



PHYSICIAN ASSISTANT  
PROGRAM MANUAL  
2017-2018

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# INTRODUCTION

The Physician Assistant Program Manual is a resource to guide Physician Assistant (PA) students and preceptors through the didactic and clinical components of the Program. This manual contains specific policies and procedures pertinent to the Program. In addition to the policies and procedures of the Red Rocks Community College Student Handbook, the nature of Physician Assistant education requires that PA students be governed by additional policies and procedures that may not be applicable to non-PA students. After reading this manual thoroughly, each student will sign the Physician Assistant Student Contract located in the appendix. This will be filed in each student's official record.

## PROGRAM MISSION, VALUES AND GOALS

### Mission

The mission of the RRCC PA program is to prepare physician assistants to practice and promote empathetic, primary care-focused medicine that serves the community.

### Goals

The goals of the RRCC PA program are to:

1. Produce competent PAs

The success of the program in meeting this goal is demonstrated through:

- a. A first-time PANCE pass rate comparable to the national average based upon cohort size equivalency
- b. A graduation rate of greater than 90%
  - In 2016, the RRCC graduation rate was 97%.

2. Instill and expect professionalism

The success of the program in meeting this goal is demonstrated through:

- a. Content and advising designed to teach, monitor, and promote professionalism
  - Content and assessment in program courses
  - Advising forms evaluating professionalism
  - Preceptor evaluations assessing professionalism
  - In 2016, no student attrition occurred due to professionalism.
- b. Produce graduates with professionalism appropriate for the workplace
  - In 2016, all graduates passed required professionalism expectations.

3. Deliver a primary care- focused curriculum

The success of the program in meeting this goal is demonstrated through:

- a. Curriculum content taught by organ system with a primary-care focus
- b. Providing clinical experiences in primary care to include family medicine, pediatrics, women's health, and internal medicine

4. Emphasize the underserved/rural practice of medicine

The success of the program in meeting this goal is demonstrated through:

- a. Delivering content and assessment that examines the challenges and opportunities in underserved/rural medical practice
  - Content in program courses- Professional Seminar and PAP 273/PAS 673
- b. Providing at least two underserved and/or rural clinical experiences per student

5. Serve the community

The success of the program in meeting this goal is demonstrated through:

- a. Providing community service opportunities
  - Sites such as 9Health Fair, Patterson Elementary, and Edgewater Plaza wellness clinic
- b. Service to the community as a student portfolio requirement
  - Service-learning synopsis to be included in final portfolio for graduation

6. Provide PAs for the healthcare workforce

The success of the program in meeting this goal is demonstrated through:

- a. 100% of graduates entering the PA workforce within 6 months of passing the PANCE
  - In 2016, 100% of graduates seeking employment as a PA were practicing within 6 months of passing the PANCE.

## **MATRICULATION REQUIREMENTS**

Upon matriculation to the Program, student health and immunization record, verification of health insurance, and verification of current basic life support (BLS) certification must be submitted to the Program on the first day of orientation (see below). Acceptable BLS certification must be based on guidelines from the American Red Cross or American Heart Association.

### **HEALTH INSURANCE, IMMUNIZATIONS, AND HEALTH STATUS**

#### **INSURANCE**

It is the responsibility and the requirement of all PA students to present proof of health care coverage at orientation and maintain this until graduation.

#### **HEALTH STATUS & IMMUNIZATIONS**

The Program follows CDC guidelines for healthcare workers. Written proof of immunization is required for all PA students, must be presented to the PA Program at orientation and maintained until graduation. A student who has declined to obtain vaccinations may at risk of being unable to be placed in a clinical learning experience (CLE) or supervised clinical practice experience (SCPE) based upon site requirements. The inability to complete Program-required activities may result in dismissal from the Program.

#### **DRUG SCREENING**

The Program may conduct random drug screens at any time. A student with positive findings will be referred immediately to the Colorado Physician Health Program for evaluation and may be at risk for deceleration or dismissal from the PA Program. Although recreational marijuana use is legal in

Colorado, there is a *no tolerance* policy for the majority of health care facilities in the state. See THE IMPAIRED STUDENT POLICY.

## **CRIMINAL BACKGROUND CHECKS**

A background investigation will be performed on all students accepted into the Program. Supervised clinical practice experience (SCPE) sites used by the PA Program require a background check prior to student placement. The site may disqualify a student from participation based on the results of the background investigation and the site's specific policies. Any student who believes there may be a concern that would appear on his/her background check should disclose this information during the background check application process.

Each accepted applicant must release the background investigation results to both Red Rocks Community College Human Resources Department for initial review and report and to the PA Program for a secondary review. Prospective students who refuse to comply with the background investigation will not be allowed to matriculate into the Red Rocks PA Program.

An applicant will be disqualified from the RRCC PA Program based on the following guidelines:

- Any felony criminal offense
- Any criminal offense, regardless of its designation, which involved a crime of moral turpitude (prostitution, public lewdness/exposure, etc.)
- Any crime against a child

Any applicant who believes that the background investigation is inaccurate may request further review.

The RRCC Human Resources Department will supply the PA Program with one of the following after reviewing the background investigation results for each prospective student:

- Does not have any disqualifying offenses
- Does not have any disqualifying offenses but has offenses which may impact SCPE placement
- Has a disqualifying offense

## **TECHNICAL STANDARDS**

The following technical standards have been formally adopted by the Program and apply to all candidates for admission and students throughout their enrollment in the Program:

1. Students must be able to observe lectures, demonstrations, experiments, computer-assisted instruction, and waveform readings and must be able to use vision, hearing, and somatic senses to accurately observe patients both near and at a distance.
2. Students must communicate effectively with faculty members, patients, preceptors, and other members of the health care team. Students must be able to communicate accurately and clearly in spoken and written formats and must be able to use speech, hearing, reading, and

writing to effectively elicit patient histories, record data, and interpret data related to patient care.

3. Students must have sufficient motor and tactile skills to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. Students must be physically able to perform standard patient care activities, including but not limited to the suturing of skin and other tissues, the performance of lumbar punctures, and performance of retraction and instrument usage necessary to assist the primary surgeon during surgical operations.
4. Students must have sufficient intellectual, conceptual, reasoning, and problem-solving abilities to assimilate and integrate historical information, physical findings, diagnostic test results, and other patient-related data to form a diagnostic impression and a therapeutic plan for patients.
5. Students must have the capacity and willingness to develop sound clinical and personal judgment, mature professional relationships, and the ability to tolerate physically and emotionally stressful situations and circumstances. Students must have and maintain a sufficient degree of physical and mental health to provide effective, compassionate, and safe health care and must be able to respond appropriately and effectively in emergency situations.
6. Students must have the capacity and willingness to recognize limitations of their skills, legal authority and authorization, and must be willing to seek appropriate supervision and direction.
7. Students must develop and demonstrate ethical behaviors with respect to faculty, staff, co-workers, preceptors, patients, the families of patients, and other stakeholders in health care training and delivery.

## **ACCESSIBILITY SERVICES**

Red Rocks Community College, in compliance with federal law, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to RRCC programs and activities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in all educational programs and activities.

Students are strongly encouraged to self-disclose disabilities at the beginning of their academic experience. The National Committee for the Certification of Physician Assistants (NCCPA) will only allow accommodations for the Physician Assistant National Certifying Examination (PANCE) if they have been in place throughout the student's PA education.

To ensure the provision of reasonable and appropriate accommodations and services at Red Rocks, students with disabilities must identify themselves in a timely manner to Accessibility Services (Room 1182, Learning and Resource Center, Lakewood Campus, 303-914-6733 or the Arvada campus, by appointment). Current and comprehensive documentation of the diagnosed disability must be on file with the office prior to approval of the accommodation. An Accommodation letter will be provided, if deemed appropriate, following the intake with Accessibility Services. The Program will provide accommodations upon presentation of an Accommodation letter (see appendix) to the Program Director. The student with accommodations will be required to schedule an appointment with Accessibility Services once per didactic semester.



It is the student's responsibility to provide any information about accommodations or disabilities to clinical preceptors, as needed. The student is not required to disclose this information, and the Program will not provide this to preceptors or sites.

## REQUIRED EQUIPMENT

Each PA student should own, at minimum, the following equipment as soon as possible after matriculation into the Program:

1. High-quality stethoscope (e.g. Littman except Select or Lightweight)
2. High-quality oto-ophthalmoscope (e.g. Welch-Allyn. NOT pocket size, PanOptic not necessary)
3. Compatible otoscope insufflator
4. Reflex hammer
5. Tuning fork 512 mHz, 256 mHz
6. Penlight
7. Tape measure (soft, in centimeters)

Each student must implement universal precautions and use personal protective equipment (gloves, gown, protective eyewear, etc.) as appropriate during clinical contact with patients. Training in universal precautions will be provided during the Program. A student who is uncertain about the proper protocol or use of such equipment should contact the activity coordinator for additional instruction prior to any further clinical experience or patient contact. Students should notify the activity advisor immediately if an off-campus service-learning or clinical site appears to have inadequate universal precaution policies, equipment, or protocols.

Any student with a known latex allergy or having symptoms consistent with latex allergy should notify the Program immediately. It is advised to avoid any latex product and consult a qualified allergist for evaluation at the student's expense. Any student found to be latex allergic must determine whether to remain in the Program, acknowledging the risk of becoming ill even after reasonable precautions are taken and accommodations are made. If the student elects to continue his/her education in the Program, the student must realize that he/she assumes any responsibility and risk posed by the allergy.

## RECOMMENDED TEXTS/REFERENCES

The RRCC library and the PA Program provide digital media resources Access Medicine and Clinical Key. Direct access is available from both RRCC campuses. Between these two subscriptions, over 1500 reference texts are available. In addition to the required texts, the Program recommends these references:

CURRENT Diagnosis and Treatment series\*  
Fitzpatrick's Color Atlas & Synopsis of Clinical Dermatology\*  
Harrison's Principles of Internal Medicine\* or Goldman's Cecil Medicine\*\*  
Ferri's Clinical Advisor\*\*  
The Harriet Lane Handbook\*\*  
Physical Exam of the Spine and Extremities, Hoppenfeld M.D.

The Washington Manual of Medical Therapeutics  
The Sanford Guide to Antimicrobial Therapy  
Tarascon Pocket Pharmacopeia, Epocrates or other medication reference  
Dubin's Rapid Interpretation of EKG's

\*Available on Access Medicine

\*\*Available on Clinical Key

## **PROGRAM SCHEDULE**

The dates of semester courses and other learning experiences are posted in each individual course syllabus. If the RRCC general college calendar and the PA Program dates differ, the PA dates will take precedence. PA students should expect to be present in academic activities approximately 40 hours per week, Monday through Friday, throughout the Program. Required academic activities, clinical learning experiences, and SCPE days may also be scheduled on nights and/or weekends. In general, the didactic curriculum follows more closely with the RRCC academic calendar while the clinical curriculum is independent of the RRCC academic calendar.

## **ATTENDANCE POLICY**

Students are expected to be punctual and present for all Program activities.

The Program does not excuse absences. When considering an absence, the student should make an individual decision regarding his/her participation in Program activities. Missed work cannot be made-up without a Program-approved leave of absence (LOA) and may be allowed only at the discretion of the course director for partial or full credit. Students may request an LOA from the Program for an extenuating circumstance or one that requires an absence from academic or clinical activities of 5 or more days.

The LOA request must be made in writing to the Director of the Student Assessment Committee (SAC) specifying the reason. If approved, the SAC may authorize an LOA of up to one calendar year. Upon return to the Program, the student will resume didactic or clinical training in accordance with the policies, regulations, and requirements in effect at the time the student returns. Based upon the length of the LOA, the student may need to demonstrate competency of knowledge and skills prior to restarting within the curriculum. Failure to return to an active status within 1 year will be considered a voluntary and permanent withdrawal from the Program. The provisions of the Red Rocks Community College Student Handbook and semester bulletins in effect at the time of the student's withdrawal will govern any eligibility for tuition refund.

The Director of Clinical Training must be notified of any absence from a SCPE of more than one day. An absence of more than one day from a SCPE without justifiable cause or Program notification may be considered a violation of Program policy and may result in failure of the SCPE. See Clinical Manual for more information regarding an LOA during the clinical curriculum.

In case of inclement weather, please observe the policies of the College or Institution. The RRCC campus closure phone line is 303-914-6600. Students should make every effort to be present for

academic activities and SCPE. However, it is the policy of the Program that each student must make an individual decision regarding his/her own personal safety.

## **CONTACT INFORMATION**

Students must have an RRCC e-mail address throughout enrollment. This will serve as the official method of communication from the Program. The Program will not respond to official Program communication sent from a student's personal email. While on SCPE, students must keep the Clinical Coordinator advised of their current physical address, telephone number, and any other e-mail address. Students should check the RRCC e-mail preferably every day, but at least every other day, and are responsible for knowing the content of all e-mails.

## **DIVERSITY**

In compliance with the mission and objectives of the College, PA students will be expected to treat peers, faculty, staff, and all other individuals with respect. As future health care providers, PA students must always strive for awareness and sensitivity of diversity in gender expression, sexual orientation, religion, socioeconomic status, culture, and race/ethnicity/nationality.

The RRCC Center for Inclusion and Diversity's vision is to "value and respect our inherent differences and endeavor to learn from each other. Our educational programs, services, and activities will reflect this commitment to diversity". The Center's website is <http://www.rrcc.edu/diversity/contact>. RRCC supports diversity through Safe Zone. This denotation in various locations around campus alert students to LGBT support. The PA Program facilitates discussions designed to increase PA students' awareness of the preferences, needs, and beliefs of others.

Should a PA student experience harassment or discrimination, the complaint should be reported to Human Resources. See the RRCC Student Handbook for further information <http://www.rrcc.edu/sites/default/files/StudentLifeStudentHandbook.pdf>.

## **PROFESSIONAL ATTIRE**

PA students should be aware that guest lecturers from the medical community are frequently invited to campus and attire for these lectures should be professional. For on-campus academic activities requiring specific clothing (such as casting lab or anatomy lab), faculty members will specify the appropriate attire. Students should always dress professionally for all off-campus academic activities. RRCC prohibits dress that is generally considered indecent, fails to meet the safety or health standards of specific classes, or that displays indecent or unacceptable language of an offensive nature.

All students must dress in a professional manner during all encounters with patients and other medical personnel. Accordingly, all students are expected to maintain the highest standard of personal grooming and hygiene. The Program understands and appreciates the individuality that students choose to display. However, the medical profession is conservative in nature. Hair styles must not be extreme. There should be no visible body piercing other than small ear rings. Facial piercings, including tongue piercings, should be removed. Tattoos should be covered.

Students on SCPE should discuss questions about appropriate attire with both the Director of Clinical Training and the preceptor. In the absence of a specific clinical need or preceptor preference, students are advised to dress in clean, neat clothes in the following manner:

Male students should wear a pressed dress shirt with a collar, pressed slacks, socks and closed-toe shoes, and a short white lab coat with RRCC ID badge.

Female students should wear a pressed shirt or blouse, pressed slacks or skirt, closed-toe shoes, and a short white lab coat with RRCC ID badge. Consider the examination techniques that may be most prevalent in the clinical setting and dress appropriately (short skirts, low-cut tops may not be appropriate for any clinical setting).

Students may not wear any of the following items in any clinical setting:

Denim jeans  
Shorts or shorts-skirt combinations  
Running shoes, sandals, or any open-toe shoes  
Excessive jewelry  
T-shirts, sweatshirts, or leggings as an outer layer of clothing.

For the sake of patients who may have allergies or sensitivities, scented products, perfumes or colognes should be avoided. Males may wear appropriately trimmed facial hair. Fingernails should be trimmed short.

## **STUDENT ASSESSMENT AND PROMOTION**

Students enrolled in the Red Rocks Physician Assistant Program must successfully complete all requirements to be awarded a certificate/degree from Red Rocks Community College. Didactic courses require a *B* or higher to pass and clinical courses require a *C* or higher to pass. See each course syllabus for specific grading mode and requirements.

The Student Assessment Committee (SAC) meets regularly to evaluate the performance and progress of each individual student.

In its review of an individual PA student's progress, the SAC will consider the following criteria:

1. The grades earned by the student in each academic activity
2. Reports from assigned academic advisors and other appropriate persons regarding the professional behaviors and academic, clinical, ethical and social performance of the student
3. The student's compliance with the requirements of this manual
4. The student's standing with the Red Rocks Community College Business Office
5. The student's disciplinary status with the Program and the institution

After review of each PA student's progress, the SAC will forward one of the following findings to the Program Director: *satisfactory progress, at risk for failure to progress, failure to progress, or recommendation for dismissal*. The criteria listed below are possible actions that could be taken.

#### 1. *Satisfactory progress*

- The student has passed all didactic courses, skills exams, and SCPEs and has met all professional and ethical standards and should be promoted to the next semester or SCPE.

#### 2. *At risk for failure to progress*

- The committee finds trends in the student's performance that may indicate he/she is at risk for failing a course and/or is failing to meet professional or ethical standards.
- The student has earned a *C* grade in a clinical course, placing the student on academic probation.

A determination of *at risk for failure to progress* is meant to officially notify the student that he/she may be at risk for dismissal or deceleration.

#### 3. *Failure to progress*

- The student has failed one or more skills-based exams. A PA student who must undergo additional skills-based testing may be suspended from further coursework (didactic or clinical training) until these requirements have been successfully completed.
- The student has failed to meet professional and/or ethical standards.
- The student has failed to progress toward clinical competency as observed by clinical preceptors and/or Program faculty.
- The student has failed to achieve the grade of *B* or higher in one or more didactic courses.
- The student has failed more than three end of rotation exams during the clinical curriculum.

The Committee may recommend a leave of absence for any student who has failed to progress. The committee may suggest a remediation plan to prepare the student for repeating the course(s) or SCPE.

#### 4. *Recommendation for dismissal*

- The student has failed to obtain a grade of *B* or higher in one or more didactic courses.
- The student has failed to demonstrate the professional and/or ethical behaviors necessary for safe and competent clinical practice as a PA. Such a recommendation requires a specific explanation of the reasons for the finding.

- The student has repeatedly failed a required skills-based practicum.
- The student has refused to participate in a required activity or rotation.
- The student has failed to progress toward clinical competency.
- The student was placed on academic probation and was unable to achieve higher than a grade of C in the following semester(s).

Findings other than satisfactory progress will be forwarded to the Program Director. The SAC director will issue an *at-risk of failure to progress* notification in writing. A finding of *failure to progress* or a recommendation for dismissal will require further investigation by faculty and/or Program Director which will include an interview with the student. The Program Director will then determine whether, by clear and convincing evidence, the student has failed to progress and warrants either a leave of absence, deceleration, or dismissal. If such a determination is made, the Instructional Dean will be consulted and the student will be notified of the determination.

A student has five business days from the date of notification to appeal in writing to the appropriate Instructional Dean. The Dean shall have the discretion to determine whether further investigation is warranted or whether the matter may be concluded based upon the prior determination. Further appeals, if any, shall be made in accordance with any applicable provisions of the current *Red Rocks Community College Student Handbook*.

## **ACADEMIC PROBATION**

A student who earns a final grade of C in any course will be placed on academic probation for the duration of the following semester. A subsequent course grade of a C may result in dismissal from the Program. A student may be removed from academic probation in the probationary semester by meeting the criteria for satisfactory progress as above.

## **DECELERATION**

In the event a student fails one or more courses, the SAC and the Program Director may consider a deceleration. A deceleration allows a student to start the Program again with the next cohort. When considering allowing a deceleration rather than dismissal, the Program will take into account professionalism and performance in other courses. The student is responsible for all tuition costs incurred by a deceleration. A determination of *failure to progress* after deceleration may result in dismissal from the Program.

## **INTERVENTION AND REMEDIATION**

The Program and its faculty are invested in all students' successful completion of the curriculum along with passing the national certifying exam and practicing as a competent physician assistant. Intervention and remediation are provided to the student who needs additional support.

Intervention is defined as any process or interaction between a student and faculty which assists the student in improving academic performance or professional behaviors. This includes, but is not limited to tutoring, small group study, additional assignments, or referral to the Colorado Physician Health Program (CPHP). Intervention is not a formal process or procedure. It occurs on an individual basis for individual needs. Formal documentation of an intervention is not required although it may be desirable, and is not a part of the student's permanent record.

Remediation is defined as a formal plan or process in which a student must correct an academic, clinical, or professional deficit. Should a student demonstrate repeated or significant unprofessionalism or fail a course, supervised clinical practice experience (SCPE), summative exam, or other requirement of the Program, a remediation plan may be implemented. This plan will be based upon individual student deficits as suggested by an instructor, a preceptor, the faculty, and/or the SAC. The plan will include a definition of the deficiency, outline of the plan to remediate the deficiency, timeline for the plan, a measurable outcome, and plan for re-assessment. This may be in conjunction with a leave of absence with no forward progression within the curriculum until the student has sufficiently completed the plan. Formal documentation of the remediation is part of the student's permanent record.

The goal of the remediation is to provide the student an opportunity to correct the deficit, successfully complete the curriculum, pass the national certifying exam, and practice as a competent physician assistant. The student is responsible for being a self-advocate, communicating challenges and concerns, seeking resources, and fully participating in the remediation process. Unsuccessful completion of the remediation plan may result in deceleration or dismissal from the Program.

## **CODES AND STANDARDS OF PROFESSIONAL BEHAVIORS**

PA Program policies are congruent with institutional rules, regulations, and policies presented to all incoming students as outlined in the *Red Rocks Community College Student Handbook*. <http://www.rrcc.edu/sites/default/files/StudentLifeStudentHandbook.pdf>. It is the students' responsibility to familiarize themselves with the rules, regulations, and policies of the College and the PA Program.

### **PROFESSIONALISM**

The principles of professionalism for the RRCC PA program are based on the six foundational principles supported by the American Board of Internal Medicine – altruism, accountability, honor and integrity, respect, enrichment, and duty. It is therefore expected that each student will:

- Uphold the RRCC PA program and RRCC instructional code of conduct
- Seek self-improvement
- Avoid offensive speech that offers unkind comments and unfair criticisms of others
- Appreciate and respect the diverse nature of students, faculty, staff, and patients, and honor those differences when working with them
- Attend classes, meetings, seminars, and student presentations as a reflection of commitment to learning
- Be punctual
- Recognize one's own limitations

- Report data consistently, accurately, and honestly
- Work collaboratively and respectfully within a team
- Not seek to advance one's self at the expense of another
- Volunteer one's skills and expertise
- Meet commitments and obligations in a conscientious manner
- Respect the rights, individuality, and diversity of thought of other students and colleagues
- Demonstrate adaptability and maturity in response to program changes
- Assume personal responsibility for decisions and actions
- Respond positively to constructive criticism

In the classroom:

- Take the time to review other colleagues' work and provide meaningful and constructive comments to improve it
- Meaningfully contribute to the teaching environment
- Participate in classroom activities
- Show willingness to initiate and offer assistance to classmates
- Demonstrate respect towards instructors and classmates

In the clinical setting:

- Maintain patient/provider relationships that do not exploit personal financial gain, privacy, or sexual advantages
- Respects patient autonomy and informed decision making
- Report errors
- Act in ways that show a commitment to confidentiality
- Demonstrate compassion and empathy

## PROFESSIONAL EXPECTATIONS IN THE CLASSROOM

1. Arrive on time and return from breaks on time.
2. Stay seated during the class session unless previously discussed with the instructor.
3. Use cell phones, computers, iPads, or digital recorders during class only if specifically allowed by the course instructor and in the manner specified by the instructor.
4. Direct all comments and questions to the instructor, not classmates. The instructor is the only one who should be answering questions unless otherwise directed by the instructor.
5. Question the course instructor/lecturer appropriately.

Questions should be designed to gain further knowledge or clarification of the topic being discussed AND should benefit the entire class.

Questions should not include personal or identifiable information about self or others.

Questions from a student on a particular topic should be limited to one, with a possible follow-up only if necessary. If further follow-up on the topic is necessary, it should be conducted outside of the class session.

6. Use respectful language at all times during class sessions.
7. Display attitudes consistent with learning and respect at all times.



8. Instructors need breaks too, please be respectful of his/her time.
9. Food is allowed in the classroom only with specific permission of the instructor.
10. Expectations for email:
  - a. If an email is sent during class time and it does not clearly state at the top “sent during class break,” the faculty will assume the issue is critical (because it could not wait) and class will be interrupted to ask the student to discuss the critical issue immediately. Unless the issue warrants such a critical and immediate response, do not email faculty/staff during class.
  - b. Faculty and staff business hours are Monday-Friday 8am -5pm. Students can expect an email response within 3 BUSINESS days.
  - c. All email communication to the Program must be sent through the RRCC student email. If emails are sent through personal email, the Program will be unable to respond.
11. In testing situations, leave immediately after finishing the test and do not re-enter the room until all classmates are finished testing.

A PA student is considered habitually disruptive if he/she persistently interrupts with irrelevant, hostile, or disrespectful conduct that interferes with the academic activity.

## VIOLATIONS

Violations of codes and standards of behaviors/lack of professionalism are subject to disciplinary action which may include:

- Removal from an activity, course, or SCPE
- Lowered grade in an activity, course or SCPE
- Failure of an activity, course or SCPE
- Dismissal from the Program

## STUDENT CONDUCT IN A CLINICAL SETTING

### **EXAMINATION OF PATIENTS**

PA students may not interview, examine, test, diagnose, treat, or counsel any patient without the consent of the preceptor and the patient or the patient’s guardian. The assigned preceptor shall be on the premises of the health care facility where the patient is being seen. Students may not perform an invasive examination or perform an examination of the breasts of a female or the rectum or genitalia of any person without the presence of the preceptor/chaperone and prior informed consent from the patient or the patient’s guardian, as appropriate.

### **SUPERVISION**

The preceptor is responsible for the evaluation and treatment of the patients in his/her care at all times. All PA student activities will be under the direction of a preceptor. Under no circumstances is a student to question preceptor decisions in front of the patient or patient's family or bystanders. Students must avoid open disagreement with preceptors and other health care workers during CLE/SCPE.

## **PRECEPTOR AND PATIENT COMMUNICATION**

Students should avoid inappropriate familiarity with preceptors, especially in the presence of other health care workers and patients and their families. A collegial or informal relationship between students and preceptors is sometimes encouraged by preceptors and can be an important and enjoyable part of the learning process. However, the use of a physician's first name, inappropriate banter with a preceptor or other inappropriate familiarity of any type detracts from both the learning environment and the patients' therapeutic environment and should be avoided.

Students shall avoid inappropriate familiarity with patients and their families and refer to every patient over the age of 18 years old as "Mr." or "Ms.", as appropriate, unless and until the patient invites the student to use the first name of the patient.

## **MEDICATION PRESCRIBING**

Students may not possess, use or distribute sample medications for personal or family use. Students may distribute a sample medication to a patient with authorization of the preceptor. Any prescription written by a student must be cosigned by a preceptor.

## **PATIENT PRIVACY**

PA students have an ethical obligation to safeguard a patients' privacy during encounters. Congress enacted the Health Insurance Portability and Accountability Act (HIPAA) in 1996 and became effective on April 14, 2003. Under HIPAA, all practice settings are required to develop and implement a written privacy policy. Appropriate training will be provided to students. Failure to adhere to the privacy policy or a breach of confidentiality is grounds for termination for a health care provider (or staff member) in a clinical practice setting and grounds for removal of a Red Rocks Community College PA student from a service-learning activity, clinical experience, or clinical rotation and/or dismissal from the Program. Copies of the HIPAA rules can be obtained from the Department of Health and Human Services website at [www.hhs.gov/hipaa](http://www.hhs.gov/hipaa).

## **SOCIAL MEDIA**

Use of social media, even in a personal capacity, must comply with state and federal law concerning patient information including but not limited to HIPAA. PA students should avoid depictions of behavior that does not comply with professional and/or ethical standards. Violations of this policy may result in disciplinary action by the PA Program. At minimum, the student must consider how conduct on social media may impact the development of a desirable professional persona.

## **STUDENT GRIEVANCE**

In the event that a student has a grievance against another student, faculty, or staff, the student should first attempt to resolve the dispute with that party directly. The PA Program adheres to the student grievance policy and procedure of Red Rocks Community College. This may be found in the Student Handbook at <http://www.rcc.edu/sites/default/files/StudentLifeStudentHandbook.pdf>.

## **STUDENT ASSISTANCE SERVICES**

## STUDENT HEALTH/BEHAVIORAL HEALTH

The RRCC Student Health Clinic provides primary care and behavioral health services for current students by appointment. PA students must only be treated for routine health concerns by a clinic provider not associated with the PA Program. Faculty or staff associated with the PA Program do not have access to PA students' health records.

## COLORADO PHYSICIAN HEALTH PROGRAM

The Colorado Physician Health Program (CPHP) is a nonprofit organization, independent of other medical organizations and the government ([www.cphp.org](http://www.cphp.org)). CPHP provides the peer assistance services for licensed physicians and physician assistants of Colorado. CPHP also has training program contracts to serve physician assistant students. CPHP clients are assured confidentiality as required by law or regulation. Peer assistance services aid individuals who have any problems that would affect one's health such as emotional, psychological, or medical problems. For example, CPHP assists its clients with medical and/or psychiatric conditions (e.g. Alzheimer's disease, HIV infection, depression or substance abuse) as well as psychosocial conditions (e.g. family problems or stress related to work or professional liability difficulties).

CPHP provides diagnostic evaluation and treatment referral as well as treatment monitoring and support services. CPHP believes that early intervention and evaluation offer the best opportunity for a successful outcome and preventing the health condition from needlessly interfering with medical practice.

Students who are found to have emotional, psychological, medical or substance use/abuse issues will be referred to CPHP for further evaluation. Students may also self-refer to CPHP. Following an evaluation, the determination of further ability to progress in the Program will be done on an individual basis by the Program Director. An appeal of this decision must be made in writing to the RRCC Vice President of Student Success within 5 days of notification to the student.

## **THE IMPAIRED STUDENT POLICY**

The Program's Impaired Student Policy is meant as an adjunct to and to be congruent with the Red Rocks Community College policy. Any student who believes that either alcohol, recreational, or illicit drug use is interfering with his/her academic experience may self-refer to CPHP at any time for a confidential evaluation.

Students may be subject to random drug screening at any time during the didactic or clinical curriculum. Many clinical sites will require drug screening prior to starting a CLE or SCPE and have a *zero tolerance* policy alcohol, recreational, or illicit drug use.

A student suspected of being impaired or having a positive substance screen may:

- Be referred to CPHP
- Be immediately removed from the classroom/activity/clinical site
- Receive a failing grade for the activity/SCPE
- Be decelerated
- Be dismissed from the Program

## **ACADEMIC INTEGRITY**

As future physician assistants who are responsible for the health, well-being, and privacy of patients, students are expected to uphold the highest level of integrity. Academic integrity is demonstrated when original work is submitted or the work of others is properly acknowledged. Students must always uphold these standards and responsibilities. Please refer to the *Red Rocks Community College Student Handbook* for the College policies on academic integrity. Any breach of academic integrity may result in failure of an assignment to dismissal from the Program as determined by the SAC and the Program Director. Academic dishonesty is defined as, but is not limited to:

1. Use of or providing unauthorized assistance in taking quizzes, tests or examinations or the use of or sharing of examinations or answer keys
2. Copying from another student or allowing copying in writing papers, preparing reports, solving problems or completing assignments
3. Plagiarism or knowingly assisting another student in committing an act of plagiarism. Plagiarism includes, but is not limited to, the use of published or unpublished work, or work of another person, without full and clear acknowledgement. It also includes submitting examinations, reports, drawings, patient documentation, laboratory notes, undocumented quotations, or other material as one's own work when such work has been prepared by another person or copied from another person. It is expected that the student use their own words to perform assignments. When submitting assignments, if phrases or statements are cut and pasted from any other source or document the statement **MUST** be in cited with reference to the original material (APA style).

## **STUDENT EMPLOYMENT**

Experience has shown that students are not capable of achieving the expected level of knowledge and commitment needed to complete the Program if they engage in outside employment during the PA Program curriculum. Students must refrain from outside employment throughout the entirety of the Program.

## **PROGRAM-RELATED STUDENT INJURY OR ILLNESS**

A currently registered RRCC PA student who becomes ill or injured while on a SCPE may be eligible for workers' compensation coverage. See Clinical Manual for further information.

Students who become ill or injured outside of a clinical rotation but within a Program-related exercise or activity will not be covered by the state workers' compensation coverage and therefore, must maintain personal health insurance for the duration of enrollment in the PA Program.

## **EVALUATION OF THE PROGRAM**

Students may be asked to evaluate the Program in any of the following areas:

1. Guest lecturers and lectures
2. Course and the instructor(s)

3. Clinical Learning Experiences and preceptor
4. A cumulative evaluation of the Program
5. Evaluation of each preceptor and SCPE
6. An exit survey interview prior to graduation

## **PHYSICIAN ASSISTANT PROGRAM OFFICES**

The Red Rocks Physician Assistant Program offices are located on the Arvada Campus. The mailing address is Box 15, 5420 Miller St. Arvada, CO 80002, telephone (303) 914-6039 or (303) 914-6048, fax (303) 914-6806. In order to protect confidentiality and ensure the efficient operation of the Program, the following office policies are in effect:

1. Unscheduled time in Program office/faculty offices should be kept to a minimum.
2. Students must respect and may not access the confidentiality of letters, forms and other materials located in the PA Program offices.
3. The faculty has an “open-door” policy for student meetings, but an appointment is preferable.

## **STUDENT LEARNING OUTCOMES**

The learning outcomes for the Program are derived from the Accreditation Review Commission on Education for the Physician Assistants (ARC-PA) standards, the National Commission on the Certification of Physician Assistants (NCCPA), Physician Assistant National Certifying Exam (PANCE) blueprint, the Competencies for the Physician Assistant Profession (adopted in 2005 by the American Academy of Physician Assistants), and the mission of the Program. These learning outcomes should serve as an academic outline for studies.

## **PROGRAM CURRICULUM**

All students progress through the PA curriculum as a cohort according to the sequence prescribed by the Program. All courses and academic activities are required. There is no provision for exemption of classes, part-time participation, advanced placement or transfer of academic credit. Only those students who have been formally accepted by and matriculated into the Red Rocks Community College Physician Assistant Program can take courses with the prefix of PAP/PAS.

### **DIDACTIC CURRICULUM**

The didactic curriculum begins on campus in August of each year with two consecutive semesters of full-time coursework and academic activities.

Below is a list of the required courses within the PA Program curriculum (PAP-certificate curriculum, PAS- Master’s curriculum). The PA Program faculty is continually reviewing and evaluating the overall curriculum, individual course content, and course sequencing. Therefore, course titles, credit hours, and sequencing may be changed without notice.

PAP 201, 202,203	Professional Seminar I,II, III	PAS 601, 602	Professional Seminar I,II
PAP 204, 205, 206	Problem-Based Learning I, II, III	PAS 629,630	Clinical Medicine Lab I, II
PAP 207, 208,209	Clinical Medicine I,II,III	PAS 625, 626	Clinical Medicine I,II
PAP 210, 211, 212	History and Physical Exam I,II,III	PAS 631, 632	History and Physical Exam I,II
PAP 214	Behavioral Medicine	PAS 618	Psychosoc. Dimensions of Primary Care
PAP 220	Human Anatomy with Lab	PAS 609,610	Human Anatomy
PAP 221	Biochemistry	PAS 611, 612	Human Anatomy Lab
PAP 222	Human Physiology	PAS 603	Biochemistry
PAP 223	Pathophysiology	PAS 605, 608	Physiology/Pathophysiology I, II
PAP 224, 225,226	Pharmacology I,III,III	PAS 604	Evidence-based Medicine
In addition to the required PAP courses, students must successfully complete HPR 120 and HPR 130 (ACLS and PALS) prior to starting clinical rotations		PAS 613,614,641	Pharmacology I,II, Pharmacotherapeutics
		PAS 653	Advanced Practice Seminar
		PAS 643	Clinical Resources and Pearls
		PAS 645,646	Clinical Decision Making I,II

Each PA student will also be required to participate in clinical/service learning experiences (CLEs- Clinical Learning Experiences) which include time spent with faculty and/or various community preceptors in various disciplines and specialties. Such experiences will allow PA students to correlate what is learned in the didactic setting to a clinical setting.

### CLINICAL CURRICULUM

Progression from didactic training to clinical training requires evidence that the student is prepared to begin the clinical curriculum. Clinical education provides the opportunity to integrate theory and practical skills into the treatment of patients. It allows for observation of expert clinical practice, communication with patients and other members of the health care team, determination of diagnoses by using clinical decision-making and development of treatment plans. Clinical preceptors are the primary resource during the clinical curriculum and will reinforce didactic knowledge and technical skills and evaluate student performance. See the Clinical Manual for further information.

### MASTER'S PROJECT

The RRCC PA Program Master's project (PAS) serves as a culminating academic and intellectual experience in which students pursue independent research on a question or problem of their choice and, with the guidance of a faculty mentor, produce a substantial paper and academic poster that reflects a deep understanding of the topic.

## **SUMMATIVE EVALUATION**

Students will undergo a summative evaluation of cumulative knowledge and skills prior to completing the Program. *Skills Summatives* consists of two cases, each requiring the student to evaluate and

treat a patient. A student who performs poorly on one or both cases will be required to complete an additional case(s). *Written Summatives* consists of a 240-question primary care exam. The exam will be comprised of the nationally-developed and verified PAEA EOR exams for internal medicine and family medicine. Each student must pass each component of the summative evaluation. The SAC committee will review overall performance from all summative components along with the student's professional and academic performance throughout the Program.

Any student who has deficient knowledge and/or lacks the ability to safely treat patients will not graduate from the Program.

## **NATIONAL CERTIFICATION**

Upon successful completion of the Program, students are eligible to take the Physician Assistant National Certification Examination (PANCE) offered by the National Commission on Certification of Physician Assistants (NCCPA). Successful completion of the PANCE is required for state licensure and medical practice.

## **PROGRAM ACCREDITATION**

The Red Rocks Community College PA Program has been fully accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) since January 2001.

**APPENDIX: PHYSICIAN ASSISTANT STUDENT CONTRACT**





## Physician Assistant Student Contract

\_\_\_\_ The conduct of the student reflects upon the individual, the clinical site, Red Rocks PA Program, and the physician assistant profession. Therefore, I will conduct myself in a professional and mature manner at all times. I will adhere to all policies in this manual, the Red Rocks Community College Student handbook, and any additional policies applying to service-learning and clinical sites. I understand that failure to comply with policies will result in disciplinary action and possible dismissal from the Program.

\_\_\_\_ I will uphold the highest level of academic integrity. I understand that I must abide by the academic integrity policies of the RRCC Student Handbook and the PA Program manual. Dishonesty in any form will result in disciplinary action and possible dismissal from the Program.

\_\_\_\_ I will not see, treat, or dismiss a patient without consultation with the responsible community-based preceptor. I understand that I am obligated to know and adhere to the privacy policies and procedures of the clinical site to which I am assigned. I acknowledge that medical records, accounting information, patient information and conversations between healthcare professionals about patients are confidential under the law and this agreement.

\_\_\_\_ I understand that I may not remove any record from the clinical site without written authorization of the site. Additionally, I understand that before I use or disclose patient information in a learning experience, classroom, case presentation, class assignment or research, I must exclude personal and identifying information. I understand that any patient information may only be used or disclosed for health care training and educational purposes at RRCC and must otherwise remain confidential.

\_\_\_\_ I will not discuss any preceptor or my interactions with preceptors outside of the Program. I understand that denigration of any preceptor could result in dismissal from the Program or other legal consequences.

\_\_\_\_ I authorize the Program to access, store, and transfer to clinical sites as necessary a copy of my immunizations, TB and health statement form.

\_\_\_\_ I authorize the Program to provide to any community-based preceptor/institution relevant information concerning my academic progress and professional development.

\_\_\_\_ I understand and agree that I will be expected to go to any clinical or service learning site within the state of Colorado or a 450-mile radius of RRCC as assigned by the Program.

\_\_\_\_ In connection with my education and clinical training at any healthcare facility associated with Red Rocks Community College, I understand that a credit report, consumer credit report and/or investigative consumer report and collective background check report on me is being prepared in accordance with the requirements of the Fair Credit Reporting Act.

I understand that these background check reports may include:

1. Credit Report
2. Criminal and civil search such as criminal or driving records
3. Violent sexual offender and predatory registry search

5. Social security number verification
6. Medicare/Medicaid integrity check
7. Specially designated national registry check
8. Positive identification (SS Death Index)
9. Prior employment verifications
10. Education and licensure verifications

These background check reports may also include reasons for termination of past employment from previous employers. Further, I understand that information may be sought from various federal, state and other agencies which maintain records concerning my past activities relating to my educational/school records, driving and credit, criminal, civil and other experiences as well as claims involving me in the files of insurance companies.

I authorize RRCC to provide me with a copy of my background report so that I can hand carry it to any facility that has asked for a copy. I also authorize the Program Director and staff of the PA Program to review and maintain a copy of my report. I have read and understand my rights under the Fair Credit Reporting Act. This authorization shall expire 27 months from the date noted below or my completion/termination of the Program. A photocopy or fax of this consent and release shall have the same binding effect as an original.

As a physician assistant student in the Red Rocks Physician Assistant Program, I acknowledge that I have received, read, understand, and will comply with the rules, standards, and policies contained in this manual. I understand that signing this agreement and complying with its terms is a requirement for my studies and enrollment in this Program.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Student Name

\_\_\_\_\_  
RRCC PA Program Witness

I authorize the use of photographs, statements, motion pictures, audiotapes, videotapes (CD and DVD) or televising, and Internet of me in any professional publication (including, but not limited to Red Rocks Community College promotional and informational materials, community newspapers, television and/or radio broadcasts, books, brochures, magazines, motion pictures, and Internet). I also agree that I will not be compensated for the use of my photograph or my likeness.

The use of publication of the materials reference above May \_\_\_ May Not \_\_\_ contain my name. I hereby release Red Rocks Community College from any liability in connection with the making, publication or use of such materials.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Student Name

## APPENDIX: STUDENT INCIDENT REPORT



# Student Incident Report

Student Name: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

Type of Incident:

Blood-borne pathogen exposure                      Source:             Known             Unknown

Other work comp. injury/illness:

\_\_\_\_\_  
\_\_\_\_\_

Other injury/illness:

\_\_\_\_\_  
\_\_\_\_\_

Student was instructed to:

Seek treatment at appropriate facility

Notify Human Resources at 303-914-6570

Faculty Reporting  
Incident \_\_\_\_\_

Date \_\_\_\_\_

**APPENDIX: BBP/ WORKERS' COMPENSATION INSTRUCTIONS**



## BBP/Workers' Compensation Instructions

If you are injured during a SCPE or have an exposure to a contaminated or potentially contaminated instrument, please follow the step-by-step guidelines below:

1. If the injury is a threat to life or limb, **or you are not in the Denver metro area**, notify your preceptor and proceed to the nearest ED.
2. If the injury is an exposure with **any** potential for blood-borne pathogen exposure, proceed to Concentra Medical Center or Midtown Occupational Medicine immediately. Your injury may be time sensitive.
3. Call or email Krysta Bearish, Director of Clinical Training at 303-914-6036 ([krysta.bearish@rrcc.edu](mailto:krysta.bearish@rrcc.edu)) or Kathy Beamis, Admissions Manager/Clinical Coordinator at 303-914-6048 ([kathy.beamis@rrcc.edu](mailto:kathy.beamis@rrcc.edu)) ASAP to report the injury.
4. Contact Human Resources at 303-914-6570 to file an incident report. This should be done ASAP but no later than 4 days post-injury.

Concentra Medical Centers- multiple locations along the Front Range  
(check local listings for the nearest clinic)  
After Hours and Weekend #- 303-370-0454

Midtown Occupational Health Services  
(Downtown Denver)  
2420 West 26<sup>th</sup> Ave  
Denver, CO 80211  
303-831-9393

# APPENDIX: PHYSICIAN ASSISTANT STUDENT PROGRESS REPORT

## Physician Assistant Student Self-Assessment Progress Report

<b>PROFESSIONAL STANDARDS</b>	<b>COMMENTS</b>	
<b>Attendance/Punctuality</b>		
Have you had any absences?		
Have you had difficulty getting to classes/clerkships on time?		
Have you had any difficulty completing assignments on time?		
<b>Preparation and Participation</b>		
How are you preparing for class/activities/clerkships?		
How are you contributing effectively to class/activity/practice?		
<b>Attire</b>		
Is your classroom and activity attire appropriate?		
Are you familiar with appropriate clinic attire? Has your clinical attire been professional?		
<b>Rapport with faculty and peers</b>		
How are you demonstrating respect to:		
a. instructors/faculty/ preceptors		
b. staff		
c. classmates		
d. patients		
<b>Intellectual curiosity</b>		
What are your thoughts on your own abilities?		
Do you have any learning needs? What is your learning style?		
<b>Feedback</b>		
How do you accept and give constructive feedback?		
<b>Personal Responsibility</b>		
How do you work and function in a team?		
How are you taking responsibility for your learning?		
<b>Professional Responsibility</b>		
How are you conducting yourself in an honest, ethical, and professional manner?		
How are you demonstrating flexibility, adaptability, and tolerance for change?		
How are you adhering to program /school/facility policies and procedures?		
How are you demonstrating academic integrity?		
<b>ACADEMIC STANDARDS</b>		
Basic Sciences	Indicate clerkships completed since last progress report	



Problem-Based Learning		
Clinical Medicine		
History and Physical Exam		
Pharmacology		
Professional Seminar		
Behavioral Medicine		

**How are you meeting your own goals in the program?**

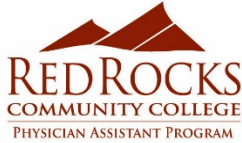
**How are you performing up to your potential and what you expect of yourself?**

**What aspects of the program have been positive for you? Negative?**

---

**Advisor comments:**

## APPENDIX: ACCOMMODATIONS CERTIFICATE



ACCOMMODATIONS CERTIFICATE

Student's Name \_\_\_\_\_

CLASS: \_\_\_\_\_ INSTRUCTOR: \_\_\_\_\_

TO EQUALIZE THIS STUDENT'S CHANCES FOR ACADEMIC SUCCESS THE FOLLOWING ACCOMMODATIONS ARE NECESSARY:

- Checkboxes for accommodations: Captioned Videos, Texts and Tests, Testing in alternate environment, Frequent breaks, Use of a recorder, Medical absences, Extended time, etc.

Comments:

\_\_\_\_\_  
\_\_\_\_\_

SIGNATURE AND DATE lines for Student, Director, and Instructor.

Student: Please download form; sign it, have your Instructor sign it and return it to the ODS Office.
Instructor: Please retain a copy for your records. Return the signed copy to the ODS Office.
Please contact the Director of Disability Services with any questions concerning this student's accommodation. THIS FORM CERTIFIES THAT THE FOLLOWING STUDENT HAS PRESENTED THE NECESSARY DOCUMENTATION TO AUTHENTICATE THE DISABILITY.

# APPENDIX: CLINICAL MANUAL



**PHYSICIAN ASSISTANT  
CLINICAL MANUAL  
2017-2018**

## INTRODUCTION

The Physician Assistant clinical manual is a resource to guide Physician Assistant (PA) students and preceptors through the clinical components of the Program. This manual is adjunctive to the Physician Assistant Program manual.

## CLINICAL CURRICULUM

The clinical phase of the Program consists of 12 months of supervised clinical practice experiences (SCPE) which are divided into the following clerkships (one month=3 credits):

PAP 270 Patient Care I	9 credits		PAS 670 Patient Care I	6 credits
PAP 271 Patient Care II	3 credits		PAS 671 Patient Care II	3 credits
PAP 272 Patient Care III	12 credits		PAS 672 Patient Care III	12 credits
PAP 273 Patient Care IV	9 credits		PAS 673 Patient Care IV	12 credits
PAP 274 Clinical Elective	3 credits		PAS 674 Patient Care V	3 credits

(PAP-certificate curriculum, PAS- Master's curriculum)

Professional seminar (PAP 203, 232, 233) and Advanced Problem Based Learning (PAP 206, 235, 236) are also taken during the clinical curriculum. These courses meet during end of rotation (EOR) days.

The mission of the Program will be fulfilled by placing each student in at least two frontier, rural or urban medically-underserved settings. This may be fulfilled in any of the above rotation types and is to be determined by the Director of Clinical Training and the Clinical Coordinator.

## STUDENT REGISTRATION

PA students must be registered for classes in order to participate in SCPEs, without exception. Malpractice insurance and worker's compensation coverage are only extended to current RRCC students, which is defined as *registered* for courses. A student who has any hold on his/her account must address the hold with Student Records/Business Services/Cashier to register for courses. Any student not registered for courses will not be able to move forward in the clinical curriculum and may risk failure to meet the requirements of the SCPE and delay of graduation or dismissal from the Program. Need for any subsequent SCPE courses to complete requirements will be the financial responsibility of the student.

## **PATIENT LOGGING**

It is the student's responsibility to ensure that all patients seen by the student are logged correctly in EXXAT. This includes, but is not limited to numbers of patients, encounter type, population type, and setting. All patient information must be logged according to HIPPA guidelines with no identifying information. As required by the ARC-PA and the Program, students must be exposed to the following patients:

- Infants
- Children
- Adolescents
- Adults
- Elderly
- Women seeking prenatal and gynecologic care
- Patients seeking care for pre-operative, intra-operative, and post-operative care
- Patients seeking care for behavioral and mental health conditions

As the student sees these patients, regardless of the setting (inpatient, outpatient, emergency department, operating room) or the Program-determined SCPE, logs must reflect sufficient numbers across the entirety of the clinical curriculum. The student will be required to present a cumulative portfolio of logged patients to his/her advisor upon request.

## **STUDENT ASSESSMENT DURING THE CLINICAL CURRICULUM**

For each of the requirements listed below, the student can earn one of the following levels of evaluation in the PAP certificate curriculum:

- Pass with Excellence
- Pass
- Pass with Reservation
- Fail

Components used in the assessment of students may include:

- Patient logs
- Preceptor evaluation of the student
- EOR exam
- Assignments as determined by the Director of Clinical Training

Failure to successfully complete the clinical or professional requirements of a SCPE may result in loss of the SCPE elective, repeating the SCPE post-graduation, LOA with remediation or dismissal from the Program. A second failure of a SCPE or failing two SCPE may result in dismissal from the Program. The student will be responsible for all tuition costs incurred by the failed SCPE.

## PLACEMENT OF STUDENTS IN CLINICAL TRAINING SITES

Clinical training sites and preceptors are selected on the basis of the following factors:

1. The willingness and ability of the individual training site and preceptor to provide a student with supervised clinical experiences leading to demonstrable professional competencies in accordance with clinical objectives
2. The expertise of the designated preceptor in the subject matter of the SCPE's professional competencies
3. The interest of the designated preceptor in teaching and his/her ability to teach and adequately supervise a student
4. The ability of the training site to provide an adequate number of relevant patient contact experiences
5. The ability of the training site to provide both physical space for the student to interview and examine patients and appropriate universal precautions equipment for the protection of the student and the patient
6. An understanding of the PA role
7. An understanding that the student should not be used as replacement manpower for other health care providers in the clinical setting. ARC-PA standards do not permit students to perform duties which might otherwise be performed by regular staff members unless those duties are reasonably part of the educational process and the student has been appropriately oriented and can be supervised
8. The absence of relevant adverse regulatory agency action against the training site or preceptor

In alignment with the mission of the Program, students will be placed in at least two rural/underserved SCPEs. Students may be placed in clinical sites throughout the state of Colorado and within a 450 mile radius of the RRCC campus. This is to include states contiguous with Colorado. All travel costs are the student's responsibility.

The Director of Clinical Training is not required to take into account the personal circumstances of a student in making assignments to clinical sites. Students who decline to proceed to an assigned clinical site will be deemed to have voluntarily withdrawn from the Program.

Placement will be contingent upon a completed affiliation agreement, student performance, program approval and site requirements. Student suggestions and requests for a specific preceptor or clinical site are welcome and may be considered but are not guaranteed. Clinical training sites are formally arranged by the Program. Students are not required to contact preceptors or their office staff to arrange a SCPE. Students may not attend a SCPE or work with a preceptor until that site/preceptor has been approved by the Director of Clinical Training. It is acceptable for a student to work with the clinician partners or associates of the designated preceptor in a group practice if the preceptor has accepted responsibility. It is unacceptable for a student to be supervised by persons who have not been approved in advance by the Program.



There are rare circumstances in which a student may be justified in requesting removal from a SCPE or reassignment to a different clinical site. If a student believes he/she is unable to meet the requirements of an assigned SCPE, the student must notify the clinical team within three days of the commencement of the SCPE. The Director of Clinical Training will investigate the circumstances and will either reassign the student, arrange for reasonable accommodation of the student within the SCPE or deny the student's request for removal and reassignment. If the student still believes he/she is not able to meet the requirements of the rotation, the student may appeal to the Program Director. The decision of the Program Director is final.

If a student believes he/she has been the victim of alleged physical abuse, emotional abuse or sexual harassment, he/she must notify the clinical team immediately. The Director of Clinical Training will investigate the circumstances and will either reassign the student or deny the student's request. If denied, the student may appeal to the Program Director. The decision of the Program Director is final.

## **CLINICAL ELECTIVE**

A clinical elective provides the student an opportunity to choose a SCPE that is of particular interest to the student. Elective SCPEs must be clinical in nature with substantial patient contact in a clinical setting. The Director of Clinical Training must approve these SCPE in advance in the same manner as all other SCPEs. Students who decline or fail to select either of these will be placed in a SCPE of the clinical team's choice. The Program reserves the right to revoke the student's elective choice in the case of "pass with reservation" or a "fail" of a required SCPE. The Program may also need to revoke the student's elective in the case that adequate numbers and types of clinical experiences are not met. Inadequate exposures to required populations and settings may delay or prevent graduation from the Program.

## **THE ROLE OF THE PRECEPTOR AND CLINICAL TEAM**

The clinical preceptor helps the student make the transition from the classroom to a patient care setting. In the clinical setting, the preceptor will be a physician, physician assistant, nurse practitioner, or other licensed health care provider experienced in their area of instruction. The clinical preceptor serves as a student advocate and role model for professional practice. The preceptor should have strong clinical skills, teaching ability, working knowledge of the scope of practice, and demonstrate professionalism. The preceptor works with the student by observing assessments and technical skills and providing constructive feedback. The preceptor is asked to critique student performance, reinforce appropriate behavior/actions and correct inappropriate behavior/actions in a timely manner.

The Program has specific objectives for clinical experiences. The goal for students is to achieve as many of these objectives as possible under the guidance of the preceptor and the clinical team. Achievement of the objectives is ultimately the responsibility of the student. Although the clinical team plays an important role in student instruction and coordination, it is the preceptor who serves as the clinical expert.

The Director of Clinical Training is responsible for ensuring that student objectives are clear to both students and preceptors, monitoring student progress and troubleshooting during the SCPE.

## CLINICAL SCHEDULES AND ABSENCES

SCPE days and work hours are governed by the schedule of the training site or preceptor. Students are expected to receive, on average, a minimum of 36 hours of clinical exposure during each week. Students are not to work more than 70 hours in a calendar work week during a SCPE.

Students should be present during each required day of the SCPE. In the event of a preceptor illness or absence, arrangements should be made to work with another preceptor within the facility or make up the time missed. The Director of Clinical Training must be contacted if alternative arrangements cannot be made.

Students may request a leave of absence from the Program for exceptional circumstances. The request must be made in writing to the Chair of the Student Assessment Committee (SAC) specifying the reason. The SAC may authorize a leave of up to one calendar year. Upon return to the Program, the student may be required to pass a skills and/or written assessment prior to clinical placement and will be governed by policies, regulations and requirements in effect at the time the student returns. Failure to return to an active status within one year will be considered a voluntary and permanent withdrawal from the Program. The provisions of the Red Rocks Community College Student Handbook and semester bulletins in effect at the time of the student's withdrawal will govern any eligibility for tuition refund.

A rare circumstance may make it necessary for a student to be absent from or leave early from a clinical site. The Director of Clinical Training must be notified in advance unless the circumstance is emergent and advance notification is impossible. An absence of more than one day from an assigned SCPE without justifiable cause or Program notification may be considered a serious violation of Program policy and may result in failing the SCPE.

In case of inclement weather, please observe the policies of the College or Institution and the clinical site. Students should make every effort to be present for all academic activities and SCPE days. However, it is the policy of the Program that each student must make an individual decision regarding his/her own personal safety. The Program must be notified in the event of any absence.

## HOUSING FOR NON-LOCAL ROTATIONS

Students will be placed in clinical sites outside of the Denver metro area for required rotations. Each student must set up an account with the Colorado Area Health Education Center's (AHEC) at <https://hschealth.uchsc.edu/ahec/htmls/finaid>. AHEC has housing available to students outside of a 50-mile radius of the RRCC Arvada campus and on a first-come, first-serve basis. Housing may vary from location to location and is provided strictly for the student only (no guests or pets). It is the responsibility of each student to register and request housing. It is recommended that a 6-8 week advance notice be given to AHEC to secure housing for the student. Likewise, it is the responsibility of each student to notify AHEC in the event of the cancellation of a rotation that would negate the need for housing. Failure to secure housing may result in the student having full responsibility for locating and paying for housing. A student's failure to cancel housing will be the financial responsibility of the student. Housing needs greater than 30 nights per rotation must have prior approval from the Director of Clinical Training.

The preceptor of record may not house a student during a Supervised Clinical Practice Experience.

## **MALPRACTICE INSURANCE**

All students are fully covered through the State of Colorado's malpractice insurance policy, a copy is provided to each preceptor and rotation site before the student's arrival. Students are also covered by the College's State of Colorado Workers' Compensation insurance for injury or illness arising out of any rotation activity.

## **SITE VISITS**

During the clinical curriculum, Program faculty and staff may use site visits to evaluate a site and/or preceptor, evaluate a student, and/or develop relationships with a site and/or preceptor. This may consist of visits to clinical sites or phone conversations with preceptors. Students may be observed with a patient or asked to submit an example of his/her documentation to the site visitor, as needed. A student or a site may request a site visit at any time to evaluate any concerns.

## **INTERNATIONAL SCPE**

International rotations (IR) will be considered only as an elective SCPE for which the elective syllabus is the appropriate guiding document for requirements. IR must first be approved by the Program. The student must schedule an individual interview with the Program Director and Director of Clinical Training. Following the interview, the student must submit the International Rotation Proposal Form and International Rotation Student Agreement (see appendix) for approval. Students must be aware that the process for gathering required information from the site and preceptor along with completion of the Affiliation Agreement likely will take no less than 9 months. As soon as the site is confirmed, the student will be given:

1. Red Rocks Community College Indemnity Release Form
2. Preparing for an International Experience Journal Article
3. International Time Line and Check List
4. RRCC International Rotation Check List

The RRCC International Rotation Checklist is due back no later than the EOR preceding the planned rotation.

In order to promote the safety and security of students participating in IR, the Program will check the following website at least 1 week in advance of the rotation: [http://travel.state.gov/travel/cis\\_pa\\_tw/cis/cis\\_1765.html](http://travel.state.gov/travel/cis_pa_tw/cis/cis_1765.html). At any time, if the Program believes the student may be at risk, the rotation will be cancelled. The Program strongly encourages the student to have health insurance coverage for the country to be visited along with evacuation insurance in the event that conditions change and the student needs immediate removal. The cost of an international rotation, rotation cancellation, or postponement will be the sole responsibility of the student. This includes but is not limited to airline tickets, health insurance, evacuation insurance, room and board, etc.

The student is required to do an independent study prior to leaving regarding the country, health care systems, and customs of the country to which they are visiting. Upon return, the student is encouraged to present during end of rotation (EOR) activities to enhance understanding of cultural beliefs pertaining to medicine and medical systems in other countries.

## **END-OF-ROTATION ACTIVITIES**

End of rotation (EOR) days will consist of completion of paperwork for upcoming SCPEs, advising, EOR exams, and curriculum activities. Students must attend all regularly scheduled EOR activities. If circumstances dictate that an EOR activity is missed, the Director of Clinical Training must be contacted. Absences may result in failure of one or more courses or dismissal from the Program. In the event of an approved LOA from EOR activities, other EOR assignments may be scheduled at the discretion of the Program.

It is the student's responsibility to insure that preceptor evaluations are completed by the preceptor of record and the original is submitted to the clinical team during EOR activities. The Program must have original preceptor evaluations in each student file.

**APPENDIX: RRCC PHYSICIAN ASSISTANT STUDENT CLERKSHIP  
PERFORMANCE EVALUATION**

Student Name \_\_\_\_\_

Preceptor Name \_\_\_\_\_

Clerkship Dates \_\_\_\_\_ [ ] Mid evaluation [ ] Final evaluation

**I. Professional Standards** (“Unsatisfactory” for any item in the professional standards will result in a failing grade for the clerkship)

	Unsatisfactory	Satisfactory
Truthfulness	[ ]	[ ]
Punctuality	[ ]	[ ]
Dependability	[ ]	[ ]
Patient rapport	[ ]	[ ]
Professional relations	[ ]	[ ]
Aware of professional limitations	[ ]	[ ]
Maintains patient confidentiality	[ ]	[ ]

**II. Clinical Skills (Learning outcomes)**

Assess clinical skills at the level of a newly graduated, primary care physician assistant. The program will take into account the student's expected progression through the clinical curriculum. (n/ob= not observed)

1. Correlate abnormal exam findings to a given disease process	DEFICIENT	DEVELOPING	COMPETENT	n/ob
2. Obtains an appropriate complete or focused history	DEFICIENT	DEVELOPING	COMPETENT	n/ob
3. Performs an appropriate complete or focused exam	DEFICIENT	DEVELOPING	COMPETENT	n/ob
4. Orders and interprets lab tests/diagnostic studies appropriately	DEFICIENT	DEVELOPING	COMPETENT	n/ob
5. Generates a reasonable differential diagnosis	DEFICIENT	DEVELOPING	COMPETENT	n/ob
6. Develops an appropriate treatment/discharge plan, including identifying emergent conditions and indications for hospital admission or specialist referrals.	DEFICIENT	DEVELOPING	COMPETENT	n/ob
7. Selects appropriate clinical therapeutics and calculates doses and prepares a prescription that is appropriate, legal, and without error	DEFICIENT	DEVELOPING	COMPETENT	n/ob
8. Delivers an appropriately concise/complete oral case presentation	DEFICIENT	DEVELOPING	COMPETENT	n/ob
9. Performs appropriate patient documentation (may include procedure, admission, and discharge notes)	DEFICIENT	DEVELOPING	COMPETENT	n/ob
10. Communicates appropriately with patients and colleagues	DEFICIENT	DEVELOPING	COMPETENT	n/ob
11. Displays intellectual curiosity	DEFICIENT	DEVELOPING	COMPETENT	n/ob
12. Performs clinical procedures as appropriate, including obtaining informed consent and observing universal precautions (Review with student the general competencies under skills/procedures in the Typhon log)	DEFICIENT	DEVELOPING	COMPETENT	n/ob

**III. Comments** (continue on reverse or a separate sheet.)

Page 2 of this form contains instructions for preceptors in completing this form. Page 2 does not have to be returned to the program. The PA program invites your comments regarding any improvements to the program's curriculum. Please check here [ ] if you have suggestions and describe them on the reverse of this form or a separate sheet. Thank you.

Signature of Preceptor of Record \_\_\_\_\_ Date \_\_\_\_\_ Names of others contributing to this evaluation \_\_\_\_\_

I have/will log all patient contacts appropriately in EXXAT and complete the SCPE evaluation. \_\_\_\_\_  
Student signature

## Information for Preceptors

1. Please conduct a mid-clerkship evaluation as well as a final evaluation. The mid-clerkship evaluation provides valuable feedback to the student which allows them to correct or improve upon their performance prior to the final evaluation.
2. The RRCC PA program takes professional behavior seriously. Please note that an unsatisfactory evaluation on any item in the professional standards section will result in a failing grade for the clerkship.
3. Please assess the items under clinical skills as compared to a *newly graduated, practicing primary care physician assistant*. See the rotation module (syllabus) for instructional objectives and learning outcomes for this rotation.

**Deficient:** does not perform this skill at the level of a newly graduated, practicing primary care physician assistant.

**Developing:** inconsistent performance of this skill but is making acceptable progress toward competence when compared to a newly graduated, practicing primary care physician assistant.

**Competent:** performs this skill at the level of a newly graduated, practicing primary care physician assistant.

4. Please review the patient logs with the student near the end of the rotation. The student will provide you a hard copy for you to review. Please review the general competencies (procedures/skills) log so that you may evaluate item 12 on this evaluation.
5. If more than one person contributed to the evaluation, please provide this information.
6. Your comments about the student are the most valuable feedback for the student and the program. If you have general suggestions for the curriculum, please provide them on the back of the evaluation.
7. The student is **REQUIRED** to hand carry the completed final evaluation to the program on the last day of the rotation.
8. Don't hesitate to contact us via email or phone if you have any concerns about a student's performance or if you have questions about program policies. We prefer to address concerns early in the rotation rather than later when corrective options may be more limited.

Thank you for your ongoing support of the Red Rocks Physician Assistant Program. We could not do it without you.

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