

RUSH UNIVERSITY
COLLEGE OF HEALTH SCIENCES



RUSH PA PROGRAM

THIRD YEAR
CLINICAL HANDBOOK
2025

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Introduction

Congratulations on the completion of your second year clinical rotations, and welcome to your final major step toward graduation!

This Third Year Clinical Handbook describes the policies and procedures specific to the Third Year of the Rush University PA Program, and is a supplement to the PA Program Handbook, as well as the Rush University and the College of Health Sciences (CHS) catalogs. The information contained in this handbook does not supplant or replace any other program, college, or university policy.

If you have any questions about the information in this handbook, please contact the Third Year course director, or the Director of Clinical Education.

Rush PA Program Mission, Vision, and Goals Statements

PA Program Mission

The Rush University PA Program mission is to prepare qualified PAs to practice evidence-based medicine with competence, professionalism, and compassion driven by academic excellence and service to diverse communities.

PA Program Vision

The Rush University PA Program strives to be a national leader in educating exceptionally qualified PAs to transform clinical and professional practice.

PA Program Goals

1. Matriculate and retain qualified students from diverse backgrounds.
2. Prepare competent PAs with the medical knowledge, clinical skills, and professional behaviors required for entry-level practice.
3. Prepare graduates to work on interprofessional healthcare teams.
4. Support the institution and community through student service activities.

The PA Program is also dedicated to fulfilling the mission, vision, and values of the University, the College of Health Sciences, and the Rush System for Health.

PA Program Faculty and Staff Contact Information

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Clinical Rotation Preceptor Contact Information

The specific contact information for all clinical sites and preceptors can be found in EXXAT. All questions regarding rotations should be directed to the course director.

Institutional and Program Accreditation

Rush PA Program Accreditation Status

At its **March 2024** meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the **Rush University Physician Assistant Program** sponsored by **Rush University** on **Accreditation-Probation** status until its next review in **March 2026**.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the Standards or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/accreditation-history-Rush-university/>.

The accreditation status of the Rush University PA Studies Program is public information, and the program will make its accreditation status known to prospective applicants, students, and the general public through appropriate program publications, the program web site, or upon request.

Rush University Accreditation

Rush University is accredited by the Higher Learning Commission (HLC), a regional accrediting agency that accredits degree-granting post-secondary educational institutions in the North Central region, which includes 19 states. In its accreditation process, HLC assesses the academic quality and educational effectiveness of institutions and emphasizes institutional structures, processes, and resources.

Rush University has been accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools since 1974. The HLC has reaffirmed Rush's accreditation status through 2028-2029.

Additionally, all health care practice or administration degree programs offered by Rush University are accredited by their respective governing body.

Clinical Year Rotation Calendar 2025

The following calendar outlines the dates of clinical rotations and other return-to-campus events. Each student's specific rotation schedule will fall within these timeframes.

3 rd Year Rotations		RTC	Exam
Rotation 1	May 12- June 13, 2025	June 16-20, 2025	June 19
Rotation 2	June 23- July 25, 2025	July 28-Aug 1, 2025	July 31
Rotation 3	Aug 4- Sept 5, 2025	Sept 8-12, 2025	N/A
Rotation 4	Sept 15- Oct 17, 2025	Oct 20-24, 2025	Oct 23
Rotation 5	Oct 27- Nov 26, 2025	Dec 1-5, 2025	N/A
Cadaver Lab	Monday June 16, 2025		
Summative Station OSCE	September 11 th , 2025		
3 rd Year OSCE	October 22, 2025		
Master's Research	November 20-21, 2025		
Board Review	December 8-11, 2025		
3 rd Year Packrat	December 12, 2025		
Graduation Ceremony	December 19, 2025		
Degree Conferral Date	December 20, 2025		

Professionalism and Professional Behavior

Students in the program are expected to always behave in a manner which conveys the highest degree of personal, moral, and intellectual integrity. PA students are expected to demonstrate their professional capacity by treating one another and others with respect, being reliable in all program activities, communicating effectively in both written and oral forms, accepting personal responsibility for one's actions, and exhibiting knowledge of their limitations.

In the Third year, professionalism includes several components for each rotation and throughout the year. Overall professionalism in the Third year includes but is not limited to the following: attendance and participation in all return to campus event activities and SIM lab without tardiness, completing all requirements by the deadline, professional behavior, timely response to email, and communicating issues and absences per policy. Attendance and punctuality for clinical rotations and professional behavior are also assessed by each preceptor on the Preceptor Evaluation of Student Performance, and concerning comments may result in a professionalism violation.

As noted in the **Academic Performance – Standards and Progression** section of this handbook, throughout all phases of the program, students are continuously evaluated regarding their professional and ethical behavior. Each year students will receive a Professionalism Assessment filled out by faculty. For more information regarding the program's policy on professionalism, refer to the **PA Professionalism and Professional Behavior Policy** below. Students are also expected to adhere to the criteria contained in the CHS Guide to Professional Conduct, (see PA Program Handbook).

The following is an outline of actions taken if a student encounters professionalism issues during the Third year of the program. Professionalism violations are internal to the program and do not appear on student transcripts.

- At the first occurrence of a professionalism issue, the student will be notified and informed that subsequent issues will constitute a professionalism violation. Repeated violations to our professionalism policy will be addressed in the following sequence:
- If a student commits a professionalism violation, they will be notified by program faculty in writing. Further actions will be determined on a case-by-case basis depending on the nature of the violation. Students may be required to meet with faculty to discuss a plan for remediation.
- If a student commits a second professionalism violation, they will be required to meet with the Director of Clinical Education and they will receive a written Professionalism Assessment that will become a part of their program record.
- If a student commits a Third professionalism violation, they will be placed on probation immediately and will be required to meet with the Director of Clinical Education and/or the Program Director to discuss further steps and remediation. The Progress and Promotions Committee will be notified. The same terms as listed in this handbook for probation apply to a student who is placed on probation for professionalism reasons.
- If a student commits an egregious professionalism violation, they may be placed immediately on probation and bypass the stepwise process as listed above, at the discretion of the faculty and the Progress and Promotions Committee.
- At the end of the Third year, a Professionalism Assessment will be completed as part of the Summative Evaluation and may reference professionalism warnings and violations from the entire year.

PA Professionalism and Professional Behavior Policy

Professionalism relates to the expected intellectual, ethical, behavioral, and attitudinal attributes necessary to perform as a health care provider. Students in the PA program are expected to behave ethically and professionally, and in a manner appropriate to a clinician-in-training through all phases of the program.

All students in the PA Program are expected to adhere to the ethical codes set forth in the following Professionalism Policy. Additional professionalism policies as stated in either program courses or the clinical entity may also apply. All students at Rush are also expected to adhere to the Rush University Statement on Academic Honesty and the CHS Guide for Professional Conduct (See PA Program Handbook).

Additionally, PA students are required to behave according to the Guidelines for Ethical Conduct for the PA Profession, published by the American Academy of Physician Associates, available [here](#). (See PA Program Handbook).

Professionalism Policy for All PA Program Activities

The PA Program believes that professionalism is an important quality of being a PA student and future practicing clinician. The lecturers, faculty, and staff of the program evaluate student professionalism at all times throughout the program on a pass-fail basis.

Criteria to be evaluated in the professionalism component will include, but not be limited to, the following areas:

- Honesty and academic integrity
- Attendance and punctuality
- Student work ethic, dependability, and accountability
- Appropriate behavior in all University and PA program activities
- Preparedness for class, presentations, and other assignments
- Attentiveness and engagement all class and clinical activities
- Respectful and appropriate interaction with lecturers, faculty, staff, preceptors, and fellow students
- Respectful behavior in all clinical settings towards patients, their family, and their loved ones
- Ability to work effectively as a team member on group assignments, projects, and in the clinical setting
- Respectful attitude towards the faculty, staff, preceptors, and peers
- Handling of complaints and disputes, including the following of established protocols and chain of command
- Appropriate verbal and non-verbal communication
- Respond to all communication requests, such as emails and phone calls, in a timely manner
- Appearance and attire appropriate to place and situation as defined by faculty
- Compliance with departmental and University policies and procedures
- Adherence to deadlines

Professionalism Assessment: A Professionalism Assessment will be completed for each student annually and as needed.

Third Year General Policies

Third Year Academic Standing and Performance Requirements

In order to progress to the Third Year of the program, students must have successfully passed the second year formative evaluation assessment conducted by the program's Progress and Promotions Committee (see PA Program Handbook for more details) and must have met each of the following standards:

1. Pass all second year clinical rotations
2. Have an overall cumulative GPA of 3.0 or better, per University standards
3. Pass the second year OSCE examination
4. Be in good standing in the program as outlined in the PA program handbook and in accordance with RUSH University policies.
5. Pass the PA Progress and Promotions Committee's formative evaluation for eligibility to progress through the program

In order to remain a student in good standing during the Third Year of the program, the student must meet each of the following required clinical performance standards:

- a. Pass each rotation
 1. Pass each Third Year examination
 2. Pass each required rotation component including, but not limited to, a patient case presentation, JAAPA assignments, etc.
 3. Pass the master's research project
 4. Pass all components of the summative evaluation
 5. Maintain an overall cumulative GPA of 3.0 or better at all times
 6. Demonstrate professionalism and academic integrity at all times
 7. Participate in all scheduled activities of the Third Year, including SIM lab and return-to-campus events

Refer to the Clinical Rotation Grading Criteria section for details regarding rotation evaluation and grading standards and criteria.

In order to graduate, students must successfully pass all summative assessments conducted by the program's Progress and Promotions Committee (see PA Program Handbook for more details). Refer to the PA Program Student Handbook for details regarding the summative assessment processes.

Academic Honesty and Ethical Behavior on Rotations

Students in the program are expected to approach all program activities with the highest level of academic and intellectual honesty. With the vast amount of information available through electronic and other media, we must acknowledge, through proper citation, the originators of any print, electronic, or oral presentation used in our work. All assignments must be the student's own work and must properly cite when another author's work is used.

It is considered academic dishonesty to represent another's work as one's own, or to collaborate in such falsification in others. Activities such as plagiarizing, cheating, inappropriate testing behavior, unauthorized use of RUSH computer hard- or software or permitting others to use your work for such ends, are all forms of academic dishonesty. Additionally, it is considered academic dishonesty to share confidential assessment information with other individuals, including both classmates and those outside of the PA program. Any academic work submitted to the program – including but not limited to, assignments, patient case presentations, and the

master's research project – must be the students' own, original work. It is the student's responsibility to be familiar with all forms of plagiarism. Any submission that is found to be falsified, fabricated, or plagiarized upon investigation will receive a zero, and be returned for revision and resubmission. Plagiarism is considered an egregious lapse in academic honesty. The Progress and Promotions Committee will be notified, and the student may be subject to placement on Probation or dismissal. If a student is permitted to continue in the program, all future submissions will be closely monitored. Subsequent occurrences will not be tolerated. If a student submits non-original work a second time, the faculty will conduct another investigation, and the Progress and Promotions Committee will be convened a second time to determine further action, which again may include placement on Probation or dismissal. The faculty will utilize Turnitin to verify the originality of all student submissions.

The use of artificial intelligence (AI) tools in coursework and studying is evolving. Students are encouraged to explore AI responsibly to support their learning, such as for summarizing materials, organizing study notes, or generating practice questions. However, it is essential to understand that AI is not always accurate and does not singularly use the resources required by the PA Program. Students should continue to reference the required and recommended materials assigned to each course to guide their studying. Furthermore, individual courses may have specific guidelines regarding the permitted use of AI. Students must adhere to each course's policy and consult with instructors when in doubt. Unauthorized use of AI for assignments, exams, or clinical documentation may be considered academic misconduct.

All exam materials are confidential, and students may take exams at different times. Students should not discuss or share exam materials with other students, either within or between cohorts. This includes exams, any formative/summative assessment, and OSCEs.

Academic dishonesty falls within the purview of the PA Professionalism and Professional Behavior Policy. Please refer to the policies on Academic Performance regarding the handling of violations of professional behavior. Violations of the academic honesty policy are reviewed on a case-by-case basis, and may result in immediate placement on probation or dismissal from the program.

Any required preceptor signature must be a legal signature (Mid-Rotation Self-Evaluation, Preceptor Evaluation of Student Performance, Skills Passport). Any falsification or alteration of a score or signature is a violation of the Rush University Honor Code and is subject to dismissal from the program.

Inappropriate or unethical behavior towards fellow students, faculty, preceptors, clinical staff, or patients while on rotation and/or during program related activities will not be tolerated. It is dishonest to misrepresent yourself or your role to patients, their families and loved ones, or preceptors. Any report of inappropriate or unethical behavior will be investigated, and the student is at risk for placement on Probation and possible dismissal from the program.

Students on rotation shall not be subject to any act of inappropriate or unethical behavior by others. If a student believes an inappropriate or unethical situation may be occurring, they must contact the course director at the earliest possible moment for investigation and management. Under no circumstances should a student on rotation try to manage any potentially inappropriate or unethical situation on their own.

Educational materials include, but are not limited to, course syllabi, course objectives, lecture handouts, readings, assignments. All PA program materials are protected under state and federal copyright law.

The materials provided by the program are for students' personal study purposes only. Copying, sharing, or distributing the materials in any manner without specific and express approval of the author and/or course director is considered an act of academic dishonesty and a violation of RUSH's Academic Honesty and Student Conduct policy. This includes sharing electronic or print copies of the materials or posting materials online. Students who fail to comply with this standard are liable for copyright infringement and subject to disciplinary action.

Attendance and Tardiness Policy

Attendance at all clinical rotations, return-to-campus events, and PA Program activities is mandatory. Adherence to the program's attendance policy is included within the program's standards for professional behavior (see PA Professional Behavior and Professionalism Policy).

Unexcused absences or tardiness on clinical rotations, return-to-campus events, or any other PA program activity will not be tolerated. Each clinical rotation has a requisite number of mandatory clinical hours, as determined by the preceptor and/or the PA program faculty. Any student who does not complete the required clinical hours during a given rotation is at risk for failing that rotation. If an unforeseen circumstance arises (i.e. death in the family, illness, or injury), it will be considered an excused absence. Students are required to notify the course director and preceptor immediately via email if they are going to be absent and may be required to make up missed hours at a later time. Students must update the course director and preceptor daily with whether they are able to return to their rotation or are still ill. Students must be afebrile for 24 hours without antipyretics prior to returning to rotations. Students must follow the institution's policies for illness due to communicable diseases, such as COVID. Illnesses lasting more than one day, illnesses that fall on the first or last day of the rotation or other required attendance dates such as RTC/examinations/SIM lab/OSCE/skills training, or a concerning trend of missed time require a note from a medical provider which must be sent to the course director. Failure to submit a provider note will result in an unexcused absence and will be in violation of the Program's professionalism policy. If a student is projected to miss more than one week of rotations, they must petition for an official Leave of Absence (see section on **Leave of Absence** section). All missed time must be entered under Time Off in EXXAT. Failure to notify the course director prior to a missed shift is a violation of the program's professionalism policy. Weddings, family vacations, going home to another town, etc. are considered unexcused absences. Unexcused absences also apply to leaving class, clinical rotations, or return-to-campus events for any reason without prior program approval.

Students are expected to be punctual and arrive on time to all clinical rotations, return-to-campus events, and PA Program activities. Late arrivals are disruptive to the learning and teaching process. Students may miss essential content or skills unable to be made-up at a later date. If a student is going to be late, they must contact the course director or lead faculty member for the activity as soon as possible to provide notice. A trend of late arrivals will not be tolerated and will be in violation of the program's professionalism policy. If faculty notes a trend in tardiness, the student will get a warning that subsequent tardiness will result in a professionalism violation.

Taking Exams

- Exams in the PA program are electronic and may be administered either in person on campus or remotely via an online proctor. Course directors will provide information about examinations at the beginning of each term. Detailed instructions will be provided regarding exam procedures. Exams are typically taken on students' personal devices, unless they take place on campus in the testing center.
- Only a pen or pencil and one blank sheet of paper is allowed at the students' workspace. If the exam occurs on campus, the program will provide scratch paper. You must leave your scratch paper with the testing exam proctor or destroy the paper in front of the remote proctor prior to exiting the exam.
- Food and drink are not allowed in the test station area and should be stored with the students' personal belongings during exams.
- Use of programmable calculators, cell phone calculators, or any other electronic device is prohibited during an exam.
- All personal belongings, including books, notes, food, and drinks, must be placed away from the student either at the front or rear of the examination room for the duration of the exam. Personal belongings should not obstruct aisles or other walkways in the room. All electronic devices must be completely silenced during examinations and stored with personal belongings.
- Noise-blocking foam earplugs may be worn during an exam. Other forms of noise blockers, such as headphones and earbuds, are not acceptable.
- Students are expected to work without taking breaks during exams. Except in cases of emergency, only one student at a time is allowed, with the exam proctor's permission, to leave the room for any reason during an exam. If you need to leave the room during an exam, quietly notify the proctor and wait to be acknowledged before leaving the room. If the exam is remote, students must not leave their workspace until they have completed the exam.
- Proctors will not answer questions related to understanding or interpreting exam material.
- Students should notify the proctor if there is a technical problem with the exam.
- If a remote proctor is used, you may be recorded during the examination as part of the monitoring process. Recordings are the sole property of the PA Program and are used only to verify students' behavior during a scheduled examination.
- Upon completing an on-campus exam, unless otherwise instructed, students must exit the exam room quietly and with minimal disruption to the remaining test takers.

Exam Procedure Violations

- Failing to adhere to examination procedure policies, engaging in inappropriate test-taking behavior or cheating on an exam, or discussing and revealing exam content to current or future students constitutes a violation of the program's policy on professionalism.
- Cheating during examinations is not tolerated. If a student is suspected of inappropriate behavior or cheating during an exam, they will be asked to forfeit their exam. The incident will be referred to the Progress and Promotions Committee for review and further action.
- Violating the program's examination procedure policies puts a student at risk of being placed on probation and possible dismissal from the program. The exam proctor and/or Course Director is the final arbiter of inappropriate behavior during an exam or exam review session. The assessment of the exam proctor and/or Course Director regarding a student's testing behavior is final.

Mandatory Program Events

Return-to-Campus

Return-to-Campus (RTC) week occurs directly following the last week of the rotation (see RTC dates above). Attendance at RTC is mandatory, and requests to use personal days during these dates or to leave early will not be approved. Students are expected to be available for on-campus activities Monday through Friday, 8am-5pm, of each RTC week, although there may be asynchronous or virtual synchronous activities on various days. The schedule is subject to last-minute changes so no other plans should be made during those hours.

During RTC, students will take Third year examinations. Graded activities such as oral case presentations also occur during RTC. Scheduled activities include presentations on high-yield topics and other lectures. Due to the nature of RTC, these activities are often unable to be recreated or made up. Unless specifically stated by the PA program faculty, dress code is business casual – no scrubs permitted. A first violation of the dress code will be given a warning; a subsequent occurrence will result in a professionalism violation. All mobile phones must be silenced and put away during RTC activities.

SIM Lab

During the clinical years of the program, students will participate in SIM lab. Attendance at SIM lab is mandatory, and students are required to log their time in SIM lab as Time Off in EXXAT. Each SIM lab session will be conducted on multiple dates throughout the term. Students will be assigned to attend one session during one of the available time blocks. SIM lab dates will be released at the beginning of each term; however, they are subject to change at any time based on SIM center availability.

Students are excused from their rotation for the time block in which they are scheduled. Students are expected to attend their rotation before/after SIM lab based on the rotation schedule and commute. Students must inform their preceptor of any scheduled SIM lab dates at the start of the rotation. It is the student's responsibility to keep track of the dates/times they are scheduled for SIM lab. Students are expected to arrive on time and be prepared for each session, which includes wearing the appropriate attire and bringing the appropriate equipment, if applicable. Unexcused absences, tardiness, and a lack of preparedness will not be tolerated and will result in a professionalism violation.

SIM lab activities include new skills or skills refreshers, ultrasound, and patient cases with high-fidelity manikins. Due to the nature of SIM lab, these activities are often unable to be recreated or made up. If a student misses a session, they may not have another opportunity to learn the skill or participate in the case. If a student misses SIM lab due to illness and is unable to be scheduled for another session, a make-up assignment will be required.

In the event of a signification rotation conflict, such as being on an out-of-state elective rotation, students may request to switch a scheduled SIM lab date to the other date for the corresponding session. If a switch is needed, the student should attempt to find a classmate to switch with and then notify the SIM faculty coordinator via email with the classmate cc'd.

Board Review Week

Board review week is mandatory attendance. Dates will be posted on the PA program calendar. Board review week may consist of a mixture of in-person and virtual attendance days.

Lecture Recording

Lectures will not be routinely recorded during in-person or remote presentations, such as at RTC. Similarly, there will not be a synchronous virtual component to in-person presentations. Students will not be able to join an in-person presentation if they are remote due to illness. It is the responsibility of the student to work with classmates and the course director to make up any missed content. Students are not permitted to record lectures on their own devices, whether presentations are conducted in-person or virtually, without prior authorization from the course director and lecturer.

Personal Days

During the Third year, students are allowed to take up to two personal days to use as needed. Personal day requests must be submitted via email to the course director for approval. In order for a personal day to be approved, all of the following criteria must be met:

- Students must request the date to the course director at least four weeks in advance.
- The personal day cannot be the first day of the rotation.
- The personal day cannot be during return-to-campus or some other required program or clinical activity.
- Students cannot take more than two personal days during one rotation.
- Half-day requests are not permitted. Students must take the entire day.
- No exceptions will be made to any of the above, and it is the student's responsibility to ensure their requests abide by the above criteria.

Submission of a personal day request does not guarantee approval. Approval is at the discretion of the course director, and a personal day is not considered approved until received in writing by the course director. Students should not make plans until their request is approved. Personal days are used to guarantee the student has the day off clinical rotations. If a student is informed by their preceptor that they would not be scheduled the day of the approved personal day, the student can email the course director to request to switch the date. Students will be allowed one date switch for a personal day for the entire clinical year. After that, no further switches to personal days will be approved. Personal days cannot be saved and do not roll over to subsequent years. Violations of the personal day policy constitute professionalism violations and may result in loss of subsequent personal days. Once approved, the student has the following responsibilities:

- At the start of each rotation, students must notify their preceptor of any approved personal days.
- The personal day must be logged in EXXAT for that rotation under Time Off when completing the logging at the end of the rotation.

If a student misses rotation due to a personal day, excused absence, unexcused absence, or any other program-related event, those hours may need to be made up to receive a passing grade for the rotation.

Planned absences such as volunteering for program interviews or attending approved state and national conferences cannot cause a student to fall below minimum rotation hours. If a student falls below minimum hours due to a personal day, those hours are expected to be made up in order to meet the minimum hours for the rotation. It is the student's responsibility to enter all missed time for any reason under Time Off in EXXAT and ensure the course director is aware of all missed time on rotation. It is the student's responsibility to inform the course director if they are below the minimum hours for the rotation. Failure to inform the course director that rotation hours are below the minimum or above the maximum hours will result in a professionalism violation. Make-up time is determined at the discretion of the course director, not the clinical preceptor. Make-up time may need to occur outside a student's current rotation schedule, such as on scheduled days off, weekends, or during the term break. Make-up time may need to occur with another clinical preceptor and or at an alternate site. If clinical absences are not made up, the student is subject to failing that rotation and being placed on Probation. The student will receive a course grade of Incomplete until clinical hours are made up.

Religious Holiday Time Off

Students who require time off for religious observances must notify the program director of their needs upon admission to the program. In addition, students must submit a schedule of anticipated religious holiday absences at the beginning of each clinical year to the Director of Clinical Education. Failure to submit this request at the start of the clinical year may result in the absence not being honored and therefore would be classified as an unexcused absence.

Students may be required to make up any missed work due to any absence, whether a sick day, personal day, or excused absence. Students are required to contact the course director to discuss any make-up work.

Attendance at State and National Conferences

In order to support professional and scholarly development, the program will allow students to be excused from clinical rotations to represent the program at a state or national conference or meeting for the following, as long as the student is in good standing:

- If a student's presence is required as the official Rush student liaison for that professional organization
- If a student is invited to deliver a case or research presentation
- If a student is participating in the IAPA or AAPA challenge bowl competition
- If the student is attending the AAPA national conference
- If the student is attending the IAPA CME conference
- If the student is attending the AAPA Leadership and Advocacy Summit

Students must have the dates pre-approved by the course director before making travel arrangements. Students will be required to submit proof of conference registration and must enter all missed rotation time under Time Off in EXXAT.

Students are responsible for covering their own conference fees, as well as all travel, food and housing costs and are encouraged to apply for any available scholarships and stipends.

Students are encouraged to attend other conferences and CME activities such as IAPA and AAPA sponsored events if they have the day(s) scheduled off of rotation. Students can also utilize their personal days for attendance at conferences. Otherwise, these are not considered excused absences.

As part of professional and scholarly development, students may be invited to attend conferences and professional meetings as a representative of the program. Examples of such activities include, but are not limited to, attending state and local PA professional meetings as the Rush student liaison, conference presentation of lectures, research, or posters, and participating in the AAPA national Student Challenge Bowl competition. The program strongly encourages participation in such activities. Excused absences for scholarly activities such as those described above will be approved on a case-by-case basis. Although students may be excused from clinical days to attend a presentation or meeting, they may be required to make up missed rotation time, at the discretion of the Course director.

Any student with an unexcused absence while on clinical rotations is subject to failing the rotation, regardless of other rotation performance, and may be subject to a professionalism violation, placement on Probation, and/or dismissal from the program.

Job Search

As students begin the job search process at the end of the Third Year, the program also recognizes that students may be offered interviews that conflict with their clinical rotation schedule. Students are expected to schedule interviews outside of their required rotation hours as much as possible. However, if there is no alternative time to schedule an interview, students may **request** time off for an interview. Requests must be submitted in writing to the Third Year course director upon receiving the invitation to interview.

All requests will be considered on a case-by-case basis. Students should not commit to an interview until the request is approved by the Third Year course director. Students are required to submit documentation confirming the time and date of their interview at the time of the request. Students may not take off extended periods of time for out-of-state interviews. The need for make-up time will be determined by the Third Year course director, and the preceptor may require students to make up any missed time. Students are expected to return to rotations before or after the interview if the schedule allows. Time off for interviews will not be approved during any Sim Lab, RTC, or other required program events.

Any student not adhering to this process is subject to a professionalism violation, and any missed time for interviews that has not been approved by faculty will be considered an unexcused absence. The interview time must be logged in EXXAT for that rotation under Time Off when completing the duty hours/timesheet.

Time Management

Effective time management is crucial to success during the clinical years of the program. Students need to learn to balance many requirements, such as preparing for their rotation, attending their rotation and other required activities such as SIM lab, completing assignments and rotation administrative components, and studying for their exams. It is the student's responsibility to keep track of all due dates and dates of required activities. Students are encouraged to use a calendar with reminders or any other tracking system that works best for them individually.

Advising

Students are required to meet with their advisor for routine advising once per term. It is the student's responsibility to initiate the required advising session. Failure of the student to reach out to their advisor to schedule the meeting is a violation of the professionalism policy. Students should provide their advisor with several days/times they are available to meet during business hours Monday through Friday unless the advisor specifies otherwise. Students should minimize missed rotation time by scheduling the advising session when they do not have rotation or during lunch. If the student does not have any time off during business hours, they are excused from their rotation for the meeting and should try to minimize missed rotation time. Prior to the advising meeting, students are required to complete a pre-advising meeting form in Canvas. Additional advising sessions may be initiated by the student or faculty advisor as needed. Students must comply with faculty requests to meet with their advisor in a timely manner. Advising meetings may occur in-person or virtually, at the discretion of the faculty advisor. If a virtual meeting is requested, the student must arrange to meet in a quiet, private setting with their video on. Virtual meetings in settings such as coffee shops, restaurants, on while on public transportation are not appropriate.

Routine advising discussions focus on two areas – review of the student's academic progress and counseling on professional development. Advisors are also a resource for exploring issues regarding rotations and to explore employment strategies following graduation.

If a student has challenges maintaining acceptable academic performance during the program, the advisor is the student's primary resource for guidance and assistance. The advisor will work with the student to identify potential sources of academic difficulty and will assist the student in overcoming those difficulties. Advising may entail referral to other counseling and support services available through the University.

In addition to the PA faculty advisor, students are encouraged to meet with the course director for any concerns related to the Third year of the program.

Chain of Command for Grievances and Student Appeals

Students are encouraged to establish good communication with their preceptors, and to request feedback on their performance. However, it is not appropriate to dispute an evaluation or rotation grade with the preceptor, either during or after the rotation. If the student has concerns regarding their preceptor evaluation or grade, they should address their concerns with the course director immediately.

If the student perceives a communication or other issue may exist with the preceptor, they should contact the course director immediately. It is not appropriate to raise issues or concerns regarding a preceptor and/or rotation site after the rotation ends or after grades have been submitted.

All grievances or student appeals of final grades or other program decisions should be submitted in writing to the Director of Clinical Education or the PA Program Director in accordance with the policy outlined in the PA Program Handbook.

All written student grievances will be fully investigated by the Director of Clinical Education or the PA Program Director and any decisions made will be at their discretion.

In the event that the matter in question cannot be resolved at the Program Director or Chair level, it will be directed to the Program's Progress and Promotions Committee for further consideration. This committee will either resolve the matter in question or instruct the student on

available mechanisms for appeal as described in the Rush University Catalog. The CHS Student Academic Appeal and Grievance Procedures can be found in the Academic Appeals and Rules of Governance policies provided in the CHS Catalog and found here: [Student Academic Appeal and Grievance Procedures](#).

Non-academic issues or concerns, regardless of whether they concern the PA Program, can be addressed to either the Director of Academic or Clinical Education, as appropriate, or directly to the Program Director or Department Chair. Additionally, Rush University's has a procedure to address non-academic issues. Information regarding Rush Non-Academic Complaint Procedures can be found at: <https://www.Rushu.Rush.edu/student-disclosure-information/institutional-information/complaint-resolution>

In the case where a student feels their complaint would be best handled through formal procedures, Rush University offers a process for students to confidentially submit their formal complaints through the Student Complaint Portal. The Student Complaint Portal can be located at: <https://secure.ethicspoint.com/domain/media/en/gui/56889/index.html>.

Certain complaints have specific procedures, such as Title IX sexual misconduct or Grade Appeals. Under circumstances where a student files a formal complaint through the Student Complaint Portal requiring a specific procedure or contact person, the complaint will automatically be routed to the appropriate area for additional review and follow-up. The University's goal is to make it seamless for students to file a complaint, regardless of if the student is not exactly sure where the complaint should be filed. Please review the [Student Complaint Portal FAQs](#) for additional information. Students should also refer to their University student handbook or their specific academic program guidebook for certain procedures.

Student complaints can also be submitted anonymously; however students should keep in mind that there are inherent limitations with the University conducting a thorough investigation if the complaint is submitted anonymously.

Communication Policy

All students are required to check their Rush student email account, Canvas, and EXXAT for any clinical rotation updates on a daily basis. All students are also required to respond to all emails or phone calls from Rush PA faculty or clinical rotation contacts within 24 hours from when the reach out occurred. A trend in late email responses will result in a professionalism violation. If faculty notes a trend in late email responses, the student will get a warning that a subsequent late response will result in a professionalism violation.

Criminal Background Checks & Drug Screen Requirements

All students are required to pass, without reservation, a nationwide criminal background check and a drug screening assessment prior to beginning their first clinical rotation. Both of these requirements are to be completed through <https://www.castlebranch.com/> at the student's expense.

Passing the criminal background check means not having any felony convictions for any criminal offense as reported by CastleBranch. Failure to disclose an existing criminal offense to the program, either by direct report or on the centralized application form (CASP), in advance of a positive criminal background report will be considered perjury by the student, and will result in immediate placement on Probation, the inability to attend clinical rotations, referral to the Progress and Promotions Committee for review, and possible dismissal from the program. If a

student has a pre-disclosed misdemeanor offense, or an offense that occurred while the student was an underage minor, the PA Program will review the situation on a case-by-case basis.

Passing the drug screen means having no positive reports for any of the substances as reported by CastleBranch.

Students in the PA Program are expected to maintain the highest standards of professional and ethical conduct; any behavior that would constitute a positive criminal and drug use record will not be tolerated. The program reserves the right to conduct random criminal background checks or drug screening at any time during the student's training, if reasonable cause exists. Additionally, some clinical rotation sites may require recent criminal background or drug testing (or both) prior to the student coming on rotation.

If additional testing is required, the student may not refuse and must comply in a timely manner. The student will bear the expense of any required additional assessment.

Failure to pass either a criminal background check or a drug screen may result in immediate placement on Probation, the inability to attend clinical rotations, and possible dismissal from the program.

Dress Code and Student Identification Policy

In general, student appearance is expected to be clean and neat. Clothing should not be wrinkled and should fit appropriately. During the clinical year of the program, the dress code is business casual. This includes return to campus activities as well while out on clinical rotations, unless otherwise specified. There are certain program activities in which appropriate physical exam attire or scrubs will be permitted, and that will be communicated to students in advance. For these activities, if students are not in the requested attire, a professionalism violation will be given, as this causes a disruption in the learning and teaching experience. Students should also wear professional, but comfortable shoes, as work hours are long and may require a lot of walking and/or long periods of standing. All footwear must be closed-toe.

Additionally, in any clinical setting, students are also required to wear a short, white medical coat with the University and the PA program's name and the student's Rush ID clearly visible. Clinical rotations that occur off-site may have additional requirements and badges that the student should be in compliance with at all times.

Some rotations require students to return a student badge and or other borrowed equipment upon completion of the rotation. Failure to do so may result in a student's final evaluation being suspended until these items have been returned. Furthermore, sites may have a fee for lost or not returned badges and or equipment that will be the sole responsibility of the student.

Students should refrain from wearing any excessive jewelry or dangling items that may interfere with either their or patients' safety. This includes but is not limited to long necklaces, earrings, bracelets, rings, or other clothing items that may interfere with patient care.

Any student found not adhering to these standards is considered in violation of the program's professionalism policy and may result in failing the rotation regardless of their performance. It may also result in the student being placed on Probation and/or dismissal.

More information can be found in the PA Program Dress Code Policy (see PA Program Handbook).

Hazardous Exposure Incident Policy

Exposure Incident Definition: Eye, mouth, mucous membrane, non-intact skin contact, or parenteral exposure to blood or potentially infectious or hazardous materials, that results from the performance of a duty related to a student's educational program.

Procedure for Hazardous Exposure Event at Rush University Medical Center

1. Wash injured area with soap and water. If eyes, nose, or mouth, use water only.
2. Immediately report the incident to your preceptor / course instructor.
3. Contact the Course Director as soon as feasible to report the incident.
4. Report to Employee and Corporate Health Services (ECHS), 4th floor Atrium, 312-942-5878, as soon as possible for further evaluation. If after hours, leave a message reporting the incident.
 - a. Bring your student ID and indicate that you are a student in the PA Program and not an employee.
5. You MUST ensure ECHS is notified of the exposure incident in as timely a manner as possible.
 - a. Confirmation from ECHS that the incident is reported is essential to ensure payment for services is covered. Failure to report to ECHS in a timely manner may result in erroneous out-of-pocket expenses.
 - b. If you leave a message with ECHS and do not hear back from them, continue to contact the office until you receive confirmation from their staff that the incident has been received.
6. If ECHS is closed, immediately report to the Rush Emergency Room (ER), Tower, 1st floor, 312-947-0100.
7. If a student is seen in the ER, the student must report to ECHS on the next business day.
8. Students will be counseled or treated as deemed appropriate by ECHS or ER personnel.
9. Return to ECHS or to consultants as directed for follow-up lab work and treatment as indicated.

Procedure for Hazardous Exposure Event if Off Campus

Follow the protocol at your rotation facility and contact Rush ECHS, either in person or by phone at 312-942-5878, as soon as possible to report the incident. Also report the incident to the course director.

Non-Hazardous Exposure Incidents Policy

Any incident that affects patient or staff well-being, or a patient's prescribed care, must be reported to the preceptor and course director immediately. Filing a hospital incident report may be required, depending on the policy of the particular institution. A duplicate of any hospital incident reports, as well as a memorandum of explanation from the clinical instructor, will be placed in the student's clinical file and the Program Director or Director of Clinical Education will be notified immediately. Incidents involving gross errors in judgment or practice on the part of the student will constitute grounds for dismissal from the program.

Student Incident and Emergency Policy

Any incident that affects a student's well-being must be reported immediately to both the rotation preceptor and course director. This includes, but is not limited to, illness or injury, accidents, falls, and potential violent or non-violent events and encounters. If a student feels they are in immediate danger while on rotation, the student should calmly remove themselves from the situation at the soonest possible time, and immediately contact RUMC campus security at (312) 942-5678 or dial 911. The student should then immediately alert their preceptor and the course director regarding the incident. Be cautious and aware of your surroundings when traveling around the Rush campus. Please note the following security recommendations:

- Always travel in groups in well-lit areas or use the Rush shuttles to get to places around the campus. If off campus, have someone accompany you to your car or to public transportation.
- Refrain from using cell phones or other listening devices when you are walking on the street or in public areas such as CTA trains, as you appear as a distracted, potential victim to criminals.
- Please contact Rush security at (312-942-5678) if you are traveling alone, even to the garage. A security officer will walk with you to your destination.
- If you need help immediately, call Security or use one of the new security call boxes around campus along Paulina Street and in the "mall" area south of Armour Academic Center. If you are off-campus and need help immediately, then you should dial 911.
- Please don't fight to retain your property. It's not worth getting hurt.

IMPORTANT PHONE NUMBERS:

Rush Center for Clinical Wellness 312-947-2323
RUMC Campus Security 312-942-5678
RUMC Emergency Room 312-947-0100
RUMC Employee & Corporate Health Services 312-942-5878

CRISIS LINES:

National Suicide Hotline 800-273-8255
YWCA Rape Crisis Hotline 888-293-2080
Alcoholics Anonymous 24-hr. Hotline 312-346-1475
Narcotics Anonymous 24-hr. Hotline 708-848-4884
Northwestern Memorial Hosp 24-hr. Hotline 312-926-8100
Domestic Violence Helpline (City of Chicago) 877-863-6338
Sarah's Inn Hotline (domestic violence) 708-386-4225
Chicago Police Department 911

Registration

All students are required to be registered for clinical year courses each term, according to the published College of Health Sciences (CHS) Calendar. The CHS calendar may be found on the University Website under the Registrar's Office tab. Students will be batch registered by the PA Program but should verify that their registration is accurate and complete.

Students may not be able to register for courses if there is a hold placed on their account due to late tuition payments or incomplete student requirements such as annual training modules. All holds will need to be addressed prior to registering and may result in delayed registration for the term. Students registering after the regular registration period ends will accumulate additional fees as outlined by the Registrar's Office. Students are responsible for any late fee incurred due to late registration. Not registering on time is also considered a violation of professionalism and the student may be subject to being placed on probation as well as being withheld from continuing clinical rotations until the matter is resolved.

On-Call Responsibilities and Duty Hours

Duty Hours and Work Schedules on Rotation:

During the clinical year, there is no fixed schedule for clinical rotations. Students must be adaptable, as duty hours and schedules will vary from one rotation to another, depending on the nature of the setting and service. Students may work 6 to 7 days per week while on rotation, and will likely work nights, weekends, and holidays.

The preceptor sets the schedule for any given rotation. Students may not alter or refuse to work clinical duty hours assigned by the preceptor. If a student plans to request a personal day during any given rotation, they must receive written approval from the course director in advance of starting the rotation and inform the preceptor at the beginning of the rotation of any such limitations. The student may also be required to make up the missed hours, as deemed appropriate by the preceptor and course director. An excused absence from rotation does not mean a student is released from those hours, and they still must work the number of hours designated by the preceptor and course director to ensure minimum hours and patient encounters are met.

Regardless of a student's individual rotation hours, daily attendance and punctuality are expected and will be evaluated by the preceptor as part of the Final Evaluation of Student Performance. Any violation of the attendance policy may result in failing the rotation, placement on probation, and possible dismissal from the program.

Students on any given rotation may also be required assume "on-call" responsibilities that require they be physically present in the hospital evenings, overnight, and on weekends for extended hours at a time. The preceptor determines the call schedule; again, the student may not alter or refuse the call schedule at any time. If a student is scheduled for work or call on a holiday, then they are required to work.

Duty hours are defined as all patient care and academic learning activities related to the clinical rotation. These include all inpatient and outpatient care hours, time spent in the hospital for on-call activities and scheduled academic activities such as attending conferences and lectures. Duty hours do not include required reading or exam preparation time, or time spent commuting to and from the rotation.

In-hospital call will occur at a frequency of no more than every 4th night, averaged over a four-week period. After an on-call duty, the student is expected to round the morning and is required to leave the hospital by 12pm on the post-call day.

Minimum required rotation hours are 32 hours per week averaged. A student's total duty hours should not exceed 80 hours per week, including all in-hospital on-call activities. It is the student's responsibility to inform the course director if they are below the minimum or above the maximum hours for the rotation schedule. Failure to inform the course director that rotation hours are below the minimum or above the maximum hours will result in a professionalism violation.

If the duty hours and/or patient encounters are below the benchmark on a given rotation, the course director will make every effort to place the student at an alternative or additional clinical site. If there is no alternative clinical placement available, the course director may assign simulated patient cases for the student to complete.

Students Substituted as Employees

Students are not permitted to substitute for paid employees on any given rotation. If a student is asked to substitute for an employee or suspects they are working as if the student were an employee then the student should immediately notify the course director. Please be advised that some nursing and medical assistant duties are part of a student's learning experience on clinical rotations. This includes, but is not limited to, rooming/transporting patients, taking vital signs, processing lab/urine specimens, and giving patients discharge instructions

Health Insurance Portability and Accountability Act (HIPAA)

Students must be aware of HIPAA guidelines and should refer to the PA Program handbook for the policy. Students should not post any patient information on social media.

Documentation and Charting

Students are not permitted to log in and chart under a preceptor's name. Students should receive a separate login and password. In the state of Illinois, preceptors are allowed to use PA student documentation of HPI and assessment and plan as part of the medical record, but the preceptor must attest and sign the note. Institutions may have their own policies that prohibit this.

Global Health Trips

Students will be permitted to attend a global health trip during their Third Year of the program, if space is available. If trips coincide with any required program or university activity, the trip must be approved by the Director of Clinical Education. Students should not submit payment or make any arrangements for their trip until they have received official approval from the Director of Clinical Education. Students are required to cover any expenses incurred by a global health trip and are required to purchase travel insurance as directed by the Office of Global Health. Students may also be required to make up the missed clinical rotation time or other missed activities, if applicable. Students who choose to participate in a global health trip may be required to complete an assignment at the discretion of the PA faculty. Students are also required to inform their preceptor and remind PA program faculty about their trip at least 4 weeks prior to leaving.

Community Service

Rush and the PA Program are committed to providing service to our community, as set forth in our Mission Statements. Throughout the program, students are expected to develop and participate in various community service activities in the PA Program, the University and throughout the Chicago area.

The PA Program requires that each student completes at least twelve (12) hours per academic year of approved community and/or professional service – eight (8) of which must be service to the community. Students are not permitted to miss clinical rotations in order to participate in community service activities. For consideration of an exception, students can email the Faculty Service Liaison in advance of the activity. Students may be permitted to miss rotation due to program service activities such as Program Interviews but the student must still meet overall minimum rotation hours. Students must attend their rotation after the event if the rotation schedule allows. Once a student commits to an activity, they should honor that commitment and attend except in cases of acute illness. If a student signs up for a program service event and later realizes that volunteering for the event would drop them below minimum rotation hours, they should notify the course director and activity lead immediately so that arrangements may be made to either make up the hours or find a replacement, which will be decided by the PA program faculty/staff. Any rotation time missed for service activities must be logged as Time Off in EXXAT.

Rotation Scheduling Policy

Clinical faculty make all clinical rotation assignments randomly based on site availability. Faculty take into account many factors when creating student schedules to ensure a well-rounded clinical experience.

The PA Program considers its primary rotation area to be within a 90-mile radius or 90-minute drive from Rush University. Student rotation assignments typically fall within this area. Please see Elective Rotation Scheduling Policy below.

Requesting a change to assigned clinical rotations is a violation of the professional behavior policy.

Rotation Travel and Commuting Policy

In order to provide students with a broad range of clinical experiences, rotations have been established throughout the greater Chicagoland area. While a portion of clinical rotations will occur at RUSH, every student will have rotations outside of RUSH.

Students are expected to transport themselves safely to any assigned rotation, and therefore must have access to a working vehicle for commuting during rotations. For planning purposes, the program considers a reasonable commuting distance to be approximately 90-mile or a 90-minute drive from Rush University, not accounting for traffic conditions. Clinical rotation sites may change at any time due to preceptor availability, and therefore students may receive late notice that they have been assigned to a new site which may require a commute.

Factors outside the Program's control may affect travel times to and from rotations. The Program does not assume responsibility for these external factors, nor will the program consider these factors when making rotation site assignments.

While on rotation, students may be asked to accompany preceptors to locations away from the primary rotation site. One example of this may be going to round on patients at a new site that the student did not complete rotation paperwork or onboarding for. If this situation arises, the student should email the course director to ensure an affiliation agreement is in place and check

on any onboarding requirements. If an affiliation agreement is not in place with the site or the site requires onboarding, the student will not be able to see patients at that site. Another example may be travel to a distant hospital for organ procurement.

If a student is asked to participate in any off-site activity, such as a procurement, they must inform the course director via email immediately when requested to go and immediately upon return. The email must include the preceptor's name, service, anticipated procurement site, mode of transportation, expected departure time, and expected return time. It should also include the students' name and cell phone number in case a member of the faculty needs to contact the student for any reason. This is to ensure that the program is aware of the student's safety and location at all times. Students should not ride in their preceptors' personal vehicle, nor should they drive their preceptor.

Elective Rotation Scheduling Policy

Students are permitted to request alternative rotation sites (non-RUSH PA program rotation sites) for their Third year elective rotation. All requests must be submitted in EXXAT and by email to the course director no later than 90 days prior to the start of the rotation. Any requests submitted after 90 days will not be considered. Requests should be initiated via the EXXAT wishlist utilizing the free-text box.

An external preceptor and rotation site must meet the PA Program's training standards. An initial site visit will be conducted by the clinical faculty to assess the preceptor and practice's ability to offer students a safe, effective, and valuable learning experience. The course director and Director of Clinical Education has the right to refuse any site they feel does not meet the overall objectives and goals of the PA program.

Rotations can be completed with board-certified physicians (MD and DOs), PAs and APRNs.

Requests for external site placement are not guaranteed, and students should not plan to attend their requested rotation site unless confirmed by the course director. If the requested placement is with a new site that the Rush PA Program does not currently have an established affiliation agreement with, a new affiliation agreement will need to be fully executed prior to the student starting the rotation. This process can take several months.

If the student wishes to complete an alternative elective rotation, they must submit the following at least 90 days in advance of the planned rotation:

- Submit a written request to the course director via email to allow the program sufficient time to complete the required site procurement process.
- Provide the course director with the potential preceptor's contact information. The course director will then send the provider a form to complete electronically. The form includes specific site information, including preceptor credentials and any hospital affiliations. The preceptor will also need to provide their CV and attest to their willingness and ability to serve as a clinical preceptor, to provide a clinical learning experience which meets program outcomes and goals, and to abide by the guidelines/rules of the PA program as outlined in the Clinical Preceptor Handbook.

It is also incumbent upon the student and prospective clinical preceptor to ensure the program of the following:

- The preceptor is not a relative or future in-law of the student.
- The preceptor is not a close family friend.
- The preceptor is not a former employer of the student.

- The student's spouse, partner, or future spouse is not employed by the preceptor or its facility.

Students are responsible for all travel arrangements, housing, and costs such as additional onboarding requirements for any external rotation that they request. Students are also responsible for ensuring that they are present for all exams and return-to-campus activities as required for each rotation and throughout the clinical year. Students may be required at any time to return to the Rush campus at the discretion of the Director of Clinical Education for activities such as SIM lab, PACKRAT exam, OSCE, or any other required clinical activity. The student is responsible for all travel arrangements and fees that may be associated with the travel.

Student Health Compliance Requirements

The PA program requires that each student have medical clearance from their healthcare provider and a record of immunization currency on file before they register for classes. Rush University and the PA Program adhere to the CDC and State of Illinois standards on vaccinations for health care workers.

Information on the CDC guidelines are available here:
<http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>.

The State of Illinois guidelines are available here: <https://dph.illinois.gov/topics-services/prevention-wellness/immunization.html>

The program requires students have documented immunity to each of the following:

- Measles, Mumps, Rubella
- Tetanus, Diphtheria, and Pertussis
- Hepatitis B via the three-vaccination series (must document both having undergone the vaccination series and immunity)
- Varicella (Chicken Pox, either by occurrence or vaccination)

Providing a vaccination history is not sufficient to document immunity. Students must have titer test results that prove immunity. Waivers for non-conversion are reviewed on a case-by-case basis, in accordance with the RUSH Employee Health standards.

In addition to documenting immunity to the above, students must document the following:

- Tuberculosis status annually, by a negative Quantiferon-TB Gold test, a 2-step PPD test, or a negative chest x-ray, as appropriate.
- Influenza vaccination within the year prior to program matriculation date. Thereafter, students must comply with RUSH's annual influenza vaccination policy.
- Meningitis conjugate booster immunization after 16 years of age
- COVID-19 vaccination – Students may be asked to provide proof of COVID vaccination and/or a negative COVID test prior to starting a rotation.
- Valid exemption, as indicated

During the clinical years, it is required to provide updated health records. Additionally, certain rotation sites may specify that students must be in compliance with other requirements such as additional drug screens or vaccinations. If required, this is an out-of-pocket expense for the student. The program will inform students of any necessary procedures to meet such requirements in advance of the start of clinical rotations. Students must comply with all clinical rotation site health maintenance requirements to remain in good standing in the program. The program is not required to provide alternate rotation assignments based on personal preferences, and this may result in delays in a student's ability to complete the program.

Expenses related to an external compliance verification system will not be reimbursed for elective rotations.

Student health records are confidential and will remain on file through CastleBranch. However, each student is required to sign a release of information that permits the program to provide affiliated clinical practice sites, agencies, and preceptors proof of the student's health status, as needed.

Students are also expected to keep copies of all health care compliance documents in case they are needed for any rotation. Any student failing to comply with this requirement is considered a violation of professionalism and the student may be subject to placement on probation.

Students are responsible for ensuring that they are fit to endure the rigors of the program. These are expressed in the Technical Standards for PA Students. Students requesting reasonable accommodations based on a disability should contact the Office of Accessibility Services for additional information. Information on accommodations for students with accessibility needs is available [here](https://www.Rushu.Rush.edu/office-student-accessibility-services): <https://www.Rushu.Rush.edu/office-student-accessibility-services>

Students are responsible for maintaining their personal health and are required to have health insurance to cover the cost of all necessary medical care throughout the program. Refer to the Rush University Catalog for information regarding compliance with mandatory health insurance policies and the University sponsored health insurance program.

Program faculty, medical directors, and instructors are not permitted to act as healthcare providers, or offer healthcare services to students, except in an emergency situation in which no other healthcare providers are available.

THIRD YEAR CLINICAL ROTATION GOALS, OUTCOMES, AND OBJECTIVES

Prior to starting a new rotation, students must review the rotation syllabi, goals, outcomes and objectives. The student will be expected to meet all of the learning outcomes prior to the end of each rotation. The student should communicate with their preceptor and their course director if they are not meeting any of the learning outcomes by the midpoint of the rotation.

Rush University PA Program Third Year Clinical Rotations: 2025-2026 Rotation Goals, Outcomes and Objectives

General Rotation Requirements

1. Maintain patient confidentiality and adherence with HIPAA standards at all times.
2. Dress in professional attire and display your identification badge appropriately.
3. Be present and on time for all clinical activities
4. Be engaged and not distracted.

Rotation Goals:

Upon completion of this rotation, the PA student will be able to:

1. Demonstrate recognition of common acute, chronic and emergent conditions seen in patients across relevant to setting.
2. Demonstrate the capacity to formulate, implement, and modify management plans for common acute, chronic and emergent conditions seen in patients across relevant to setting.
3. Display effective communication with patients and all members of the interprofessional healthcare team.
4. Demonstrate the ability to provide patient education, counseling, and support on health maintenance strategies to patients across the lifespan.
5. Exhibit knowledge and skills consistent with an entry-level PA in clinical practice.

Topic Outline – For Third Year Examinations:

The successful PA student will utilize the PANCE Content Blueprint to supplement clinical rotation experiences to meet the learning outcomes of the rotation. In preparation for clinical rotations and the examination, students should be knowledgeable about the epidemiology, etiology, pertinent anatomy, physiology, pathophysiology, history and physical examination, clinical presentation, diagnostic studies, diagnostic criteria, management (both non-pharmacologic and pharmacologic), health maintenance, and patient education for each topic outlined in the list.

<https://www.nccpa.net/wp-content/uploads/PANCE-Blueprint.pdf>

Learning Outcomes:

Upon completion of this rotation, the student will possess the skills, knowledge and values to assess and manage patients through demonstration of the following learning outcomes.

Learning Objectives:

Completion of the following learning objectives will allow the student to achieve the learning outcomes of the rotation.

	Learning Outcome	Learning Objective
1	Obtain an appropriate history based on the patient's chief complaint.	List the components of an appropriate history indicated in the evaluation of the various chief complaints relevant to setting.
2	Perform an appropriate physical examination based on the information obtained from the patient's history.	Formulate a list of the age-appropriate physical examination maneuvers, along with the correct technique, indicated in the evaluation of the various chief complaints relevant to setting.
3	Order an appropriate work-up based on the patient presentation.	Outline the indications for ordering diagnostic studies in the initial workup of the various clinical presentations relevant to setting.
4	Interpret diagnostic studies relevant to common conditions.	List the most sensitive and specific diagnostic tests used in the evaluation of conditions relevant to setting and differentiate between normal and abnormal findings.
5	Formulates an appropriate differential diagnosis based on clinical presentation.	Construct a list of at least three differential diagnoses with support from the history and physical exam in the evaluation of the various chief complaints relevant to setting.
6	Diagnose acute conditions based on clinical presentation and applicable diagnostic findings.	Identify the pertinent positive and negative findings in the clinical presentation and diagnostic studies, if applicable, to diagnose acute conditions relevant to setting.
7	Diagnose chronic conditions based on clinical presentation and applicable diagnostic findings.	Describe the pertinent positive and negative findings in the clinical presentation and diagnostic studies to diagnose chronic conditions relevant to setting.
8	Diagnose emergent conditions based on clinical presentation and applicable diagnostic findings.	Outline the critical signs, symptoms, and diagnostic findings that are indicative of emergent conditions relevant to setting.
9	Demonstrates the ability to manage multiple patients simultaneously.	Identify strategies for organizing tasks, prioritizing patient needs, and coordinating care to effectively manage multiple patients.
10	Modify treatment plans when indicated in the course of patient management.	Discuss the various possible changes in a patient's condition which would warrant modification of the treatment plan.
11	Incorporate cost-effectiveness in the management of patient care.	Identify resources available to determine whether diagnostic studies and medications are generally low-cost or high-cost in patient care.
12	Provide appropriate patient education and counseling.	Outline key components of patient education, including an explanation of conditions, treatment options, potential side effects, preventive strategies, and the importance of treatment adherence, relevant to setting.
13	Synthesize patient information to deliver oral case presentations in a clear and concise format.	Construct an oral case presentation that summarizes a patient's clinical presentation, diagnostic findings, and assessment and plan in a succinct and organized manner.

14	Display respect towards patients and all members of the healthcare team.	Identify the characteristics of verbal and non-verbal communication which exemplify respect for patients, caregivers, and all healthcare team members.
15	Is culturally aware and sensitive, open-minded, and nonjudgmental.	Outline the opportunities in the management of patient care in which a clinician can incorporate cultural preferences in an open-minded and non-judgmental manner.
16	Act in a manner that exemplifies good judgment, honesty, and ethical integrity.	Identify examples of good judgment, honesty, and ethical integrity in clinical settings.
17	Demonstrate self-reflection, clinical curiosity, and initiative.	Reflect on personal clinical experiences to identify areas for improvement and demonstrate initiative to seek further knowledge.
18	Identify limitations of knowledge and skills and effectively addresses deficits in knowledge.	Assess personal knowledge gaps and proactively engage in learning opportunities to address these deficits.
19	Display adaptability and flexibility to meet the needs of the rotation.	Adapt and modify clinical approaches based on the dynamic needs of the rotation, demonstrating flexibility in the delivery of patient care.
20	Collaborate effectively with the healthcare team.	Engage in reciprocal communication and shared decision-making with the healthcare team to promote patient-centered care.
21	Communicate in a professional manner to preceptor and other members of the interprofessional team.	Identify characteristics of effective professional communication within the interprofessional team.

**Rush University PA Program
Clinical Rotations: 2025-2026
Rotation Goals, Outcomes and Objectives
Radiology Elective**

General Rotation Requirements

1. Maintain patient confidentiality and adherence with HIPAA standards at all times.
2. Dress in professional attire and display your identification badge appropriately.
3. Be present and on time for all clinical activities
4. Be engaged and not distracted.

Rotation Goals:

Upon completion of this rotation, the PA student will be able to:

1. Demonstrate a thorough understanding of methods, indications, and contraindications for commonly ordered radiologic examinations as well as their capabilities and limitations
2. Recognize basic anatomy and pathology as seen on imaging studies
3. Verbally present imaging findings in an organized, accurate, and succinct manner

Learning Outcomes:

Upon completion of this rotation, the student will possess the skills, knowledge and values to assess and manage patients through demonstration of the following learning outcomes.

Learning Objectives:

Completion of the following learning objectives will allow the student to achieve the learning outcomes of the rotation.

	Learning Outcome	Learning Objective
1	Describe the resources available to clinicians for guiding evidence-based decisions when ordering radiographic studies.	Identify key resources and tools clinicians can use to make evidence-based decisions when ordering radiographic studies, including clinical guidelines and decision support systems.
2	Discuss the indications for commonly ordered radiographic studies.	Examine the clinical scenarios in which commonly ordered radiographic studies are indicated, focusing on their diagnostic utility and role in patient care.
3	Explain the contraindications of commonly ordered radiographic studies.	List the contraindications of commonly ordered radiographic studies, highlighting the reasons these contraindications are important for patient safety.
4	Utilize proper radiographic nomenclature for commonly ordered radiographic studies.	Identify the standardized radiographic terminology used when describing and documenting commonly ordered radiographic studies.
5	Explain basic principles of imaging techniques.	Describe the fundamental principles behind common imaging techniques, highlighting how they generate images.
6	Demonstrate a systematic approach in the interpretation of commonly ordered radiographic studies.	Outline the components of a systematic approach in the interpretation of commonly ordered radiographic studies, including both normal and abnormal findings.
7	Recognize basic anatomy on commonly ordered radiographic studies.	Describe the normal anatomical locations and appearance of structures seen on commonly ordered radiographic studies.
8	Identify basic pathologic findings on commonly ordered radiographic studies.	Recognize the appearance of common pathologic findings on common radiographic studies.
9	Recognize when a finding on a commonly ordered radiographic study is critical.	Discuss the critical radiographic findings that require immediate intervention.
10	Outlines key risks associated with common imaging studies.	List the key risks associated with common radiographic studies.
11	Develop an appropriate differential diagnosis based on specific radiographic findings.	List the various differential diagnoses for the most common radiographic findings.
12	Recommend the appropriate next sequential imaging study when applicable.	Discuss the indications for additional imaging studies based on the initial radiographic findings on common radiographic studies.
13	Verbally present imaging findings in a clear and concise format.	Outline the appropriate structure for presenting imaging findings clearly and concisely.
14	Display respect towards patients and all members of the healthcare team.	Identify the characteristics of verbal and non-verbal communication which exemplify respect for patients, caregivers, and all healthcare team members.
15	Is culturally aware and sensitive, open-minded, and nonjudgmental.	Outline the opportunities in the management of patient care in which a clinician can incorporate cultural preferences in an open-minded and non-judgmental manner.
16	Act in a manner that exemplifies good judgment, honesty, and ethical integrity.	Identify examples of good judgment, honesty, and ethical integrity in clinical settings.
17	Demonstrate self-reflection, clinical curiosity, and initiative.	Reflect on personal clinical experiences to identify areas for improvement and demonstrate initiative to seek further knowledge.
18	Identify limitations of knowledge and skills and effectively addresses deficits in knowledge.	Assess personal knowledge gaps and proactively engage in learning opportunities to address these deficits.

19	Display adaptability and flexibility to meet the needs of the rotation.	Adapt and modify clinical approaches based on the dynamic needs of the rotation, demonstrating flexibility in the delivery of patient care.
20	Collaborate effectively with the healthcare team.	Engage in reciprocal communication and shared decision-making with the healthcare team to promote patient-centered care.
21	Communicate in a professional manner to preceptor and other members of the interprofessional team.	Identify characteristics of effective professional communication within the interprofessional team.

TIPS AND SUGGESTIONS FOR STUDENTS ON CLINICAL ROTATIONS

- Familiarize yourself with the clinical rotation site location prior to the first day of your clinical rotation. Plan your morning commute time, so as to not be late on your first day on the rotation, taking into account traffic patterns and weather related delays.
- Know your student responsibilities at each rotation site and familiarize yourself with the preceptor's practice on the first day. On most occasions you will NOT receive a formal first day orientation so be prepared to ask questions as appropriate.
- You should pace yourself throughout the duration of the rotation and study each day to avoid "cramming" at the end of your rotation. Clinical rotation hours vary from day to day and you cannot predict how busy or quiet it will be. It is a good idea to bring reading material with you each day to take advantage of any down time that you may have available for studying.
- Display enthusiasm and willingness to go "above and beyond" normal student duties. Read and study all of your cases and ask informed questions about each after you have completed your reading.
- Become the best PA student you can be. Recognize that you are responsible for your own learning. The more you put into the experience, the more you will get out of it.
- Develop a study plan. You need to find time to attain the knowledge outlined in each rotation objective in order to meet the learning outcomes of the rotation. Plan to read at least a chapter or two on a daily basis. This will keep you from cramming for your end of your rotation exam.
- Be an ACTIVE student and incorporate yourself as an active member of your team. Learn by doing! Demonstrate to preceptors that you want to be there and want to learn as much as possible.
- Take ownership of the patients in your care. Know their pertinent historical, and diagnostic data, and try to formulate their plan of care.
- Don't complain! Be excited and ready for on-call duties! On-call offers a unique opportunity for you to do A LOT as a student.
- Be open to all learning moments that may occur in the clinical setting. Remember that some of the best learning comes from difficult or challenging encounters.
- Be open to constructive feedback. You are the student and have a lot to learn, even if you already know a lot.
- Manage your stress levels appropriately. Clinical year is a stressful time and you need to take care of yourself in order to take care of patients.
- Practice your research skills and prepare your PowerPoint presentation as if you were about to present your case to a group of attending physicians and practicing PAs.

CLINICAL ROTATION REQUIRED/RECOMMENDED TEXTBOOKS

Clinical Rotation:	Required or Recommended Textbook:
Third Year Rotations	<ol style="list-style-type: none">1. Clinical Medicine for Physician Assistants, Van Rhee, 1st Ed, Springer, 2023. (required)2. A Comprehensive Review for the Certification and Recertification Examinations for PAs, O'Connell, Cogan-Drew, 7th Ed, LWW, 2022 (recommended)

Also highly recommended for ALL clinical rotations:

1. Maxwell Quick Medical Reference
2. Pocket Notebook series
3. Recall series, Pretest series, or similar question/answer format guidebook

Clinical Rotation Performance and Grading Policies

Rotation Paperwork

Some clinical sites require students to complete rotation paperwork as part of the onboarding process. All paperwork is due in EXXAT 6 weeks before the start date of the rotation. In addition to health compliance requirements and paperwork, some clinical sites require other onboarding tasks, such as completing training modules or orientation. Students must ensure they complete all onboarding requirements in a timely manner in order to ensure their start date is not delayed.

Clinical Rotation Management System – EXXAT

The PA Program requires that all students use an online rotation management system, called EXXAT, to track all non-curricular aspects of the clinical rotation. Students will receive a link to training videos on the use of the system prior to starting their first clinical rotation. They are also encouraged to watch additional training videos as needed.

Documentation of Timesheet and Time Off in EXXAT

Students are required to submit their duty hours for each rotation via the Timesheet in EXXAT. All rotation duty hours must be logged in EXXAT by 11:59pm on the Wednesday night during RTC week at the end of the rotation. All absences due to illness, personal days, other excused absence, or any other missed rotation time must be added under Time Off. Late submissions will result in 0 points for that requirement of the administrative components of the rotation. Students must complete all administrative components in order to receive the final clinical rotation grade.

Documentation of Clinical Encounters and Procedures in EXXAT

Students are required to maintain a log of patient encounters during their clinical rotation via EXXAT. It is strongly recommended that students log into EXXAT every day to record their patient encounters. Patient logging should include patient's age, sex, encounter type, and diagnosis. Students are also encouraged to log all procedures performed. A minimum of 15 patient logs must be completed for each rotation. Patient logging must be completed in EXXAT by 11:59pm on the Wednesday night during RTC week at the end of the rotation. Late submissions will result in 0 points for that requirement of the administrative components of the rotation. Students must complete all administrative components in order to receive the final clinical rotation grade.

Completing Site and Preceptor Evaluations in EXXAT

Students are required to complete all rotation site and clinical preceptor evaluations using EXXAT. All evaluations must be completed by 11:59pm on the Wednesday night during RTC week at the end of the rotation. Late submissions will result in 0 points for that requirement of the administrative components of the rotation. Students must complete all administrative components in order to receive the final clinical rotation grade.

Third Year Course Grading Criteria

The following constitute the major components of student performance evaluation and grading while in the Third Year: Third Year comprehensive examinations, assignments, an oral case presentation, preceptor evaluations of student performance, and the administrative components discussed above.

Descriptions of each are as follows:

Third Year Comprehensive Examinations

Students are required to pass each Third Year comprehensive examination. Exams will be proctored by the course director as designated by the schedule listed above and will follow all academic policies listed above and the testing policies listed in the PA Program Handbook.

Third Year comprehensive exams consist of 120 multiple-choice questions and are constructed at the discretion of the PA faculty. Content is mapped to the NCCPA blueprint and topic list: <https://www.nccpa.net/pance-content-blueprint>.

If a student fails a Third Year comprehensive exam, they will be placed on Warning and will be given a single opportunity to remediate the exam for a passing score. If the student then fails the remediation exam, the student will be immediately placed on probation and the Progress and Promotion committee will be convened to determine further action.

If a student fails more than two exams (first attempt or remediation exams), they are subject to immediate dismissal from the program regardless of other rotation performance. (see Clinical Rotation Grading Criteria).

Exam Grading Criteria

74.5 – 100% = pass
69.5% – 74.4% = marginal pass
69.4% or less = no pass

Assignments and Case Presentations

Students are required to complete all components of the JAAPA assignment and give one oral case presentation. One point will be deducted from the assignment grade for each day late. Any assignment submitted later than 3 days after it is due, will receive a 0, as well as a professionalism violation. The student will still be required to complete the assignment for a passing grade and may be prohibited from continuing on their next rotation if this requirement is not completed. The specific instructions, examples, and rubrics for each will be outlined and posted on Canvas. Some rotations may have additional written, oral, or competency-based assignments or activities. These assignments are created and scheduled at the discretion of faculty and preceptors.

Completing Mid-Rotation Evaluations

Students are required to complete a self-evaluation called the Mid-Rotation Self-Evaluation. This form should be completed **by the student** at the midway point of their rotation and then discussed with the student's preceptor. Students should discuss their self-assessment with their preceptor in order to receive formal mid-rotation feedback and find areas/ways to improve their clinical performance. Students must also attest, and have their preceptor attest, that they are on track to meet the learning outcomes of the rotation. Failure to abide by these guidelines will be considered as an incomplete submission.

It is the student's responsibility to notify the course director immediately if they are not on track to meet the learning outcomes of the rotation. Failure to do so is subject to a professionalism violation. Though it may be difficult to find time for students and preceptors to meet formally, it is imperative that this happens so that students may receive constructive feedback and improve performance.

After the discussion, the preceptor should make any changes to the evaluation, add their own comments (if applicable), and sign the form. Only legal signatures are considered valid.

Students are required to print and complete the Mid-rotation Evaluation of Student Performance. Each student must then have their preceptor sign their form and submit it on EXXAT by 11:59pm on the Wednesday night during RTC week at the end of the rotation.

Preceptor Evaluations of the Student

Preceptor evaluations of each student's performance during their rotation will be submitted to the PA program using the EXXAT system. The preceptor's overall evaluation will contribute to the student's final overall course grade. Students will have an opportunity to review their preceptor evaluations once the rotation is completed. Students are encouraged to discuss their performance with their preceptor at regular intervals throughout the rotation to improve clinical performance.

If a student fails a preceptor evaluation, the student will be immediately placed on Probation and may be subject to deceleration or dismissal from the program, pending further examination of the situation. If such an event occurs, the student may not be permitted to continue with their other clinical rotation blocks until the situation is resolved. This may result in a delay in the student's progress through the program, including a delay in graduation, which may result in additional tuition expenses.

Preceptor Evaluation of Student Grading Criteria (out of 130 points maximum)

96 points – 130 points = Pass
78 points – 95 points = Marginal Pass
77 points and below = No Pass

Administrative Components

Each rotation has administrative components that must be completed. In order to receive full credit for an item, it must be completed in its entirety and submitted prior to the deadline. Any incomplete or late submission will result in a student receiving a 0 for that item. Students must score at or above 70% to pass the administrative component of each rotation. Students must complete all administrative components in order to receive the final clinical rotation grade.

Administrative Item	Percentage
Rotation paperwork	25%
Mid-rotation Evaluation	25%
EXXAT evaluation of Site	12.5%
EXXAT evaluation of Preceptor	12.5%
EXXAT timesheet logging	12.5%
EXXAT patient logging	12.5%

TOTAL	100%
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Third Year Course Grading Rubric

The following grading rubric will be used to determine the student's final course grade.

PHA 593 – Advanced Clinical Practice I (15 credits) - Pass or No Pass

Each of the following components will be graded as Pass, Marginal Pass, or No Pass. Failure to obtain a passing grade for any of the following will result in a No Pass in the final course grade.

- Preceptor Evaluation of the Student, rotation blocks 1 and 2
- Third Year Comprehensive Examination #1
- JAAPA Assignment, parts I and II
- Oral Case Presentation, if applicable
- Administrative Components, rotation blocks 1 and 2

PHA 594 – Advanced Clinical Practice II (15 credits) - Pass or No Pass

- Preceptor Evaluation of the Student, rotation blocks 3, 4, and 5
- Third Year Comprehensive Examination #2
- JAAPA Assignment, parts III, IV, and V
- Oral Case Presentation, if applicable
- Administrative Components, rotation blocks 3, 4 and 5

PHA 595 – Master's Research Project I (1 credit) - Pass or No Pass

See Course Syllabus for more details

PHA 596 – Master's Research Project I (1 credit) - Pass or No Pass

See Course Syllabus for more details

Academic Performance Standards and Progress

Students are expected to maintain all performance standards outlined in the Third Year Academic Standing and Performance Requirements and Clinical Rotation Grading Criteria sections of this handbook. Any student who is unable to maintain satisfactory student performance, or who violates the program's standards for professionalism and ethical behavior, will be referred to the PA Program's Progress and Promotions Committee for review, which may result in the student being placed on probation, according to the policy standards outlined in this and the program handbook. Refer to the PA Program Student Handbook for details regarding probation.

Remediation for performance deficiencies while on clinical rotation may entail a variety of activities, depending on the nature of the problem, at the discretion of the course director and the Director of Clinical Education. Due to the fast-paced nature of clinical rotations, performance issues in the clinical setting may require the student to complete additional rotation hours, which may prolong the duration of the rotation. This may delay the student's progress through the program and may delay graduation.

The following information is a supplement to the PA Program Handbook regarding specific grading policies pertaining to the Third Year of the program.

The PA program adheres to the following standards of academic performance throughout the Third Year of the curriculum:

Third Year Course Overall Grading Scale: Pass or No Pass

Satisfactory clinical performance is defined as passing each rotation with a passing grade and maintaining a cumulative grade point average (GPA) of 3.0 or better at all times throughout the program. Attaining passing grades in ALL curricular activities is considered passing and maintaining satisfactory performance. Assessment of satisfactory performance is done continuously throughout the program.

In addition to ongoing student assessment processes, there is a formal evaluation process at the end of each phase of the curriculum to determine the student's eligibility to progress through the program. This process is known as the Summative Evaluation at the end of the third year.

Satisfactory academic performance also includes continuous demonstration of professionalism and ethical conduct. Students are expected to comply with the program's professionalism policy as outlined in this handbook. Students are also expected to adhere to the conduct and academic honesty standards set forth in the Rush University Student Honor Code, the Rush Statement on Academic Honesty, and the CHS Guide for Professional Conduct. Students may progress through the program only if they maintain satisfactory professional conduct and academic performance at all times. A student's performance must meet satisfactory performance standards in order to progress through the program.

Satisfactory progress in the Third Year is assessed through the successful completion of ALL components of the rotation, including but not limited to:

1. Pass each rotation
 - b. Pass each Third Year examination
2. Pass each required rotation component including, but not limited to, a patient case presentation, JAAPA assignments, etc.
3. Pass the master's research project
4. Pass all components of the summative evaluation
5. Maintain an overall cumulative GPA of 3.0 or better at all times

6. Demonstrate professionalism and academic integrity at all times
7. Participate in all scheduled activities of the Third Year, including SIM lab and return-to-campus events

Unsatisfactory clinical performance is defined as meeting any of the following criteria during the Third year clinical rotations:

1. Failure to pass each rotation
2. Failure to pass each Third Year Examination
3. Failure to pass each required rotation component including, but not limited to, a patient case presentation, JAAPA assignments, etc.
4. Failure to pass the Master's Research project
5. Failure to pass all components of the summative evaluation
6. Failure to maintain a cumulative GPA of 3.0 or better.
7. Failure to successfully pass the remediation of any assessment.
8. Failure to demonstrate professionalism and academic integrity at all times
9. Failure to participate in all scheduled activities of the Third Year, including SIM lab and return-to-campus events

The faculty are committed to supporting students and helping them identify and address performance challenges during their education in preparation for their future PA careers. We use the process below to recognize, address, and remediate performance issues. The designations used are Warning and Probation. These designations are internal to the program and are used to track student performance deficiencies. Receiving these designations does not affect a student's standing in the university, is not reflected on transcripts, and does not affect financial aid.

If a student fails to maintain satisfactory progress during clinical rotations, they will be placed on Probation (see Probation), which will result in notifying the Progress and Promotions Committee (see Progress and Promotions Committee, PA Program Handbook). If a subsequent academic or professionalism issue occurs while on Probation, the Progress and Promotions Committee will be convened to determine further action and may result in the student being denied permission to continue with clinical rotations and being subject to dismissal from the program. For information regarding RUSH University dismissal policies, refer to the Academic Appeals and Rules of Governance policies provided in the RUSH University Catalog.

The faculty are committed to supporting students and helping them identify and address performance challenges during their education in preparation for their future PA careers. We use the process below to recognize, address, and remediate performance issues. The designations used are Warning and Probation. These designations are internal to the program and are used to track student performance deficiencies.

Receiving these designations does not affect a student's standing in the university, is not reflected on transcripts, and does not affect financial aid.

Terminal Program Competency Assessment

Program Formative and Summative Evaluations

At the end of each year, all students are evaluated on their cumulative performance to determine their eligibility to progress to the next phase of the program. These assessments are called formative and summative evaluations. The formative evaluation process determines students'

eligibility to progress through each year of the program.

The summative evaluation process determines students' eligibility to graduate from the program. Both formative and summative evaluations are conducted by the PA faculty and reviewed by the Progress and Promotions Committee.

The formative and summative evaluation criteria are anchored in the program's Terminal Program Competencies. Details of the competencies and skills that students are expected to acquire during their training at RUSH are identified in the Terminal Program Competencies and PA Program Graduate Functions and Tasks.

During the formative evaluations each year, students on probation will be reviewed to ensure they meet all terms and conditions of their probation letter in order to come off probation and progress to the following year. Under some circumstances, a student on probation may demonstrate satisfactory performance progress but still have incomplete remediation activities at the end of a year. In such cases, the faculty may deem the student eligible for progression to the next year of the program while remaining on probation. In such cases, the student's probation status will not change despite successful progression through the curriculum. Eligibility for advancement through the curriculum is at the discretion of faculty and the Progress and Promotions Committee.

In addition to all academic and/or clinical assessments completed throughout the year, other standardized assessment activities are used to assess competency and skill acquisition. Examples of other assessment methods include, but are not limited to, OSCE assessments, standardized examinations, and standardized clinical skills assessments. All assessments related to the Summative Evaluation occur during the final four months leading up to graduation.

A copy of the form used to conduct the summative evaluation is attached in the appendix.

The Summative Evaluation

The program's summative evaluation determines students' eligibility to graduate. It consists of four assessments that take place within the final four months of the program. It assesses a student's attainment of the program's Terminal Program Competencies. As stated above, OSCEs are designed to mimic time-sensitive patient care, and therefore, components of these activities may not be eligible for time-based accommodations.

The components of the summative evaluation are:

End-of-Program Summative Exam

Students will complete a 120-question multiple-choice examination mapped to the NCCPA PANCE blueprint. It assesses core medical knowledge and application. The minimum passing benchmark is an overall score of 70%.

Case-Based OSCE

Students will complete a set of standardized patient encounters that will assess their ability to do the following:

- a. Conduct an accurate and efficient problem-focused patient history and physical
- b. Order and interpret common laboratory and radiology results
- c. Formulate a differential diagnosis, assessment, and comprehensive patient plan

- d. Provide appropriate and thorough patient education and counseling
- e. Document findings of the visit and or a management plan

The minimum passing benchmarks for the summative OSCE is an overall score of 80%, case scores of 80%, and case component scores of 70%.

Station OSCE

Students will complete a set of stations to assess their technical and clinical skills performance. The minimum passing benchmark for the station OSCE is an overall score of 80%, and station scores of 70%.

Professionalism Assessment

Students will receive a Professionalism Assessment, outlining their professional behavior in the following domains: Communication, Professional Appearance and Demeanor, Dependability and Engagement, Self-Awareness and Accountability, Honesty and Ethics, and Teamwork and Collaboration. The minimum passing benchmark is an overall score of at least 117 out of 130 points. Additionally, students must score a "5" on any item that the faculty deem is critically important, as indicated with an asterisk on the evaluation form, in order to meet the program's professional performance standards.

Summative Examination Remediation

Students are required to pass each component of the Summative Evaluation according to program standards as outlined in the PA Program Handbook. Students who do not meet the passing benchmarks above will be required to complete a remediation process at the discretion of the PA faculty. If a student falls below the overall passing score for any of the four assessments, or fails a remediation of an individual component, they will be placed immediately on probation. If a student is already on probation at the time of a failure, they will be presented to the Progress and Promotions Committee to determine further action. Failing any component of the Summative Evaluation may delay a student's graduation date for a minimum of one term, at the student's expense.

Case-Based Objective Structured Clinical Examination (Case-Based OSCE)

All students are required to pass the Third Year Case-Based Objective Structured Clinical Exam (OSCE) in order to progress to graduation from the program. The OSCE is scheduled at the discretion of the RUSH PA faculty and the student will be given at least 6 weeks' notice of the date in order to prepare for the exam. Students should be preparing for the OSCE throughout their entire clinical year. Third Year students should be familiar with completing an accurate and efficient problem-focused patient history and physical. Students should be able to order and interpret common laboratory and radiology results, as well formulate a differential diagnosis, assessment, and comprehensive patient plan. Students should also be able to provide appropriate and thorough patient education and counseling.

All students are required to pass the OSCE per program standards as outlined in the PA Program Handbook and as described below. If a student does not pass the OSCE, they will be required to remediate, at the discretion of the PA faculty, and will be placed on Probation.

If the student then fails the remediation OSCE, the Progress and Promotions Committee will be convened to determine further action, regardless of their current GPA or program performances to date.

OSCE Grading Criteria

In order to pass the OSCE, students must:

- Obtain an **overall score of 80% or higher**
 - *Any overall score below 80% constitutes failing the OSCE and will require remediation at the discretion of the faculty.*
- Obtain a **cumulative score of 80% or higher** on each individual case
 - *Any total case score below 80% constitutes failing the case and will require remediation at the discretion of the faculty.*
- Obtain a **70% or higher** on each individual component of each case. This includes Communication/Professionalism, History, Physical Exam, and the Post-Encounter Activity.
 - *Any individual score below 70% constitutes a failure and will require remediation at the discretion of the faculty.*

Station Objective Structured Clinical Examination (Station OSCE)

All students are required to pass the Third Year Station Objective Structured Clinical Exam (OSCE) in order to progress to graduation from the program. The Station OSCE will assess students on 5 specific competencies, including but not limited to performing a focused physical examination, interpreting results, providing patient education, and demonstrating technical skills. The OSCE is scheduled at the discretion of the RUSH PA faculty and the student will be given at least 6 weeks' notice of the date in order to prepare for the exam. Students should be preparing for the OSCE throughout their entire clinical year.

All students are required to pass the OSCE per program standards as outlined in the PA Program Handbook and as described below. If a student does not pass the OSCE, they will be required to remediate, at the discretion of the PA faculty, and will be placed on probation.

If the student then fails the remediation OSCE, they will immediately be placed on probation and the Progress and Promotions Committee will be convened to determine further action, regardless of their current GPA or program performances to date.

In order to pass the Station OSCE, students must:

- Obtain an **overall score of 80% or higher**
 - *An overall score below 80% constitutes failing the station OSCE and will require remediation at the discretion of the faculty.*
- Obtain a **cumulative score of 70% or higher** on each individual station
 - *Any station score below 70% constitutes failing the station and will require remediation at the discretion of the faculty.*

Summative Examination Scoring and Remediation

For the End-of-Program Summative Exam, the minimum passing score is a 69.5%. Failure to obtain a passing score will place a student on Probation and require remediation and a retest for a passing score. If a student is already on probation, the Progress and Promotions Committee will be convened to discuss further action, which may include deceleration or dismissal, despite previous academic performance.

For the station-based OSCE, the minimum overall passing score is an 80%. Failure to obtain a passing score will place a student on Probation and require remediation and a retest for a passing score. If a student is already on probation, the Progress and Promotions Committee will be convened to discuss further action, which may include deceleration or dismissal, despite previous academic performance.

For the case-based OSCE, the minimum overall passing score is an 80%. Failure to obtain a passing score will place a student on Probation and require a remediation and a retest for a passing score. If a student is already on probation, the Progress and Promotions Committee will be convened to discuss further action, which may include deceleration or dismissal, despite previous academic performance.

In addition to the overall score, for each station in the station OSCE and each patient case in the case-based OSCE the minimum passing score is 70%. Any station score below 70% constitutes failing the station and will require remediation at the discretion of the faculty.

If the student then fails the OSCE remediation, the Progress and Promotions Committee is convened to determine further action, regardless of their current GPA or program performances to date. Failing any component of the OSCE and requiring remediation may delay graduation. Depending on the severity of the failure, the student may require deceleration to complete the remediation, at the student's expense. Details regarding the timing of remediation are discussed on an as-needed basis.

Remediation, Warning, and Probation

Remediation activities, Warning and Probation status are internal to the program and do not appear on student transcripts. The following is an outline of actions taken if a student encounters academic performance issues during the Third year of the program:

Remediation

Remediation is the program's process to help students improve their performance. Remediation can occur for either academic or professionalism issues. The process of remediation involves providing students with additional assistance and resources to acquire expected knowledge and/or skills related to expected program learning outcomes and the program's professionalism standard. Remediation also requires students to demonstrate acquisition of knowledge and/or skills by re-evaluation or re-testing for a passing score. Remediation in the program can take many forms, depending on the student's needs, and is determined according to the discretion of the faculty.

Due to the fast-paced nature of clinical rotations, performance issues in the clinical setting may require that the student completes additional rotation hours, which may prolong the duration of the rotation. This may delay the student's progress through the program and may delay graduation. Students may elect to use scheduled vacation and break time to complete the required remediation and avoid delays or deceleration, if possible.

Please refer to the section on **Professionalism** for a detailed description of the program's approach to remediating professionalism.

The process for remediation and retesting is as follows:

- If a student fails any assessment or assignment, they are required to meet with the course director and remediate the assessment. The method of remediation is

determined at the discretion of the course director. Remediation may include, but is not limited to, content discussions with clinical faculty, additional assignments, additional assessments, recommendation for counseling, or referral for evaluations. Remediation must be completed within the time frame designated by the course director. If a student does not complete a remediation, they will not progress in the program.

- If a student fails a final preceptor evaluation, they will need to remediate the rotation, which may include any of the above activities and additional clinical time at another site in a similar setting. These make-up hours may occur on weekends or over break, may result in forfeiting an elective rotation, or may result in deceleration. Please refer to the section below on **Deceleration**.
- If the student passes the remediation, they are permitted to progress in the program. The original assessment score will stand and be factored into the final course grade.
- If the student does not pass the remediation, they will be placed immediately on Probation and will be required to meet with faculty to discuss further remediation plans. Please refer to the section below on **Probation**.

Warning

Warning indicates that a student has performance deficiencies and is at risk of being placed on Probation. If the course director identifies that a student has performance deficiencies during clinical rotations, they may send students a notice of Warning at their discretion. In the clinical year, some examples of indications for Warning are as follows:

- Failure of an examination
- Failure of two non-exam assessments

When a student is given a notice of Warning, they are required to meet with the course director or other clinical faculty to discuss study and test-taking strategies and discuss their performance expectations for the remainder of the term.

The student will remain on Warning for the duration of the clinical year, and if there are no further performance issues, they will be removed from Warning at the end of the year.

If a student is placed on Warning and has a subsequent failure of either another assessment or a preceptor evaluation, they will progress to Probation, as described below.

Probation

Probation indicates that a student is unable to meet expected performance standards and that continued remediation and monitoring are required to help the student meet the expected level of performance.

In the clinical year, students will be placed on probation for the following reasons:

- Failure of two Third year examinations
- Failure of a Third year examination and its remediation
- Failure of one Third year examination and two non-exam assessments
- Failure of three non-exam assessments
- Inability to remediate a non-exam assessment, rotation, or clinical year requirement
- Inability to make up absences to meet minimum clinical rotation hours

- Failure of a final preceptor evaluation
- Failure of the Third year OSCE
- Receiving three professionalism violations (see below)
- Unexcused absences
- An egregious lapse in professionalism or academic integrity

A written letter outlining the terms of probation will be sent to a student for their signature indicating receipt of a written description of the probation, an understanding of the terms of probation, and agreement to the terms of probation. The terms of probation as determined by the Progress and Promotions (P&P) Committee are non-negotiable and students are expected to abide by the terms. If a student refuses to sign the letter with the terms of probation, they will not be permitted to progress in the program.

The faculty will notify the program's Progress and Promotions Committee of the student's status, and a remediation plan will be developed and provided to the student in writing. The remediation plan will be individualized and targeted to correct the deficiency. Strategies may include but are not limited to:

- Content discussions with faculty
- Additional clinical rotation hours
- Assigning an additional mentor
- Tutorial activities with topic-appropriate assignments
- Timed multiple-choice-question assessments
- Oral presentation(s) to the faculty
- Submission of a written paper
- Written or oral examination (topical or comprehensive)
- OSCE
- Other remedial activities as deemed appropriate by the Progress and Promotions Committee

If the student successfully completes the remediation and continues to abide by the requirements outlined in the remediation plan, they will remain on Probation for the remainder of the clinical year in order to allow them the ability to demonstrate that they have corrected any deficiencies or behavioral misconduct issues. If they have no subsequent performance issues and meet satisfactory academic performance at the end of the year, the Progress and Promotions Committee will discuss whether the student may be removed from probation and progress to the Third year of the program.

Students who have been placed on probation must demonstrate satisfactory progress and comply with any other probationary terms outlined by the Progress and Promotions Committee and/or program director. Failure to meet the terms and conditions of probation may lead to dismissal, as described below.

Under some circumstances, a student on probation may demonstrate satisfactory performance progress but still have incomplete remediation activities at the end of a term. In such cases, the faculty may deem the student eligible for progression to the next year of the program while remaining on probation. In such cases, the student's probation status will not change despite successful progression through the curriculum. Eligibility for advancement through the curriculum is at the discretion of the faculty and the Progress and Promotions Committee and will be clearly outlined in the terms of the student's Probation letter. Once the remediation is successfully completed, the student will come off probation.

In some instances, the Progress and Promotions Committee may decide that a student will stay on probation while progressing to the next year. The terms of this probation status will be outlined clearly in a letter to the student.

If a student's performance issues are ongoing and unresolved despite remediation efforts, the student will remain on Probation, will be denied permission to progress, and may be subject to dismissal from the program. Refer to the section below on **Expectations on Probation**. The faculty will convene the Progress and Promotions Committee to determine further action.

It is important to note that in some cases, students may not receive a letter of Warning before being placed on Probation.

Expectations on Probation

- Once a student is on Probation, they are expected to pass all assessments on the first attempt. If a student on Probation fails an assessment, they are required to remediate it. If they fail an assessment and its remediation, they will be referred to the Progress and Promotions Committee and will be subject to dismissal from the program.
- If a student is on Probation due to academic deficiencies, such as failure of two end-of-rotation examinations, and receives a professionalism violation, they will follow the same three-step process as described above in the section on **Professionalism Violations**.
- If a student on Probation receives three professionalism violations, they will be referred to the Progress and Promotions Committee and will be subject to dismissal from the program.
- If a student is on Probation due to professionalism deficiencies and fails an examination, they will have one opportunity to successfully remediate the examination. If they do not pass the examination or have a second examination failure, they will be referred to the Progress and Promotions Committee and will be subject to dismissal from the program.
- If a student has an egregious lapse in either academic performance or professionalism, they may be placed immediately on Probation without prior notice of Warning, regardless of prior academic performance or cumulative GPA. If the lapse in academic or professional performance is egregious, as determined at the discretion of the faculty, a student may be denied permission to progress and may be subject to dismissal from the program, without opportunity for remediation, regardless of prior academic performance or cumulative GPA. The Progress and Promotions Committee will evaluate such incidents on a case-by-case basis.

Probation remains in effect until the student receives official notification of their status change in writing.

Students will receive written notification of their change in status (Warning or Probation), which will become part of the student's program record. Receiving a notice of either Warning or Probation does not reflect on the student's Rush University transcript. Upon receipt of the notice, the student must meet with their academic advisor as soon as possible to identify challenges and discuss potential solutions to remediate their performance.

Program Dismissal

Dismissal is defined as the removal of a student from the program for significant professionalism or academic deficiencies despite remediation efforts by the faculty.

If all usual and reasonable remediation efforts are exhausted and the student is still unable to maintain satisfactory academic performance, the recommendation will be made to dismiss the student from the program, regardless of prior academic performance, final course grade, or cumulative GPA.

A recommendation for dismissal from the program may be made if a student consistently fails to demonstrate the ability to sustain the academic and/or professional performance standards of the program. This determination is made in accordance with our obligation to maintain the standards of the profession and the public's safety. Specifically, a recommendation for dismissal from the program may be made under the following circumstances:

- If a student is unable to maintain expected academic performance despite reasonable remediation and counseling, including, but not limited to, failing multiple examinations or courses, failing a remediation activity, failing a preceptor evaluation, or failing to comply with professionalism standards
- If a student continues to have performance issues while on probation
- If the student has an egregious lapse in either academic or professional performance, or violates Rush policy regarding conduct and behavior.
- If a student violates any of the following: the PA Program's Professionalism and Professional Behavior Policy; the Rush academic honesty policy; the Rush University Student Honor Code; or the Rush University Drug and Alcohol-Free Campus policy.

Violations of PA and university codes of conduct, technical standards, or community laws may also result in dismissal.

Students may be dismissed from the program **without first having been placed on probation** for egregious academic or professional misconduct issues. Professional misconduct may constitute the sole reason for dismissal from the program.

The process is described as follows:

1. The Progress and Promotions Committee reviews student academic and professional progress when prompted by student performance deficiencies.
2. Students being considered for dismissal will be given notification of this pending decision and an outline of the reasons by the program director.
3. Students are strongly encouraged to appear before the Progress and Promotions Committee when a recommendation for dismissal is being considered to provide any relevant information or evidence related to their possible dismissal; however, students may waive their right to such an appearance in writing. Students must notify the program director prior to the scheduled meeting of their intent to appear. Students may also elect to provide a written statement to the Progress and Promotions Committee.
4. A decision for dismissal must be based upon evidence presented at the Progress and Promotions Committee meeting.
5. If a student is dismissed from the program, they may choose to appeal this decision. For more information regarding University dismissal policies, see the section on **Appeals** or refer to the Academic Appeals and Rules of Governance policies provided

in the [Rush University Catalog](#). The student may continue to participate in classes and coursework while the appeal is being investigated.

Withdrawal

Withdrawal is defined as the permanent departure from the University without the immediate expectation to return. In order to withdraw, students must submit the [Petition for Withdrawal form](#) through the Registrar's Office. Students who withdraw must apply to be readmitted if they wish to return to the University.

Deceleration

Deceleration is defined as a delay in a student's progress through the program's course of study that will extend the date of graduation beyond that of their cohort.

Decelerations are initiated by either:

1. A student requesting a leave of absence (see section on **Leave of Absence** below)
2. A recommendation by the PA Program's Progress and Promotions Committee (see section on **Progress and Promotions Committee** below) as part of a remediation plan.

Students must meet with the program director to discuss the implications of the deceleration on their course of study and proposed graduation date. Students are also required to meet with the Office of Financial Aid to determine the implications of their leave on their tuition and loans.

During the clinical year, deceleration typically results in a delay of one to two terms and requires either a leave of absence or continuous enrollment to complete remediation activities. This is determined on a case-by-case basis by the Progress and Promotions Committee and the program director depending on the needs of the student.

Upon return to the program after a deceleration, the student may be required to demonstrate competency. This could be in the form of a written comprehensive examination, practical examination, retaking previously passed courses or clinical rotations, and/or participating in a student learning contract while on leave. The type of assessment will be determined on a case-by-case basis.

The longest a student may take to complete the program is a 42-month time period (see section on **Program Completion Deadline**). Any leave of absence or deceleration must be completed within a 12-month period of time.

Leave of Absence

Interruptions in enrollment can cause disruptions in the continuity of coursework and therefore, a leave of absence may impact the student's ability to progress within the standard program timeline. Leaves of absence may only be requested for compelling reasons, such as parental leave, sustained illness, and extraordinary personal issues. Rush University defines a leave of absence as a temporary suspension of studies granted to an eligible student for whom an approved time limit has been set and a specific date of return established. Each degree has a time limit for completion that includes leave of absence time. Each degree has a time limit for

completion that includes LOA time. The decision to include the LOA in calculating the time limits for completion of the degree is within the discretion of each college.

Students must adhere to the following process:

1. If a student requires a leave of absence from the program for any reason, they must first petition the program director for the leave. The terms of the student's leave, the timeline of their return to the program, and any conditions required to reenter the program must be arranged prior to the student beginning the leave and agreed to in writing by both the student and the program director. Permission to take a leave of absence is granted at the sole discretion of the Program Director.
2. Once the leave is approved by the program director, the student must submit a [Leave of Absence Request](#) form through the Registrar's Office. Students may contact the Registrar's Office at <https://www.Rushu.Rush.edu/student-life/student-affairs/office-registrar> with questions.
3. Students who take a leave of absence from the program may incur additional fees and/or tuition costs for which the student is solely responsible. Taking a leave of absence may also impact a student's eligibility for financial aid; therefore students are required to meet with the Office of Financial Aid to determine the implications of their leave on their tuition and loans. Arranging for consultation with financial aid is the responsibility of the student and should take place before any final decision is made or any agreement signed.
4. In order to avoid being charged full tuition, students must request a leave of absence by the last day of registration to drop or add courses.
5. Students requesting a leave of absence due to medical reasons must provide documentation of medical clearance upon their return stating that they are released to return to full-time student status without restrictions.
6. Per Rush University policy, the maximum length of time that will be approved for a single leave is three consecutive terms. Students needing to be gone longer than three consecutive terms will need to petition for an exception to the policy or will need to withdraw.
7. Students must adhere to the program completion deadline of 42 months total, as described in the **Program Completion** section.
8. If a leave of absence is granted, it may hinder a student's progress through the program, leading to a deceleration from the program's proscribed course of study and a delay in their graduation date (see section on **Deceleration**).

A student is no longer considered to be enrolled in the program if:

- They do not register for courses at the end of an approved period of a leave of absence
- They fail to apply for a leave of absence and they do not register for courses
- Their request for a leave of absence has been denied and they do not register for courses

Readmission after a Leave of Absence

When a student on an official leave of absence is ready to return to the program, the student must give the program director advanced notice in writing to initiate the re-entry process. Students must re-enter the program at the start of a term. Students must submit a letter of intent to return to the program director at least 30 business days prior to their expected return or as outlined in the original approval letter. Students must also complete the [Return from Leave of Absence form](#)

through the Registrar's Office. Failure to follow this process may result in the student's delay in expected progression through the program.

Additionally, if a student is on leave due to a medical condition or sustained illness, they must provide documentation from their healthcare provider that they are cleared to return to full-time coursework.

All students returning from a leave of absence will be required to meet with either the program director or the Progress and Promotions Committee to ensure that they are capable of meeting the technical standards of the program, and to determine if they are eligible for continuation of their training.

Students who have taken a leave of absence may be required to repeat some parts of the program or the entire program, as well as any remediation activities determined by the Progress and Promotions Committee before resuming the program. Students returning from a leave during their clinical phase of training may be required to repeat some or all of their clinical rotations. Whether a student has a clinical assignment immediately available to them when they are ready to return to active student status depends on the availability of clinical training sites.

Students should be aware that successfully completed courses may not be repeated for credit. Any coursework or clinical instruction deemed appropriate by the Progress and Promotions Committee for the student to retake in order to return the student to an appropriate level of progression, may require the student to audit courses without credit. Students are required to enroll in Continuous Enrollment during the semester they are auditing courses, and therefore the student must be willing to bear both the time and financial consequences.

Readmission without a Leave of Absence

Any student who leaves the university without following the prescribed protocol for obtaining a formal leave of absence from the Office of the Registrar will not be automatically readmitted. A student who wishes to restart the PA program without having an approved leave of absence must reapply in the next admissions cycle.

Program Completion Deadline

Students are expected to complete the program within its proscribed 30-month curriculum. The maximum amount of time allowed to complete all program requirements in 42 months.

If a student is on an approved deceleration, the maximum amount of time a student may remain in the program is one year beyond the expected program duration, or 42 months. Failing to complete the program within the maximum time allotted will result in a withdrawal from the program. Students at risk of failing to complete the program must meet with the Program Director to develop a plan to successfully complete the program.

Clinical Year Patient Minimum Requirements

All students are required to meet patient minimum requirements as outlined by the program. These patient minimums are set by the program each year and meant to help students develop competency as a practicing PA. Failure to meet these minimums by the end of the Third-year rotations may possibly delay graduation. Students are expected to keep track of patient encounters and procedures using EXXAT as outlined in the handbook and are responsible for notifying the faculty if they feel that they may not meet minimum requirements. If a student is deficient at the end of the year based on their rotation schedule and did not inform the course director, they will receive a professionalism violation. Additional clinical time will be scheduled

as needed to ensure these patient minimums are met. This may include weekends or time over break.

Requirements for Graduation

In order to receive the degree of Master of Science in Physician Assistant Studies, students must:

1. Satisfactorily complete all required curricular course and assessment activities
2. Maintain the program's standards of satisfactory performance
3. Demonstrate competencies appropriate for a new graduate PA

Additionally, students must meet the following requirements:

1. Always maintain a 3.0 or higher GPA throughout the curriculum
2. Adhere to the program's ethical behavior and professionalism standard
3. Pass all summative evaluations
4. Successfully complete a Master's Research Project
5. Discharge all financial commitments
6. Return in good working order all borrowed and loaned materials

Appendices

Appendix A

Rush University PA Program Rush University PA Program Summative Evaluation and Graduation Checklist

Student Name:
Evaluation Date:
Expected Date of Graduation:

	Meets	Does Not Meet	Comments
Summative Evaluation			
End-of-Program Exam			
Station OSCE			
Case-based OSCE			
Professionalism Assessment			
Academic Performance			
Master's Research Paper			
Master's Research Presentation			
JAAPA Written Assignment			
Passing performance on all preceptor evaluations			
Passing performance on all Third year examinations			
Passing performance on all assignments and presentations			
Completion of PACKRAT			
Technical Skills			
Completion of cadaver skills lab			
Completion of simulation curriculum			
Community Service			
Completion of 12 hours of service			

Professionalism			
Adherence to attendance policy			
Demonstration of attitude and behaviors appropriate for a Third Year PA student			
Demonstration of professional communication with classmates and faculty			
Completion of EXXAT patient, procedure, and duty hours logging			
Completion of EXXAT preceptor and site evaluations			
Completion of SUD curriculum			
If applicable, adherence to professionalism assessment and contract			
Overall Assessment			
Was professionalism evaluation completed for student?	Y / N		
Was student on Warning or Probation during Third Year? If yes, please document if student meets criteria to be removed from Warning or Probation.	Y / N		
Can student progress to graduation? Please note any concerns.	Y/N		
Additional Comments			

Appendix B

Rush University PA Program

Professionalism Assessment

Student Name			
Year in the Program	PA-S1	PA-S2	PA-S3
Evaluation Date			
Setting			

Directions: This evaluation is designed to assist students and faculty in assessing professional behavior in the following domains: Communication, Professional Appearance and Demeanor, Dependability and Engagement, Self-Awareness and Accountability, Honesty and Ethics, and Teamwork and Collaboration. For each domain criterion, please check the box corresponding to the most appropriate rating for the student's professional behavior performance.

This assessment is used in program compliance with ARC-PA Standard B2.19 and Standard B4.03.

Please include comments if a score less than "4" is chosen at any time.

Communication					
Behaviors	Never	Rarely	Sometimes	Often	Always
Displays a respectful and positive attitude towards others.	1	2	3	4	5
Communicates clearly and effectively with peers, faculty, and other members of the healthcare team.	1	2	3	4	5
Responds to faculty and staff emails within 48 hours when a response is requested.	1	2	3	4	5
Comments (if any score less than "4" is chosen, please include specific comments):					

Professional Appearance and Demeanor					
Behaviors	Never	Rarely	Sometimes	Often	Always
Maintains a neat and professional appearance consistent with the program dress code.	1	2	3	4	5
Displays professional body language and facial expressions.	1	2	3	4	5
Maintains composure under pressure or in challenging situations.	1	2	3	4	5
Comments (if any score less than "4" is chosen, please include specific comments):					

Dependability and Engagement					
Behaviors	Never	Rarely	Sometimes	Often	Always

Completes assigned tasks and responsibilities according to deadlines without prompting.	1	2	3	4	5
Attends required classes and activities.	1	2	3	4	5
Follows absence notification policy in the event of any absences.	1	2	3	4	5
Arrives on time for classes and activities.	1	2	3	4	5
Actively participates in class without obvious distractions.	1	2	3	4	5
Prepares adequately for didactic and clinical coursework/activities.	1	2	3	4	5
Follows through on their commitments.	1	2	3	4	5
Comments (if any score less than "4" is chosen, please include specific comments):					

Self-Awareness and Accountability					
Behaviors	Never	Rarely	Sometimes	Often	Always
Recognizes their own limitations as a student without overstepping boundaries.	1	2	3	4	5
Accepts feedback in a positive manner.	1	2	3	4	5
Takes responsibility for their own actions and does not make excuses or blame others.	1	2	3	4	5
Acknowledges and learns from mistakes, taking steps to prevent recurrence.	1	2	3	4	5
Comments (if any score less than "4" is chosen, please include specific comments):					

Honesty and Ethics					
Behaviors	Never	Rarely	Sometimes	Often	Always
Conducts themselves in an ethical, moral, and legally sound manner.*	1	2	3	4	5
Is honest and transparent in their actions.*	1	2	3	4	5
Attributes work appropriately, with proper use of references and citations.*	1	2	3	4	5
Adheres to institutional HIPAA patient confidentiality policies.*	1	2	3	4	5
Comments (if any score less than "4" is chosen, please include specific comments):					

Teamwork and Collaboration

Positive Behaviors	Never	Rarely	Sometimes	Often	Always
Actively participates as a member of the team.	1	2	3	4	5
Allows others to express their opinions.	1	2	3	4	5
Is open-minded to other perspectives and ideas.	1	2	3	4	5
Collaborates well with other members of the team.	1	2	3	4	5
Is accepting of cultural differences and diverse populations.*	1	2	3	4	5
Comments (if any score less than “4” is chosen, please include specific comments):					

Final Score: ____ / 130 total points

Scoring and Performance Benchmarks: Student professionalism is formally assessed at the end of every year as part of the program’s formative evaluation process and at the end of the program as a summative evaluation before graduation. An evaluation may occur at other times if an issue regarding a student’s professional behavior arises.

Students are expected to achieve an overall minimum score as listed below.

First Year Formative Evaluation– must receive a score of at least 91/130

Second Year Formative Evaluation– must receive a score of at least 104/130

Third Year Summative Evaluation– must receive a score of at least 117/130. Additionally, in the summative evaluation, students must score a “5” on all items marked with an asterisk in order to meet the program’s professional performance standards.

Any student who does not meet these criteria must meet with their faculty advisor and may require professionalism remediation if standards outlined in the Program Handbook are not met. Upon re-evaluation, students are expected to meet a passing score as outlined above.

Faculty’s signature: Date:

Student’s signature: Date:

Appendix C

Rush University PA Program

Mid-Rotation Self-Evaluation of Third Year Student

Student Name	
Preceptor Name	
Rotation Site	
Dates of Rotation	
Evaluation Type	Mid-Rotation Self-Evaluation of Student

Student Instructions: You must complete this self-evaluation during Week 3 of your rotation. Please set up a time to review this with your preceptor. Submit on EXXAT prior to the posted deadline.

Preceptor Instructions: The student will complete this self-evaluation and schedule time to review it with you. Please review, discuss feedback, and sign. You may edit rankings as you see appropriate based off your observations, but please do not complete this on the student's behalf.

	CLINICAL READINESS AND SKILLS	Poor	Poor but improving	Average	Above Average	Excellent
1	Obtains an appropriate history.	1	2	3	4	5
2	Performs an appropriate physical exam.	1	2	3	4	5
3	Recommends an appropriate work-up.	1	2	3	4	5
4	Interprets common diagnostic tests with accuracy.	1	2	3	4	5
5	Formulates an appropriate differential diagnosis.	1	2	3	4	5
6	Identifies the most likely diagnosis.	1	2	3	4	5
7	Constructs an appropriate management plan.	1	2	3	4	5
8	Counsels patients on their condition.	1	2	3	4	5
9	Delivers clear oral presentations.	1	2	3	4	5
10	Recognizes the need for escalation of care.	1	2	3	4	5

	PROFESSIONALISM AND COMMUNICATION	Poor	Poor but improving	Average	Above Average	Excellent
1	Displays respect towards all members of the healthcare team.	1	2	3	4	5
2	Is culturally aware and sensitive, open-minded, and nonjudgmental.	1	2	3	4	5
3	Acts in a manner that exemplifies good judgment, honesty, and ethical integrity.	1	2	3	4	5
4	Demonstrates self-reflection, clinical curiosity, and initiative.	1	2	3	4	5

5	Identifies limitations of knowledge and skills and effectively addresses deficits in knowledge.	1	2	3	4	5
6	Displays adaptability and flexibility to meet the needs of the rotation.	1	2	3	4	5
7	Works effectively as a member of the health care team.	1	2	3	4	5
8	Communicates effectively with preceptor and other members of the interprofessional team.	1	2	3	4	5
9	Is always present and on time for all clinical activities.	1	2	3	4	5
10	Dresses in professional attire and display identification badge.	1	2	3	4	5
		Learning Outcome Attestation				
Student	I can meet the learning outcomes defined for this rotation as outlined in the syllabus	Initials				
Preceptor	The student can meet the learning outcomes defined for this rotation as outlined in the syllabus					

*If the learning outcomes cannot be met by the end of the rotation the student must notify the
Course Director immediately.

Student - For all items with a score of 3 or lower, outline your plan for improvement:

Preceptor – Comments (Optional):

Date evaluation completed: _____

Student Signature: _____

Preceptor Signature: _____

Appendix D

Rush University PA Program Preceptor Final Evaluation of Student Performance Third Year Clinical Rotations

Student Name	
Preceptor Name	
Rotation Name	
Rotation Site Name	
Dates of Rotation	
Evaluation Type	Clinical Preceptor Evaluation of PA Student

☐ I have reviewed the Rush PA Program Preceptor Handbook, including the rotation goals, outcomes and objectives. Links to the resources are included [HERE](#) [please add link to our public EXXAT page]. Please e-mail the program if you are unable to access these or need a copy.

Based upon your experience working with PA students, please select the box that best describes this student's performance.

Clinical Knowledge and Skills (Question 1 of 10 – Mandatory)

Clinical Knowledge and Skills		Poor	Poor but improving	Average	Above Average	Excellent
1	Obtains an appropriate history based on the patient's chief complaint.	1	2	3	4	5
2	Performs an appropriate physical examination based on the information obtained from the patient's history.	1	2	3	4	5
3	Orders an appropriate work-up based on the patient presentation.	1	2	3	4	5
4	Interprets diagnostic studies relevant to common conditions.	1	2	3	4	5
5	Formulates an appropriate differential diagnosis based on clinical presentation.	1	2	3	4	5
6	Diagnoses acute conditions based on clinical presentation and applicable diagnostic findings.	1	2	3	4	5
7	Diagnoses chronic conditions based on clinical presentation and applicable diagnostic findings.	1	2	3	4	5
8	Diagnose emergent conditions based on clinical presentation and applicable diagnostic findings.	1	2	3	4	5
9	Demonstrates the ability to manage multiple patients simultaneously.	1	2	3	4	5
10	Modifies treatment plans when indicated in the course of patient management.	1	2	3	4	5
11	Incorporates cost-effectiveness in the management of patient care.	1	2	3	4	5

12	Provides appropriate patient education and counseling.	1	2	3	4	5
13	Synthesize patient information to deliver oral case presentations in a clear and concise format.	1	2	3	4	5

Clinical Knowledge and Skills Comments: (Question 2 of 10)
If the student scored a "2" or less on any of the above, please comment:

Professionalism and Communication (Question 3 of 10 – Mandatory)

	Professionalism and Communication	Poor	Poor but improving	Average	Above Average	Excellent
1	Displays respect towards patients and all members of the healthcare team.	1	2	3	4	5
2	Is culturally aware and sensitive, open-minded, and nonjudgmental.	1	2	3	4	5
3	Acts in a manner that exemplifies good judgment, honesty, and ethical integrity.	1	2	3	4	5
4	Demonstrates self-reflection, clinical curiosity, and initiative.	1	2	3	4	5
5	Identifies limitations of knowledge and skills and effectively addresses deficits in knowledge.	1	2	3	4	5
6	Displays adaptability and flexibility to meet the needs of the rotation.	1	2	3	4	5
7	Collaborates effectively with the healthcare team.	1	2	3	4	5
8	Communicates in a professional manner to preceptor and other members of the interprofessional team.	1	2	3	4	5

Professionalism and Communication Comments: (Question 4 of 10)
If the student scored a "2" or less on any of the above, please comment:

Rotation Requirements (Question 5 of 10 – Mandatory)

		Never	Sometimes	Always
1	Student maintained patient confidentiality and adhered to HIPAA standards	0	3	5
2	Student dressed in professional attire and displayed identification badge	0	3	5
3	Student was present and on time for all clinical activities	0	3	5
4	Student was engaged and not distracted.	0	3	5

Rotation Requirements Comments: (Question 6 of 10)
If the student scored "never" or "sometimes" on any of the above, please comment:

Student's Strengths: (Question 7 of 10)

Suggestions for Improvement: (Question 8 of 10)

Overall Impression of the Physician Assistant Student (Question 9 of 10 – Mandatory)

		Poor	Poor but improving	Average	Above Average	Excellent
	Displays the clinical acumen and skills to provide health care services as a practicing PA	1	2	3	4	5

Amount of contact with student: (Question 10 of 10 – Mandatory)

How many weeks did you work with this student?	
How many hours per week did you work with this student?	

Final Scoring:

_____ total (out of 130 points maximum)
 96 points – 130 = PASS
 78 – 95 = MARGINAL PASS
 77 and below = NO PASS

Preceptor Name	
Preceptor Signature	
Date	

Appendix E

RUSH University PA Program Preceptor Final Evaluation of Student Performance Radiology Rotation

Student Name	
Preceptor Name	
Rotation Name	
Rotation Site Name	
Dates of Rotation	
Evaluation Type	Clinical Preceptor Evaluation of PA Student

☐ I have reviewed the RUSH PA Program Preceptor Handbook, including the rotation goals and objectives. Links to the resources are included [HERE](#) [please add link to our public EXXAT page]. Please e-mail the program if you are unable to access these or need a copy.

Based upon your experience working with PA students, please select the box that best describes this student's performance.

Clinical Knowledge and Skills Comments: (Question 1 of 10)

	Clinical Knowledge and Application	Not Applicable	Poor	Poor but improving	Average	Above Average	Excellent
1	Describes the resources available to clinicians for guiding evidence-based decisions when ordering radiographic studies.	5	1	2	3	4	5
2	Discusses the indications for commonly ordered radiographic studies.	5	1	2	3	4	5
3	Lists the contraindications of commonly ordered radiographic studies.	5	1	2	3	4	5
4	Utilizes proper radiographic nomenclature for commonly ordered radiographic studies.	5	1	2	3	4	5

5	Explains basic principles of imaging techniques.	5	1	2	3	4	5
6	Demonstrates a systematic approach in the interpretation of commonly ordered radiographic studies.	5	1	2	3	4	5
7	Recognizes basic anatomy on commonly ordered radiographic studies.	5	1	2	3	4	5
8	Identifies basic pathologic findings on commonly ordered radiographic studies.	5	1	2	3	4	5
9	Recognizes when a finding on a commonly ordered radiographic study is critical.	5	1	2	3	4	5
10	Correlates clinical presentations with imaging findings.	5	1	2	3	4	5
11	Develops an appropriate differential diagnosis based on specific radiographic findings and clinical presentation.	5	1	2	3	4	5
12	Recommends the appropriate next sequential imaging study when applicable.	5	1	2	3	4	5
13	Verbally presents imaging findings in a clear and concise format.	5	1	2	3	4	5

Clinical Knowledge and Skills Comments: (Question 2 of 10)

If the student scored a “2” or less, including, “not applicable”, on any of the above, please comment:

Professionalism and Communication (Question 3 of 10)

	Professionalism and Communication	Not Applicable	Poor	Poor but improving	Average	Above Average	Excellent
1	Displays respect towards patients and all members of the healthcare team.	0	1	2	3	4	5
2	Is culturally aware and sensitive, open-minded, and nonjudgmental.	0	1	2	3	4	5

3	Acts in a manner that exemplifies good judgment, honesty, and ethical integrity.	0	1	2	3	4	5
4	Demonstrates self-reflection, clinical curiosity, and initiative.	0	1	2	3	4	5
5	Identifies limitations of knowledge and skills and effectively addresses deficits in knowledge.	0	1	2	3	4	5
6	Displays adaptability and flexibility to meet the needs of the rotation.	0	1	2	3	4	5
7	Collaborates effectively with the healthcare team.	0	1	2	3	4	5
8	Communicates in a professional manner to preceptor and other members of the interprofessional team.	0	1	2	3	4	5

Professionalism and Communication Comments: (Question 4 of 10)

If the student scored a “2” or less, including, “not applicable”, on any of the above, please comment:

Rotation Requirements (Question 5 of 10)

		Never	Sometimes	Always
1	Student maintained patient confidentiality and adhered to HIPAA standards.	0	3	5
2	Student dressed in professional attire and displayed identification badge.	0	3	5
3	Student was present and on time for all clinical activities.	0	3	5
4	Student was engaged and not distracted.	0	3	5

Rotation Requirements Comments (Question 6 of 10)

If the student scored “never” or “sometimes” on any of the above, please comment:

Student's Strengths: (Question 7 of 10)

Suggestions for Improvement: (Question 8 of 10)

Overall Impression of the Physician Assistant Student (Question 9 of 10 - Mandatory)

		Poor	Poor but improving	Average	Above Average	Excellent
	Overall Impression of the PA Student	1	2	3	4	5

Amount of contact with student: (Question 10 of 10 – Mandatory)

How many weeks did you work with this student?	
How many hours per week did you work with this student?	

Final Scoring:

_____ total (out of 130 points maximum)

****Please note: All items marked “not applicable” will receive 5 points each in the calculations**

96 points – 130 = PASS

78 – 95 = MARGINAL PASS

77 and below = NO PASS

Preceptor Name	
Preceptor Signature	
Date	

Appendix F

Rush University PA Program Student Evaluation of Preceptor

Student Name: _____

Preceptor of Record Name: _____

Rotation Name: _____

Rotation Site Name: _____

Dates of Rotation: _____

Based upon your experience with the preceptor(s), please select the most appropriate response.

Question 1 - Mandatory

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The preceptor(s) communicated expectations and responsibilities.	1	2	3	4	5
2	The preceptor(s) involved me in patient care activities.	1	2	3	4	5
3	The preceptor(s) provided me with feedback.	1	2	3	4	5
4	The preceptor(s) were available for questions or concerns.	1	2	3	4	5
5	The preceptor(s) demonstrated professionalism in interactions with patients, staff, and students.	1	2	3	4	5
6	The preceptor(s) created a respectful and inclusive learning environment.	1	2	3	4	5
7	The preceptor(s) positively influenced my clinical learning experience.	1	2	3	4	5

If any strongly disagree or disagree, please explain:

Question 2 - Mandatory

1	The preceptor(s) supported my progress toward meeting the learning outcomes of the rotation.	Yes	No
If no, please explain:			
2	The preceptor(s) demonstrated adequate knowledge in their practice area.	Yes	No
If no, please explain:			
3	The preceptor(s) supervised me throughout the rotation.	Yes	No
If no, please explain:			
4	The preceptor(s) ensured safe practices were followed in the clinical setting.	Yes	No
If no, please explain:			
5	The preceptor(s) followed proper infection control protocols during the rotation.	Yes	No
If no, please explain:			

Question 3 - Mandatory:

List the strong points of the preceptor(s):

Question 4 - Mandatory:

List any suggestions for improvement of the preceptor(s):

Question 5 - Mandatory:

Overall evaluation of the preceptor(s):

5	Excellent	The preceptor(s) consistently demonstrated clear communication, strong clinical knowledge, promoted active involvement in patient care, and a high level of support and supervision. They provided meaningful feedback, were approachable, professional, inclusive, and made a significant positive impact on my clinical learning experience.
4	Good	The preceptor(s) showed strong clinical and teaching abilities. They communicated effectively, were available, involved me in care, and created a

		respectful learning environment. Some minor improvements could enhance the experience further.
3	Average	The preceptor(s) contributed to my learning experience in several areas but with some inconsistency. Communication, supervision, or feedback may have been less consistent, and involvement or support could have been stronger.
2	Below Average	The preceptor(s) demonstrated limited effectiveness in supporting my clinical learning. Communication, availability, supervision, or professionalism were lacking in key areas, which affected the quality of the experience.
1	Poor	The preceptor(s) did not support a positive or safe learning environment. There were major concerns related to communication, supervision, professionalism, or overall engagement, which negatively affected my clinical learning.

Date this evaluation was completed: _____

Student Signature: _____

Appendix G

Rush University PA Program Student Evaluation of Rotation Site

Student Name: _____
Preceptor of Record Name: _____
Rotation Name: _____
Rotation Site Name: _____
Dates of Rotation: _____

Based upon your experience working at this rotation site, please select the most appropriate response.

Question 1 - Mandatory

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The site was clean and well-maintained.	1	2	3	4	5
2	The exam rooms were adequate for patient care.	1	2	3	4	5
3	There was adequate space to prepare for clinical encounters.	1	2	3	4	5
4	There was adequate exposure to a range of patient presentations and conditions relevant to the specialty/setting.	1	2	3	4	5

If any strongly disagree or disagree, please explain:

Question 2 - Mandatory

1	The rotation schedule was sufficient to meet the duty hour requirements of the program.	Yes	No
If no, please explain:			
2	The site provided sufficient opportunities to meet the learning outcomes of the rotation.	Yes	No
If no, please explain:			
3	The patient volume at this site was sufficient to meet the learning outcomes of the rotation.	Yes	No
If no, please explain:			
4	The number of learners at this site did not interfere with my ability to meet the learning outcomes of the rotation.	Yes	No
If no, please explain:			
5	Appropriate security measures were in place at this site.	Yes	No

If no, please explain:			
6	Appropriate personal safety measures were in place at this site.	Yes	No
If no, please explain:			
7	I was not subjected to any bullying, harassment, or inappropriate behavior at this site.	Yes	No
If no, please explain:			
8	I was not asked to substitute for a staff member at this site.	Yes	No
If no, please explain:			
9	The site provided opportunities for collaboration with an interdisciplinary team.	Yes	No

Question 3 – Mandatory

1	I was granted timely access to required systems, tools, and resources, if applicable (e.g., EMR, ID badge, passwords).	N/A	Yes	No
If no, please explain:				
2	There was adequate space for changing clothes, if applicable.	N/A	Yes	No
If no, please explain:				
3	The on-call space was appropriate, if applicable.	N/A	Yes	No
If no, please explain:				

Question 4 – Mandatory

List the strong points of this rotation:

Question 5 – Mandatory

List the weak points of this rotation:

Question 6 – Mandatory

List any suggestions for improvement of this rotation site:

Question 7 – Mandatory

My overall evaluation of this rotation site is:

5	Excellent	The site provided a highly effective clinical learning environment. It was consistently safe, well-organized, and professionally managed. Students had access to a wide range of patient populations, meaningful learning opportunities, and well-equipped physical spaces. All learning outcomes were fully supported throughout the rotation.
4	Good	The site offered a strong clinical experience. The environment was safe and organized, with access to appropriate patient populations and learning opportunities. Physical space and professionalism were appropriate, and learning outcomes were clearly supported.
3	Average	The site provided an adequate clinical experience. Safety, access to patients, and learning opportunities were acceptable, and learning outcomes were achieved. Some aspects of the environment, organization, or professional interactions could be improved to enhance the overall experience.
2	Below Average	The site presented several challenges that affected the quality of the rotation. While required learning outcomes were achieved, issues related to safety, patient access, physical space, or professionalism limited the overall educational value of the experience.
1	Poor	The site did not provide a supportive clinical learning environment. Serious issues with safety, access to patients, physical conditions, or professional conduct interfered with the ability to engage in clinical learning and meet the rotation outcomes.

Date this evaluation was completed: _____

Student Signature: _____

Appendix H

Rush University
College of Health Sciences
PA Program

TERMINAL LEARNING OUTCOMES AND COMPETENCIES

ARC-PA Standards A2.05a, A3.12g, B1.01b, B1.03e, B4.03, C1.01d

The program's terminal learning outcomes describe the medical knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities expected of all Rush University PA Program graduates. Upon completion of the program, graduates will demonstrate the following learning outcomes:

1. The ability to comprehend, evaluate, and apply information relevant to PA practice.
2. Technical proficiency in skills necessary for clinical practice.
3. Behaviors and interpersonal communication skills consistent with the professional standards of the PA profession.

The following are the terminal program competencies for PA practice that graduates are expected to meet:

1. Core Medical Knowledge
 1. Demonstrate knowledge of basic scientific concepts in anatomy, physiology, pathophysiology, and pharmacology.
 2. Demonstrate knowledge of the etiologies, risk factors, epidemiology, and clinical manifestations of medical conditions across the lifespan.
 3. Identify indications, contraindications, and risks to procedures and diagnostic studies.
2. Critical Thinking and Application of Clinical Knowledge
 1. Formulate comprehensive and relevant differential diagnoses.
 2. Develop management plans based on clinical presentation for acute, chronic, and emergent conditions across the lifespan.
 3. Implement, assess, and modify treatment plans as required in the course of patient management.
 4. Apply evidence-based knowledge relevant to medical practice in the patient care setting.
3. Procedural Competency
 1. Perform comprehensive and problem-focused history and physical examinations.
 2. Order and interpret appropriate diagnostic studies based on patient presentation.
 3. Document patient encounters in the medical record.
 4. Perform program-defined core clinical and technical skills.

4. Professionalism
 1. Act in a manner that exemplifies dependability, self-awareness, ethical integrity, honesty, and respect for others.
 2. Collaborate as a member of an interprofessional health care team.
 3. Knowledge of regulatory guidelines governing professional practice.
 4. Demonstrate acceptance of cultural differences and diverse populations.
5. Communication
 1. Provide patient-centered education relevant to the patient encounter.
 2. Communicate in a clear and understandable manner.
6. Systems-based Practice
 1. Consult and refer to specialty practitioners as indicated.
 2. Demonstrate cost-effective clinical practice.
 3. Collaborate as an effective member of a health care team in the practice of medicine.

The Rush PA Program competencies are modeled on the Competencies for the PA Profession position paper approved by the four organizations for the PA profession: NCCPA, ARC-PA, PAEA, and AAPA.

<https://www.aapa.org/download/90503/>

Appendix I

RUSH University

PA Program Technical Skills

(Standard B1.01, B2.09, B4.03a)

Student Version

Clinical Skills
Core
Obtain a medical history Perform a physical examination Interpret a CXR Interpret an ECG Educate a patient on a new diagnosis Demonstrate diagnostic reasoning Communicate effectively

Technical Skills	
Core	Non-Core
Chest compressions Basic airway management Basic suturing techniques Injections Incision and drainage	Endotracheal Intubation Cricothyroidotomy Use of defibrillator IV Insertion IO placement Central Line placement Foley placement NG Tube placement IUD placement Pap Smear Arterial Puncture/ABG Phlebotomy Point-Of-Care ultrasound Splinting Lumbar puncture Sterile field/gowning/gloving

Appendix J

Third Year Rotation Administrative Components Checklist

Third Year Block	Rotation Paperwork (if applicable)	Mid-Rotation Evaluation	EXXAT Patient Logging	EXXAT Timesheet	Evaluation of Preceptor	Evaluation of Site
Block 1						
Block 2						
Block 3						
Block 4						
Block 5						

Appendix K

Rush University PA Program Summative Evaluation

Student Name:

Evaluation Date:

The summative evaluation consists of four assessments which all take place within the final four months of the program, assessing a student's attainment of the Terminal Program Competencies (see Appendix K of the PA Program Handbook).

Summative Components:					
Assessment	Assessment Benchmark	Meets / Does Not Meet Benchmark	Completed Remediation(s)	Terminal Program Competencies	Competencies in Need of Improvement
End-of-Program Summative Exam	Passing Score 70%			1.1., 1.2., 1.3., 2.2., 2.3, 2.4., 3.2., 4.3., 6.1.	
Case-Based OSCE	Passing Score 80% overall			1.1., 1.2., 1.3., 2.1., 2.2., 2.3., 2.4., 3.1., 3.2., 3.3., 3.4., 5.1., 5.2., 6.1., 6.2.	
Station OSCE	Passing Score 80% overall			1.1., 1.2., 1.3., 2.1, 2.4., 3.2., 3.4., 5.1., 5.2.	
Professionalism Assessment	Passing Score $\geq 104/130$ points			4.1., 4.2., 4.4., 5.2., 6.3	

Summative Evaluation	
PASS	DOES NOT PASS
Comments:	

Appendix L

The following additional program policies relevant to evaluating performance, assessment, and progression through the program are located in the RUSH PA Program Student Handbook – Class of 2025:

RUSH University Statement of Academic Honesty

Technical Standards for PA Students

PA Program Professionalism Policy

AAPA Guidelines for Ethical Conduct for the PA Profession

NCCPA Competencies for the PA Profession