poorly developed. Minimal integration of clinical experience into discussion.	Case synopsis included but lacks detail or meaningful integration into the paper topic.	Clinical case is relevant and integrated appropriately into discussion of geriatric care and patient outcomes.	Clinical case is exceptionally integrated and demonstrates advanced understanding of geriatric patient care, interdisciplinary management, and patient-centered care.	
4. Evidence-Based Practice and Scholarly Writing (20 points)	Limited or outdated references. Poor organization, grammar, or scholarly writing.	Some evidence-based literature used but analysis or writing quality may lack consistency or depth.	Uses current evidence-based references with organized and professional scholarly writing.	Exceptionally well written with strong scholarly analysis, excellent organization, and highly integrated evidence-based literature.	
5. Formatting, Citations, and	Does not meet paper format	Meets some formatting	Appropriately follows AMA	Formatting, citations,	

Academic Integrity (20 points)	requirements. Citations inaccurate or incomplete. Copyleaks similarity score unacceptable.	expectations but inconsistencies are present in citations or structure.	style, formatting requirements, and academic integrity standards.	references, and professionalism are exemplary. Copyleaks score acceptable and all scholarly requirements exceeded.	
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Total Score: _____ / 100

Faculty Comments

Copyleaks Policy

An acceptable Canvas Copyleaks similarity score for this assignment is 30% or less. Any submission exceeding 30% similarity requires revision and resubmission for faculty review. Students are expected to demonstrate academic integrity, proper citation practices, and original scholarly work.

Appendix D: Elective Rotation Presentation Rubric

Students will do a 15-minute case presentation at callback that is based on a patient encounter from their elective rotation. The topic must be approved by program faculty by the end of week 3 of the elective rotation. See the grading rubric for further information.

**Elective Grading Rubric Student:_____Presentation
Topic:**

Faculty Evaluator:___Total Presentation Score:

	Marginal (0-10 points)	Basic (11-15 points)	Advanced (16-20 points)	Score
1. Organization (20 points)	Title page missing or does not include student name, clerkship, date, and brief description of case presentation. Presentation ideas may not be focused or developed and the patient treatment and outcome is unclear. Conclusion and take-home points do not tie back to the case. Audience cannot understand	Title page contains most but not all information. Main idea is evident, but the presentation formatting may need to be strengthened; ideas may not clearly develop or always flow smoothly and the treatment choices and rationale are not clearly stated. Supporting material and conclusions may lack in development or currency and need additional development. Audience has difficulty understanding the take home points of presentation because the sequence of information is unclear. Length is mostly appropriate.	Title page is complete. Ideas along with treatment options and rationale are clearly organized, developed, and supported and the key teaching points are clear. The formatting gets the attention of the audience and clearly states the specific purpose of the presentation. Supporting material and conclusions are fully developed and supported with recent literature. Take home points are clear and organized effectively. Length is appropriate.	

	presentation because there is inappropriate sequence of information. Length is inappropriate			
2. Topic Knowledge (20 points)	Student does not have grasp of information. Inaccurate, generalized, or inappropriate supporting material may be used. Student demonstrates minimal knowledge with explanations, elaboration. Over-dependence on notes is observed if asked to present.	Student has a partial grasp of the information. Focus is too narrow and fails to elaborate. Student demonstrates some knowledge with explanations and elaboration. Over dependence on notes may be observed if asked to present.	Student has a clear grasp of information. Supporting material is original, substantive, logical, relevant. Student demonstrates full knowledge (more than required) with explanations, elaboration. Note cards are used for reference only if asked to present.	

3. Topic, Applicability and Interest (20 points)	Topic selection does not relate to clerkship, learning objectives. Presentation is not engaging. The presentation suggests a lack of interest or confusion on the part of the presenter.	Topic selection and examples are somewhat appropriate for clerkship, learning objectives. Presentation is moderately engaging. The presentation suggests some interest along with a lack of complete clarity or some level of confusion on the part of the presenter.	Topic selection and examples are completely appropriate for clerkship and taken from the learning objectives. Presentation is fully engaging. The presentation suggests interest and clarity on the part of the presenter.	
4. Treatment Decision Criteria (20 points)	No criteria identified, and no alternative treatments provided. No indication of treatment success identified	Some treatment criteria identified, but unclear. Some alternative treatments are provided, but the selection criteria remain unclear. Minimal explanation of treatment success identified.	Treatment criteria clearly identified. Critical decisions clear. Alternative treatments and rationale clearly identified. Treatment success and treatment failures are identified.	
5. Substantiation of Research (20 points)	Few sources are cited, or sources are old, inappropriate websites, or texts. Citations are attributed incorrectly.	Supporting material may be lacking in substance and/or originality. Citations are generally introduced and attributed appropriately. Some, but not all, are substantial, recent, and attributed correctly.	Supporting material is recent, substantive and original. Citations are recent attributed appropriately and are accurate. Landmark data and accepted guidelines are cited.	

- The following applies to all elective presentations:
 - o **Presentation:** Include patient history, physical, diagnostic and laboratory studies, interventions, assessment, and management plan. The clinical course should include the medical care provided over a period of time.
 - o **Supporting Material:** References should be within the last 5 years. However, landmark research that is older can be cited when appropriate.
 - o **Three questions:** Pose three questions to the audience throughout the presentation or at the conclusion of the presentation.
 - o **PowerPoint submission:** Presentation must be submitted two days prior to callback.

Copyleaks Policy

An acceptable CANVAS Copyleaks similarity score for this assignment is 30% or less. Any submission exceeding 30% similarity requires revision and resubmission for faculty review. Students are expected to demonstrate academic integrity, proper citation practices, and original scholarly work.

Appendix E: Sample End of Rotation Preceptor Evaluation for SCPE

Plaza College PA Program

Internal Medicine Clinical SCPE Final Evaluation

Student Information

Student Name: _____

Clinical Site: _____

Preceptor Name: _____

Evaluation Date: _____

Description of Survey

The following are the learning outcomes for this supervised clinical practice experience. Students must demonstrate achievement of each learning outcome specific to this clinical rotation. Learning outcomes may have one or several components. Students must complete all components of the learning outcome to successfully meet the learning outcome.

If a student achieves a score of 3 (Satisfactory) or greater, the learning outcome is considered successfully met.

If a student receives a score of 2 (Below Expectations) or below on a learning outcome, the student is required to remediate that learning outcome with the PA Program. A student will be remediated on all components of the learning outcome.

If a learning outcome was not achieved, please indicate which components of the learning outcome were not met in the comments section. If a learning outcome cannot be assessed, please provide the reason/s why.

Rating Scale

Score	Rating
5	Excellent
4	Exceeded Expectations
3	Satisfactory (Met Learning Outcome)
2	Below Expectations
1	Unsatisfactory
0	Did not Encounter

Please rate the student's achievement in meeting the following learning outcomes specific to the Internal Medicine supervised clinical practice experience using the scale above.

Learning Outcome Evaluation

1. Interpret basic metabolic panel results in a hospitalized adult or elderly patient.

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory (Met Learning Outcome)

☐ 2 Below Expectations ☐ 1 Unsatisfactory ☐ 0 Did not Encounter (Provide the reason/s in the comment section)

Comments: _____

2. Perform a focused cardiovascular physical examination on a hospitalized adult or elderly patient with chest pain.

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory (Met Learning Outcome)

☐ 2 Below Expectations ☐ 1 Unsatisfactory ☐ 0 Did not Encounter (Provide the reason/s in the comment section)

Comments: _____

3. Perform insertion or removal of urinary catheter on a hospitalized adult or elderly patient using aseptic technique.

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory (Met Learning Outcome)

☐ 2 Below Expectations ☐ 1 Unsatisfactory ☐ 0 Did not Encounter (Provide the reason/s in the comment section)

Comments: _____

4. Develop a differential diagnosis for a hospitalized adult or elderly patient presenting with dyspnea.

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory (Met Learning Outcome)

☐ 2 Below Expectations ☐ 1 Unsatisfactory ☐ 0 Did not Encounter (Provide the reason/s in the comment section)

Comments: _____

5. Communicate a management plan clearly to a hospitalized adult or elderly patient with type 2 diabetes.

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory (Met Learning Outcome)

☐ 2 Below Expectations ☐ 1 Unsatisfactory ☐ 0 Did not Encounter (Provide the reason/s in the comment section)

Comments: _____

6. Perform venous thromboembolism (VTE) risk assessment using a standardized tool for a hospitalized adult or elderly patient.

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory (Met Learning Outcome)

☐ 2 Below Expectations ☐ 1 Unsatisfactory ☐ 0 Did not Encounter (Provide the reason/s in the comment section)

Comments: _____

7. Use respectful, non-judgmental language when asking a hospitalized adult patient about medication adherence.

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory (Met Learning Outcome)

☐ 2 Below Expectations ☐ 1 Unsatisfactory ☐ 0 Did not Encounter (Provide the reason/s in the comment section)

Comments: _____

General Knowledge, Skills, and Professionalism Assessment

Please rate the student's performance in these general knowledge, skills, and professionalism areas using the scale below.

The general knowledge, skills, and professionalism areas listed below are used to assess student performance on the clinical rotation. These areas are not used to assess learning outcomes, but are used to evaluate overall student performance during the supervised clinical practice experience.

Rating Scale

Score	Rating
5	Excellent
4	Exceeded Expectations
3	Satisfactory

2	Below Expectations
1	Unsatisfactory
0	Did not Encounter

1. Eliciting a patient history

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations

☐ 1 Unsatisfactory ☐ 0 Did not Encounter (Provide the reason/s in the comment section)

Comments: _____

2. Performing a physical examination

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations

☐ 1 Unsatisfactory ☐ 0 Did not Encounter (Provide the reason/s in the comment section)

Comments: _____

3. Ordering and interpreting laboratory and diagnostic studies

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations

☐ 1 Unsatisfactory ☐ 0 Did not Encounter (Provide the reason/s in the comment section)

Comments: _____

4. Participating in procedures performed in this setting

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations

☐ 1 Unsatisfactory ☐ 0 Did not Encounter (Provide the reason/s in the comment section)

Comments: _____

5. Creating a management plan

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations

☐ 1 Unsatisfactory ☐ 0 Did not Encounter (Provide the reason/s in the comment section)

Comments: _____

6. Clinical problem-solving

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations

☐ 1 Unsatisfactory ☐ 0 Did not Encounter (Provide the reason/s in the comment section)

Comments: _____

7. Working collaboratively in an interprofessional team

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations

☐ 1 Unsatisfactory ☐ 0 Did not Encounter (Provide the reason/s in the comment section)

Comments: _____

8. Demonstrating professional behaviors

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations

☐ 1 Unsatisfactory ☐ 0 Did not Encounter (Provide the reason/s in the comment section)

Comments: _____

Overall Performance

Please provide any additional comments regarding the student's strengths, areas for improvement, professionalism, clinical reasoning, communication skills, and readiness for clinical practice.

Important Note: If any course learning outcome was not encountered during the rotation, notify the Director of Clinical Education so that a remediation plan can be developed. The student will receive an Incomplete grade until the course learning outcome can be assessed and successfully met.

Preceptor Signature: _____

Date: _____

Appendix F: Documentation Rubrics

History & Physical (H&P) Documentation Rubric

Total = 100 Points | Passing Score: ≥ 78

Section	Criteria	Points	Score (✓)
Patient Identifier	Appropriate use of initials and patient ID; maintains confidentiality	5	☐
History	Complete HPI (OLDCARTS), CC, meds, allergies, social, past/family history	30	☐
Physical Exam	Vitals and focused exam appropriate to complaint	15	☐
Assessment	≥ 3 differentials, clinical reasoning, synthesis of data	30	☐
Plan	Includes ≥ 2 meds (if applicable), diagnostics, education, follow-up	15	☐
Documentation Quality	Organization, clarity, terminology, professionalism	5	☐

Scoring: 78–100 = Pass | <78 = Does not meet expectations

SOAP Note Documentation Rubric

Total = 100 Points | Passing Score: ≥ 78

Section	Criteria	Points	Score (✓)
Subjective	Chief complaint in quotes; focused HPI; pertinent ROS; relevant history (meds, allergies, PMH)	30	☐
Objective	Vital signs; focused physical exam; relevant diagnostic data	15	☐
Assessment	Clear diagnosis; ≥ 3 differentials when appropriate; clinical reasoning supported by findings	30	☐
Plan	Includes ≥ 2 pharmacologic options (if applicable), diagnostics, patient education, and follow-up	15	☐
Documentation Quality	Clear, organized SOAP format;	10	☐

appropriate
terminology;
professional writing

Scoring: 78–100 = Pass | <78 = Does not meet expectations

Consultation Note Rubric

Total = 100 Points | Scoring: 78–100 = Pass | <78 = Does not meet expectations

Section	Criteria	Points	Score (✓)
Consult Question & Subjective	Clear consult question/reason; concise HPI relevant to consult; pertinent ROS/history; current medications/allergies	25	☐
Objective	Focused exam; relevant vitals; pertinent labs/imaging reviewed and summarized	15	☐
Assessment / Clinical Reasoning	Problem-focused assessment addressing consult question; prioritized	30	☐

	differentials; synthesis of data		
Recommendations / Plan	Actionable recommendations; includes ≥ 2 pharmacologic options (if applicable), diagnostics, procedures, and coordination with primary team; follow- up plan	20	☐
Documentation Quality	Clear, concise consult format; organized; professional	10	☐

Follow-Up Visit Note Rubric

Total = 100 Points | Scoring: 78–100 = Pass | <78 = Does not meet expectations

Section	Criteria	Points	Score (✓)
Subjective (Interval History)	Chief complaint or reason for visit; interval history since last visit; response to treatment; pertinent positives/negatives; medication adherence	25	☐

Objective	Vital signs; focused physical exam; review of relevant labs/imaging/trends	15	☐
Assessment / Clinical Reasoning	Updated problem list; status of conditions (improving, stable, worsening); differential if applicable; clinical reasoning	30	☐
Plan / Management	Includes ≥ 2 pharmacologic considerations (if applicable), adjustments to therapy, diagnostics, patient education, and clear follow-up plan.	20	☐
Documentation Quality	Clear, organized; concise; appropriate terminology;	10	☐

Emergency Department Note Rubric

Total = 100 Points | Scoring: 78–100 = Pass | <78 = Does not meet expectations

Section	Criteria	Points	Score (✓)
Subjective (HPI/CC)	Chief complaint in quotes; focused HPI with pertinent	25	☐

	positives/negatives relevant to acute presentation			
Objective	Vital signs; focused physical exam; relevant labs/imaging included	15	☐	
Assessment / Clinical Reasoning	Clear diagnosis; prioritized differential diagnoses; demonstrates clinical reasoning in acute care context	30	☐	
Plan & ED Course	Includes ≥ 2 pharmacologic interventions (if applicable), diagnostics, interventions, reassessment, and disposition plan (consults/admit/discharge)	20	☐	
Documentation Quality	Clear, concise, organized ED format; appropriate terminology; professional writing	10	☐	

Appendix G: Physician Assistant Program Professionalism Rubric

Professionalism is a required component of all clinical rotations and reflects the standards and values expected of physician assistant students in clinical practice. Students are expected to consistently demonstrate professional behaviors with patients, families, peers, clinical staff, preceptors, faculty, and the community.

Professionalism is graded as Pass/Fail. Students must achieve a minimum cumulative score of 78% to receive a passing professionalism grade for the rotation. Patterns of unprofessional behavior, violations of program or site policy, concerns related to patient safety, dishonesty, or repeated deficiencies may result in remediation, referral to the Student Progress Committee, course failure, or additional disciplinary action according to program policies.

Professionalism Grading Rubric

Category	Meets Expectations	Developing	Unsatisfactory	Instructor Comments
Professional Appearance (15 pts) • Professional attire • ID badge visible • Professional grooming • Appropriate footwear	Consistently maintained professional appearance and complied with site expectations.	Generally professional appearance with minor reminders required.	Did not maintain professional appearance standards or required repeated reminders.	
Attitude and Professional Engagement (20 pts) • Initiative • Accepts feedback • Respectful	Consistently demonstrated positive attitude and engagement.	Generally engaged but required occasional reminders.	Demonstrated poor attitude or resistance to feedback requiring repeated intervention.	

interactions • Adaptability				
Professional Character and Integrity (25 pts) • Honesty • Accountability • Confidentiality • Ethical behavior	Consistently demonstrated integrity and accountability.	Generally professional with minor professionalism concerns.	Demonstrated dishonesty, poor accountability, or ethical concerns.	
Communication (20 pts) • Respectful communication • Timely responses • Professional tone • Active listening	Consistently communicated professionally and respectfully.	Generally professional communication with occasional reminders.	Demonstrated ineffective or unprofessional communication requiring repeated intervention.	
Professional Conduct and Clinical Responsibilities (20 pts) • Timeliness • Documentation completion • Policy adherence • Dependability	Consistently fulfilled clinical responsibilities professionally and on time.	Fulfilled most responsibilities appropriately with occasional reminders.	Failed to meet responsibilities or required repeated intervention.	

Professionalism Scoring

Total Possible Points: 100

Passing Score: 78 or higher = Pass

Below 78 = Fail

Faculty

Student Name: _____

Clinical Rotation: _____

Clinical Site: _____

Faculty Evaluator: _____

Total Score: _____

Professionalism Grade: _____

Date: _____

Appendix H: Physician Assistant Program Professionalism Rubric



Department of Physician Assistant Studies

Breaches of Professionalism Form (BOP)

THIS SECTION IS TO BE COMPLETED BY FACULTY/STAFF

Student Name

Date

Faculty

The above-named student has exhibited one or more of the following behaviors and requires improvement (check all that apply):

Reliability and Responsibility (X)	
☐	Student does not complete assigned tasks in a timely manner
☐	Student requires continual reminders in order to fulfill responsibilities relating to patient assignments or schoolwork
☐	Student cannot be relied upon to complete tasks
☐	Student misrepresents or falsifies information
☐	Student is late to class or to clinical assignments
☐	Student does not answer staff, faculty, preceptor, patient communications in a timely manner
☐	Student does not responsibly adhere to social media guidelines promulgated by the program and/or the institution.
☐	Student does not respond to emails in a timely or appropriate manner
☐	Other:

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Self-improvement and Adaptability (X)	
	Student resists constructive comments or criticism
	Student remains unaware of inadequacies or difficulties despite repeated reminders
	Student lacks respect for peers or faculty
	Student utilizes technology in a disruptive or disrespectful manner
	Student is abusive, angry, or overtly critical of peers or personnel, instead of following the institutional protocol for pursuing grievances:
	Student demonstrates an inability to manage day to day stress associated with being in a PA program
	Student is arrogant towards peers, faculty, or patients
	Student does not realize their limitations and is incapable of admitting when they do not know something
	Other:

Student Name :

Relationships with Students, Faculty, Staff and Patients (X)	
	Student has inadequate rapport with patients and/or families
	Student is insensitive to individual or family needs
	Student uses his/her position to engage in inappropriate relationships with patients, families or staff and does not establish appropriate professional boundaries
	Student demonstrates a lack of empathy
	Student demonstrates inadequate commitment to honoring the wishes of a patient or family member
	Student does not relate well to staff or faculty in a learning environment
	Other:

Upholding Precepts of Honesty/Integrity (X)	
	Student is dishonest in their actions, deeds or intellectual endeavors
	Student does not contribute to a good learning environment
	Student shows insensitivity to race, gender, religion, sexual orientation, age, cultural concerns, disability or socioeconomic status
	Student does not use professional language; or utilizes vulgarities when interacting with peers, faculty, or patients

	Student does not maintain patient confidentiality in their clinical setting or while presenting patients to faculty or other students
	Student does not project a professional image by their dress or demeanor
	Student verbal and written communication is inappropriate for their level of training
	Other:

Appendix I: Sample Minimum Patient Encounters & Procedures for SCPEs

Minimum Required Patient Encounters and Procedures

Emergency Medicine Rotation

Students must complete the following minimum patient encounters and procedures during the Emergency Medicine rotation. All encounters and procedures must be documented in Typhon and verified by the clinical preceptor. Encounters should reflect active participation in patient care and include patient demographics, setting, and the appropriate ICD and CPT coding.

Patient Encounter Type	Minimum Required
Patients presenting with chest pain	3
Patients presenting with shortness of breath	3
Patients presenting with extremity injuries	3
Patients requiring ECG evaluation	3
Patients evaluated for suspected infection or sepsis	2
Adult medical emergencies	5
Adult traumatic injuries	3
Pediatric emergency encounters	3
Discharge encounters with patient education	3

Clinical Skills	Minimum Required
Focused history using patient-centered communication	2
Focused primary survey (ABCDE assessment)	2
ECG interpretation	2
Interpretation of vital signs for clinical decision-making	2

Interpretation of laboratory results for clinical decision-making	2
Discharge instruction counseling	2
Procedures	Minimum Required
Peripheral IV catheter insertion	2
Oxygen delivery modality application	2
Perform Venipuncture	1

Patient Encounters: 28

Clinical Skills: 12

Procedures: 5

Total Required Entries: 45

Preceptor Verification

I verify that the student has completed the minimum required patient encounters and procedures listed above and actively participated in the care provided during this rotation.

Preceptor Name: _____

Credentials: _____

Clinical Site: _____

Signature: _____

Date: _____

Appendix J: Mid-rotation Feedback Form

Plaza College PA Program Mid-rotation Feedback Evaluation

Student Name: _____

Clinical Site: _____

Preceptor Name: _____

Evaluation Date: _____

Rotation: _____

Description

This tool is designed to help identify areas where a student may struggle early in the clinical rotation. The goal is to recognize potential concerns as soon as possible so the student can improve and strengthen their performance. This information should be shared promptly with both the student and the PA Program.

The ratings on this form are not final. This feedback form may be completed multiple times throughout the rotation to reflect re-assessment of the student performance throughout the rotation.

Please rate the student's performance in these general knowledge, skills, and professionalism areas using the scale below.

The general knowledge, skills, and professionalism areas listed below are used to assess student performance on the clinical rotation.

Score	Rating
5	Excellent
4	Exceeded Expectations
3	Satisfactory
2	Below Expectations
1	Unsatisfactory
0	Unable to Assess

1. Eliciting a patient history

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations
☐ 1 Unsatisfactory ☐ 0 Unable to Assess (Provide the reason/s in the comment section)

Comments:

2. Performing a physical examination

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations
☐ 1 Unsatisfactory ☐ 0 Unable to Assess (Provide the reason/s in the comment section)

Comments:

3. Ordering and interpreting laboratory and diagnostic studies

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations
☐ 1 Unsatisfactory ☐ 0 Unable to Assess (Provide the reason/s in the comment section)

Comments:

4. Participating in procedures commonly performed in this setting

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations

☐ 1 Unsatisfactory ☐ 0 Unable to Assess (Provide the reason/s in the comment section)

Comments:

5. Creating a management plan

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations

☐ 1 Unsatisfactory ☐ 0 Unable to Assess (Provide the reason/s in the comment section)

Comments:

6. Clinical problem-solving

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations

☐ 1 Unsatisfactory ☐ 0 Unable to Assess (Provide the reason/s in the comment section)

Comments:

7. Working collaboratively in an interprofessional team

☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations

☐ 1 Unsatisfactory ☐ 0 Unable to Assess (Provide the reason/s in the comment section)

Comments:

8. Demonstrating professional behaviors

- ☐ 5 Excellent ☐ 4 Exceeded Expectations ☐ 3 Satisfactory ☐ 2 Below Expectations
☐ 1 Unsatisfactory ☐ 0 Unable to Assess (Provide the reason/s in the comment section)

Comments:

Areas requiring improvement

Please identify any areas of concern that should be addressed during the remainder of the rotation.

Recommended action plan

Please provide specific recommendations to help the student improve performance before the end-of-rotation evaluation.

Preceptor Signature: _____

Date: _____