DOMINICAN UNIVERSITY *of* **CALIFORNIA**

SCHOOL OF HEALTH AND NATURAL SCIENCES

MASTER OF SCIENCE
PHYSICIAN ASSISTANT STUDIES PROGRAM

STUDENT CLINICAL YEAR HANDBOOK

AY 2021-2022

Welcome to the Clinical Year!

Congratulations on completing a rigorous academic year! The knowledge and skills you have gained will continue to grow in depth and breadth as you enter the clinical setting. You will now be learning and working alongside your preceptors and many other interprofessional health care providers who provide evidence-based medicine, advocate for patients, and serve diverse communities.

Your medical education will transition from that of the classroom setting to a wide variety of clinical environments. You may experience health care settings that range from rural communities and urban centers to major university teaching facilities. You will be meeting and caring for people of all races, ages, genders, and socioeconomic backgrounds who will be seeking treatment, guidance, and compassionate care.

You are entering a profession of service and dedication. As a part of that service and dedication, you may find yourself working very long hours, night shifts, holidays, and weekends. Every moment of your time with your patients and preceptors will be full of opportunity for your own professional and personal growth. The desire to serve that brought you into this profession will come to fruition. Your care will influence the lives of the patients you encounter and will last long after their visit or hospitalization has ended.

The information provided in this guide is required reading for all clinical year students and you are responsible for the content. Keep it with you at all times for reference. It can also be accessed on Moodle.

Please remember that the entire faculty and staff of the program are here for you at all times during your clinical training. Do not hesitate to contact us with any questions or concerns you may have. We wish you the very best as you begin this new learning endeavor.

Sincerely,

The Dominican University of California Physician Assistant Studies Program Faculty and Staff

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GENERAL CLINICAL YEAR LEARNING OUTCOMES

By the completion of the clinical year, each student will be able to:

- Effectively perform the needed and appropriate medical history (interview) based on a patient's presenting complaint.
- Integrate core biomedical and clinical science knowledge into the evaluation and assessment of a patient.
- Analyze and synthesize historical information from a patient interview, perform the appropriate physical examination components, and order the appropriate diagnostic evaluation (laboratory and/or imaging).
- Review and interpret diagnostic results.
- Develop appropriate medical or surgical treatment and/or management plans.
- Utilize and apply the principles of evidence-based medicine.
- Effectively, ethically, and professionally navigate and demonstrate the role and responsibilities of an entry-level physician assistant.
- Use effective interpersonal and communication skills with patients, physicians, and all members of the health care team.
- Provide culturally appropriate care to all patients.

  See individual rotational syllabi for specific learning outcomes.

PROGRAM COMPETENCIES

Entry-level physician assistants must demonstrate competency in performing a variety of functions and tasks. According to the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), competencies are defined as "the knowledge; interpersonal, clinical, and technical skills; professional behaviors; and clinical reasoning and problem-solving abilities required for physician assistant practice." These competencies are essential to preparing graduates to provide preventive, emergent, acute, and chronic care across various health care settings. Upon completion of the Dominican University of California Master of Science Physician Assistant Studies Program, graduates are expected to:

Medical Knowledge

- Discuss the etiology, pathophysiology, clinical manifestations, differential diagnoses, management, and appropriate interventions of medical and surgical conditions.
- Integrate core knowledge from the biomedical and clinical sciences with patient data to provide appropriate patient care.
- Apply an evidence-based and analytical approach to clinical situations.

Interpersonal and Communication Skills

- Demonstrate interpersonal and communication skills that result in effective information exchange with patients, their families, physicians, professional associates, and other members of the health care team.

Patient Care

- Elicit appropriate patient histories and competently perform physical examinations as well as other clinical procedures considered essential in the area of practice.
- Demonstrate the ability to work effectively with physicians and other members of the health care team to provide patient-centered care.

- Plan and administer care that is effective, age-appropriate, patient-centered, timely, efficient, and equitable for the treatment of health problems and the promotion of wellness.

Professionalism

- Recognize professional and personal limitations and exhibit a commitment to ongoing professional development.
- Employ responsible and ethical practices, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements in the delivery of patient care.

Practice-Based Learning and Improvement

- Critically analyze the medical literature and individual practice experiences in order to improve patient care practices.

Systems-Based Practice

- Demonstrate an understanding of and responsiveness to societal, organizational, and economic factors that impact the provision of optimal patient care within the larger health care system.

PREPARATION FOR SUPERVISED CLINICAL PRACTICE EXPERIENCES (SCPEs)

There are several factors to consider before beginning each SCPEs. They include the following:

- Identification of Gaps in Knowledge: The ability to identify areas of weakness and finding ways to address them is a lifelong process that begins in the clinical year. Before presenting to the clinical site for the first time, review the learning objectives in each SCPE syllabus. Some areas of weakness will be apparent before beginning the SCPE; others may present during the course of the SCPE. Early identification allows for timely remediation.

- Communication with Preceptor: Meet with the preceptor on the first day of each SCPE and discuss the expectations of the rotation outlined in the syllabus with them. Each student will review the Learning Outcomes and also have a list of goals and objectives to discuss with the preceptor. Reviewing the course syllabus, Learning Outcomes, and general expectations of the rotation with the preceptor is a requirement for each SCPE.

- Dedication: Students are required to be at the site at all times designated by the preceptor. In some cases, that will require staying late into the evening or overnight, arriving early in the morning, or working on weekends.

- Transportation: Students are required to provide their own transportation to SCPE sites. Some of these SCPEs will be outside of the local county, region, and/or state. Students must prepare for travel accordingly. If the student will be driving, having a dependable vehicle is important.

- Smart phones or iPads: Owners of iPads or smart phones should download pertinent information such as textbooks, PDRs, ECG and radiology references. In addition to their use as a reference, these devices can be used to take notes, keep study lists, or to log patients. Please remember to adhere to HIPAA policy when using this technology. No identifiable patient information should be kept on smart phones or tablets.

- Oral Presentations: Clinical SCPEs require students to present patient cases to preceptors, fellow students, and other health care team members. Practicing the presentation beforehand will aid in students appearing confident and being well informed.

- Early identification of problems: Students may experience personal problems during the clinical year or interpersonal conflicts may arise on a clinical site. Assigned faculty advisors and the Clinical Team are available for advice and support. Students should contact program faculty as soon as a problem arises and not wait until the situation spirals out of control.

- Effort and Learning: The amount of learning is directly proportional to the effort extended on the SCPE. Reading about disease states encountered each day is essential. Students should study and prepare for each rotation and the End of Rotation exams. Students are expected to volunteer for presentations and to spend as much time as possible at the site. Taking notes during the clinical day and then researching the deficiencies after hours will enhance the learning experience.

- First Impressions Count: Preceptors often form opinions of students early in the SCPE. Therefore, it is important for students to be punctual, maintain a professional appearance, and demonstrate initiative from the first day of the SCPE. Learning the ins and outs of the SCPE layout will assist in making a good first impression. These include following procedures for ordering labs, diagnostic studies, and consults.

- Interpersonal Communication: For a successful clinical experience, students must interact with many health care team members. The key to being respectful and courteous includes self-awareness of attitude, body language, and tone of voice. Occasionally, students and preceptors and/or other health care team members experience difficulties that strain their professional and educational relationship. As a result, estrangement may occur which impedes the learning process. Students are expected to deal with such problems in a mature and professional manner. If the situation cannot be resolved after all reasonable attempts with the preceptor have been exhausted, then the faculty advisor and/or Clinical Team should be consulted.

- Additional Learning Opportunities: Seek additional learning opportunities available on the SCPE. This may be lectures, conferences, or teaching rounds. Other members of the health care team such as social workers, psychologists, health educators, and nurses may provide additional insight into patient care.

- Be Assertive: Some sites will have other students rotating at the same time, either from other PA programs, NP programs, or from other medical disciplines. All of these students will compete for the attention of preceptors, for the opportunity to perform procedures, or for the privilege to present cases on rounds. Student must be assertive to gain access to important learning opportunities.

- Expect Frustrations: The clinical year can be frustrating. Remaining flexible will help in minimizing the negative aspects of a SCPE experience. It is also important to keep in mind that patients can be the source of frustration. Patients can be angry, fearful, seductive or duplicitous. A discussion with the preceptor may help determine if there are factors that can improve the provider-patient interaction.

Program Technical Standards

Failure to notify the program director of any significant health changes or injury that may affect your ability to meet the Program Technical Standards may result in dismissal from the program or deceleration. For details about the Program Technical Standards please see: https://www.dominican.edu/academics/graduate-programs/physician-assistant-studies/mspas-technical-standards

Clinical Advising

Each student is assigned a clinical advisor by the Clinical Director. The following plan has been developed to provide clinical advising during the clinical portion of the program.

1. After the first year, students are assigned a clinical advisor in the Physician Assistant Department.
2. Students meet with the advisor each semester before registering for classes to ensure appropriate academic progress.
3. Students may request a meeting with their clinical advisor at any time during the year, as the need arises. Advisors may also request to meet with advisees.
4. Re-assignment of clinical advisors may only be done by the Clinical Director.

SCPE Assignment Policy

Students are assigned to SCPE sites by the Clinical Team. Students are not required to find their own SCPE sites or preceptors (ARC-PA Standard A3.03). In addition, the student may not attempt to create their own clinical rotation experience without direct permission from the Clinical Director as some clinical site relationships are sensitive and have been carefully cultivated. SCPE site assignments are non-negotiable. All SCPE schedule decisions rest with the Clinical Team.

The program is not required to take into account the personal circumstances of a student in making assignments to SCPE sites. While personal considerations are respected when possible, the primary focus of SCPE assignments is to give each student a well-rounded clinical experience. Therefore, students are required to attend each SCPE site to which they are assigned.

The clinical schedule may change due to situations beyond the program's control. It is necessary that students remain flexible when these situations arise. If a PA student is removed from a SCPE due to preceptor issues (such as preceptor hardship or vacation), the Clinical Team will find a replacement for that SCPE as soon as possible.

To ensure the best possible clinical year experience, students will be assigned SCPEs that will require travel. If the SCPE is not within driving distance from San Rafael, CA, students will be responsible for finding housing close to the site. The cost of housing, meals, and transportation is the responsibility of the student.

Right of Refusal

A student has the right to refuse permission to share confidential information regarding disability with a clinical site. Failure to notify the clinical site in time for reasonable accommodations to be made could result in a delay or failure of the rotation. A student has the right to refuse to go to any clinical site. Exercising this right could considerably lengthen the time it takes to complete the clinical phase of the program. *The Clinical Team is under no obligation to find a replacement rotation during the same time period for a student who has refused a rotation.*

Termination of a Clinical Rotation

The student and the Clinical Team each have the right to terminate the rotation for any cause at any point. If a rotation is terminated, a meeting with the student, clinical advisor, and Clinical Director will be held and a written plan of action developed before the student can resume a rotation.

Contacting the Preceptor/Site

Students are expected to review E*Value for site specific information and instructions. The student must contact the preceptor/site at the time set forth by the clinical team to initiate required preparation to be on site. Ideally, this would be two weeks prior to the SCPE start date. Students should check back with their assigned site and confirm they are ready to begin at least one week before the start of their rotation. The assigned preceptor and contact person for each SCPE will be found in E*Value. This will ensure proper coordination between the student and the staff on-site in regard to required documentation and training necessary prior to the start date of the rotation.

The student on-boarding requirement for each clinical rotation site will be clearly outlined in the E*Value database. Documentation provided to the site may include, but is not limited to: immunization records, criminal background check, drug testing, health attestation form, record of academic standing, and/or insurance verification. Students may also be required to complete additional on-site training, such as EMR training or site-specific attestations, prior to student arrival or hands-on participation. It is the students' responsibility to be in compliance with these requirements and to ensure that the requirements for their rotation have not changed. Student adherence to student onboarding requirement for each clinical rotation is a reflection on the students' professionalism in the program.

Transportation

Students on rotation will need access to transportation for all clinical experiences. It is not the responsibility of the PA Program to arrange transportation for students on rotation. However, the Clinical Team should be informed as soon as possible if transportation problems are anticipated.

Cultural Issues

The range of clinical experiences will include working with patients of various cultural, racial, ethnic, and socio-economic backgrounds. Students will be assigned to sites in various geographical areas or instructed to work with patient populations with which they may be unfamiliar. Providing care to diverse populations is a mission and student learning outcome of our program. Students are expected to rotate to all sites to which they are assigned, regardless of their geography or patient population.

Personal Safety and Security

The program holds that student safety and security is of utmost importance while on clinical rotations. The program conducts routine site visits to evaluate the safety of students and faculty at clinical sites.   In addition, the program routinely reviews student evaluations of site and preceptor for any safety concerns. The program will proactively investigate any concerning issue identified during site visit and/or student evaluation.

If at any time while on clinical rotations a student feels that the rotation site is unsafe, the student must contact the Clinical Team or Program Director immediately by telephone, text, or email. The program will investigate all allegations promptly. If an incident occurs where the student feels s/he is in immediate danger, the student must clearly communicate distress by any means possible, remove him- or herself from the situation, and call 911.

While working in community settings, including hospitals, clinics, home visits, and other off-campus venues, PA students and faculty should use common sense and take precautions regarding their safety. If not included in the orientation process at the clinical site, students are advised to have a discussion with their preceptor and/or facility manager regarding how to stay safe at the clinical site (i.e. where they are advised to park, available escort service, crime statistics or public concerns about the area). Please practice the following common-sense measures during your clinical rotation year:

- Be aware of your surroundings. If you see unusual or suspicious activity, stay calm, leave the area, and call hospital security immediately.

- Leave valuables at home. Avoid carrying large amounts of cash or many credit cards.

- Take care when taking laptops, iPads, or other electronic tools to the clinical site. The clinical rotation site and/or preceptor is not responsible for property damage or property loss. Do not leave valuables in your car in plain sight.

- Park in well-lit areas and do not walk alone to/from parking areas at night. Use hospital or clinic security for an escort as necessary.

At the beginning of the SCPE (Supervised Clinical Practical Experience), students will be required to review safety and emergency procedures for the clinical site and confirm that the site is a safe working and learning environment.

POLICIES REGARDING SCPEs

Health Insurance

Health Insurance is mandatory for the clinical year, as it is for the didactic year. Students must provide proof of medical insurance before beginning the clinical year. Documentation of current enrollment in a health insurance program is required to be uploaded and maintained in the CastleBranch system. Current medical insurance for the duration of the program is the responsibility of the student.

Identification

Students must display their Dominican University of California photo identification with the name 'Physician Assistant Student' in a visible location while on clinical SCPEs. If a site has provided the student with a site-specific nametag, this must be clearly visible at all times. All students must identify themselves as "physician assistant student" during all aspects of patient care. While in the program, students may not use previously earned titles, (i.e., RN, PhD, RD, etc.).

Immunization Requirements (ARC-PA Standard A3.07)

The following immunization requirements must be met as specified once the physician assistant student is admitted to the program. If immunization requirements are incomplete a student will not be assigned a clinical rotation at the start of the clinical year.

1. The student must follow the DUOC immunization requirements for admission. Refer to MSPAS Student Handbook for guidelines.
2. The student must follow the CDC recommendations for health care workers.
   http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html

a.	COVID-19	e.	Varicella
b.	Hepatitis B	f.	Tdap
c.	Influenza	g.	Meningococcal
d.	MMR	h.	TB Clearance

3. Health requirements as specified by each agency where clinical and practical experiences will occur, including immunization, background check, drug screening, and health tests.

Only immunization records and TB clearance results are evaluated and stored by the program to ensure student compliance and to provide for clinical site placement as required. All other health records are maintained with the student and provided to the clinical site upon request.

Background Check

Students must complete and pass a background check prior to the start of the clinical year. Students who do not pass background check may not be allowed to participate in clinical rotations until successful expungement of the event(s) occurs of circumstantial permission is approved by the Program Director. Failure to meet background requirements may delay or prevent students from participation in clinical requirements of the program and thus delay or prevent successful completion of the program.

Patient Rights and Confidentiality

Medical ethics forbids violation of patient confidentiality. The student should be sensitive to this issue. All students must strictly adhere to each institution's policy governing patient rights and confidentiality and to all federal, state and local regulations. Students must not discuss any information regarding a patient in a manner or location that might reveal the identification of the patient to individuals not directly involved in that patient's care.

For this reason, all students must complete HIPAA training and provide proof of completion during the didactic phase of training. In addition, all certifications must be current for the clinical year.

Patient charts, inclusive of progress notes or lab reports, must not be removed from the clinical site by the physician assistant student. If any assignments related to patient care are required from the clinical SCPE, all information that might identify the patient must be omitted to protect patient confidentiality.

Universal Precautions

Students will complete a training session for health care professionals in Universal Precautions during the didactic year. Completion of all training programs must be uploaded into the CastleBranch system. A certificate of completion will be provided to any clinical site requiring a copy.

Exposure Policy and Incident Reporting

Should a student be exposed to the body fluid of a patient, they will immediately report the incident to the clinical preceptor. The student will follow the implemented on-site infectious and environmental hazard policy, including completing all necessary documentation as required. Students should be aware that an infectious or environmental hazard exposure can adversely affect their overall health as well as performance in the program. For more information please see the MSPAS Student Handbook for Universal Precautions.

Additionally, *the student must contact the Clinical Team or Program Director within 24 hours of the incident. The student is required to complete an incident form (located in E*Value) and submit to the*

Clinical Team within 24 hours of the incident. Health information of any kind concerning students, patients, or staff should not be included when filling out the exposure form. Following an exposure, the student must follow up with their medical provider for further evaluation and/or treatment.

Should any expense be incurred as a result of an exposure, the student is responsible for all costs related to the incident. (*See Appendix A: Blood/ Body Fluid Exposure Protocol*)

CLINICAL PROGRAM LEARNING PLATFORMS / ELECTRONIC COMMUNICATION SYSTEMS

E*Value

E*Value is the primary tool that will be utilized to monitor student progress in the clinical year. E*Value is an online system that can be accessed 24 hours per day, 7 days per week. It will be utilized for student scheduling, student and preceptor evaluations, and patient encounter entry during the clinical year. It is the student's responsibility to maintain access to and a clear understanding of the E*Value system at all times. Site support is directly available to the student through the E*Value interface and with the Clinical Team.

Moodle

All students will have access to Moodle in the clinical year. Information regarding Clinical Rotations, Call Back Weeks, and other courses offered during the clinical session of the program may be housed in this location. Each student is responsible for checking Moodle regularly for any site updates.

All required SCPE coursework (i.e. SCPE Check In sheet, course-specific case write-up, E*Value patient logs, E*Value procedure logs) must be submitted into Moodle by the date and time designated in the course syllabus.

Google Calendar

Students are responsible for checking their class Google Calendar for any date changes or scheduled events.

Social Media Policy

It is strictly prohibited to take any patient information, even if the patient is not identified (i.e. pictures), from a clinical SCPE for the purpose of transmission on a social media. Violation of this policy will result in a student being called before the Academic Progress Committee and possible dismissal from the program. Witnessing any violation of this policy should be immediately reported to the Clinical Team or Program Director.

Similarly, private postings on Facebook or any other form of social media regarding the PA program, including faculty, lecturers, and fellow students, may cause a student to be subject to disciplinary action with possible dismissal. Assume all postings are visible to PA Program faculty and staff.

Email

Email is an effective way to communicate quickly with PA program faculty, staff, and fellow students. All clinical year students are required to use their DUOC account, which must be checked on a daily basis. Failure to check an email account is not an allowable excuse for missing a program event or

notification. A few simple reminders will make the experience more positive and productive for everyone:

1. Students are required to use their assigned DUOC email account for all PA program communication.
2. Keep emails short and simple. We are all busy, so state clearly and directly what your question or concern is. Let the reader know if there is a desired time frame for response.
3. Include a meaningful subject line, so the reader can decide how quickly a response is needed.
4. Always include a respectful salutation (Dear Dr…., or Professor….). Check with faculty to see how they prefer to be addressed. Opening an email to faculty with "Hey" or no salutation is never appropriate!
5. Use standard punctuation and spelling. Do not use slang.
6. NEVER PUT YOUR EMAIL IN ALL CAPS- IT IS THE EQUIVALENT OF SCREAMING and can be seen as disrespectful.
7. Maintain a neutral respectful tone at all times. If you have strong emotions about a subject, a face-to-face meeting is best. Also, be friendly and cordial, but avoid jokes, which are often misinterpreted.
8. Do not personally attack each other or your professors via email or online. It is unprofessional, reflects badly on you as a person, and lives forever in the web.
9. Faculty and staff are expected to respond within 24-48 hours. This does not include weekends. If you send faculty an email on Friday afternoon, you may not hear back until the following Monday or Tuesday.
10. Students are also expected to respond to faculty emails within 24-48 hours. Be sure to check your account at least daily.
11. If you send attachments, say so in your message.
12. Never send passwords, credit card information, or other sensitive material over the web.

Working during the Clinical Year

The program strongly discourages any type of outside employment during the course of studies in the program. Program responsibilities are not negotiable, and will not be altered due to student work obligations. In addition, any student considering engaging in gainful employment during the clinical year, or who is already doing so during his or her time in the program, must make the Clinical Team aware of their employment. The appropriateness of such employment will be reviewed with the student in light of the student's personal academic history. Under no circumstance can outside work interfere with a SCPE.

Students who choose to volunteer or to be paid employees during the course of their physician assistant training cannot use their affiliation with the program in any aspect of that employment. Any activity undertaken by the student, independent of the program, is not covered by the liability insurance offered for clinical work associated with physician assistant training.

Furthermore, students may not be required to perform clerical or administrative work for the program or their assigned SCPE. Should such a request be made of a student, it should be reported to their faculty advisor or to the Clinical Team immediately.

Counseling Services

To enhance the learning process, to further develop social skills, or to seek help with personal problems, students frequently seek guidance from counselors in the University Counseling Services Program. The Program is staffed by professionally competent interns (master's students pursuing degrees in counseling), under the supervision of the Director of University Counseling Services. Counseling interns are available by appointment throughout the week. Drop-ins are seen as the schedule allows. Students

seeking assistance for problems that may require long-term or in-depth therapy may be referred to services available off-campus. Appointments are scheduled in the office of Counseling Psychology in person or anonymously by phone. The counselor's offices are located in Bertrand Hall. There is no fee for the service, and all services are confidential. Counseling services phone: (415) 458-3258.

PROFESSIONAL POLICIES REGARDING CLINICAL SCPEs

Professionalism

Students must adhere to standards of professional behavior at all times. These standards are part of the competencies for the physician assistant profession and the ethical foundation of medical practice and the integrity of physician assistants. Any violation in professional behavior may result in referral to the Academic Progress Committee. Should the Academic Progress Committee find that a student has behaved unprofessionally, they will first be issued a warning or further academic discipline.

A second violation will result in professional probation. Professional probation is a status designated by the Academic Progress Committee indicating that a student has violated one or more of the tenets of professional conduct of either the PA program, PA profession, or the DU Student Code of Conduct.

A student will be dismissed from the program for their third violation of professionalism, even if all other elements of training are completed satisfactorily. Once the student has been placed on professional probation, the student will remain on professional probation for the duration of the program. The Academic Progress Committee reserves the right to dismiss a student for egregious professional misconduct despite probationary status. Examples of unprofessional behavior include:

- Failure to comply with program rules and regulations, including but not limited to:
    - attendance
    - punctuality
    - preparedness
    - conduct
    - performance in the classroom and/or clinical setting
- Excessive excused absences during the clinical year
- Excessive lateness during the clinical year
- Unauthorized departure from the clinical setting
- Failure to perform all or part of assigned tasks and responsibilities
- Failure to follow protocol or directions from the clinical preceptor and/or program faculty
- Immature demeanor
- Unacceptable dress in the clinical setting
- Academic or personal dishonesty
- Failure to accept constructive criticism
- Performing unauthorized procedures or administering services not permitted by the preceptor, the facility, or the physician assistant program
- Violation of the Health Insurance Portability and Accountability Act (HIPAA)
- Failure to identify oneself as a physician assistant student, especially after being addressed as "Doctor"
- Insensitivity to patients' culture, age, gender, and abilities
- Endangering the health and welfare of any patient
- Failure to submit an incident report both to the program and the clinical site

Clinical Year Attendance

Clinical year students are required to follow the schedule set by their preceptor. Students should arrive at the facility before their scheduled shift and remain on the site until excused. Students are expected to take call as designated by the preceptor. Students are expected to work weekends, holidays, and overnight. University holidays do not pertain to the clinical year. Students may not take vacations apart from those designated by the clinical year schedule. Attendance is mandatory for all clinical year Call Back Weeks.

Absence from Clinical SCPEs

If a student is unable to report to the clinical site for any reason, they are required to:
1. Call and email the clinical preceptor or office staff.
2. Call and email the Clinical Team by 9 AM that day.

It is unacceptable to leave a message with the Program Administrator. It is unacceptable for a student to call on behalf of another student.

Any absence, for any reason, must be made up at the site. There are no personal days.
Failure to report an absence and obtain approval from the Clinical Team will result in an unexcused absence. More than one unexcused absence during the entire clinical year will result in a hearing before the Academic Progress Committee.

Natural/Other Disaster While on Rotation

Students should follow the instructions from clinical site preceptor(s), authorized personnel, or clinical site policies regarding their schedule for their particular clinical rotation. MSPAS students must maintain sufficient flexibility to respond to schedule changes and unexpected patient care demands. If time from a clinical rotation is missed due to a natural or other disaster, the program will review the students experience to determine if additional time is needed to successfully complete the program-defined expectations of the rotation. All decisions with regard to completion of the clinical rotation by the program are final.

Holidays

During the clinical year, students are expected to consider the holiday policy for their respective clinical site or setting. Hospital rotations such as General Surgery and Emergency Medicine must be staffed 24 hours a day, 7 days per week. The following holidays are recognized by the PA program while on rotation: Thanksgiving Day, Christmas Day, and New Year's Day. The student is expected to use good professional judgment on whether or not the day off is acceptable during the rotation they are scheduled. If you are unsure, please contact the Clinical Team.

Tardiness

Students are expected to arrive at the clinical site on time. If delayed, the Clinical Team and the clinical site (preceptor or clinic staff) must be informed by phone. For in-patient SCPEs, it is especially important to arrive early each day to visit patients and do rounds. Physician assistant students can be questioned about features of the disease state and the course of care during rounds. Students should anticipate being put on the spot and should be prepared for any questions that may arise.

Should a student be physically present on a site but away from the team, they will be considered absent. It is not acceptable to go to the library to study or to be away from the team unless permission is obtained from the preceptor.

Dress Requirements

Dress requirements must be strictly adhered to in the clinical year. One reason is safety – appropriate dress can decrease the potential for injury. The second is that clinical year students represent the

physician assistant profession, the PA program, and Dominican University of California. Therefore, students must look professional while interacting with patients and health professionals on clinical sites.

All students should wear business attire while on clinical SCPEs. Closed toed shoes with socks or stockings as well as a short white uniform jacket must be worn by students at all times. Students should avoid wearing insignia, buttons, or decals of a political nature while on clinical SCPEs.

Unacceptable clothing includes:
- Low cut, revealing blouses
- Sandals or any open toe shoe
- Heel height > 3"
- Shorts or short skirts
- Leggings or yoga pants
- T-shirts, sweatshirts or sweatpants
- Any clothing made of denim
- Clothing that exposes the mid-abdomen
- Clothing that is soiled, in poor repair, or not well maintained

Students may wear scrubs only while in the operating room, emergency room, delivery room, or as allowed by preceptors. Students may wear sneakers only while wearing scrubs as listed above. All students are required to follow the facility-designated policy regarding scrubs.

Hair must be pulled back away from the face if it is longer than shoulder length. Fingernails must be less than ¼" long. Nail polish should not be worn during surgical procedures or deliveries. No artificial nails, wraps, multicolored or designer nail polish or nail paintings are permitted.

Fragrances should not be worn during clinical SCPEs as some patients may be particularly sensitive to fragrances.

Only post earrings are permitted. All tattoos should be concealed. Other body piercings should not be worn during SCPEs.

Sexual Misconduct/Harassment

Sexual relations between a PA student and a patient are unethical, regardless of who initiated the relationship. Reasonable proof of a sexual relationship between a student and patient will result in dismissal from the program. Sexual relations between a PA student and clinical preceptor or staff at a site are similarly unacceptable.

Sexual harassment of a PA student by a preceptor or other SCPE site employee is a serious matter and must be reported immediately to the Clinical Team. Students should not attempt to handle this problem alone, as sexual harassment involves issues of unequal power. Should a student feel they have been sexually harassed, they must notify the Clinical Team immediately. The PA program will follow the DUOC harassment policy found in the DUOC student handbook and the DU MSPAS Program Student Handbook. Also, see the DUOC website for more information: https://www.dominican.edu/campus-life/current/studentlife/student-rights-responsibilities/2019-2020-student-handbook-code-1.pdf

Academic Dishonesty

See the DUOC MSPAS Program Student Handbook and the DUOC Student Handbook.

SITE VISITS

At the discretion of the PA Clinical Team and other program faculty, a site visit (scheduled or unscheduled) may be performed with the student and/or the clinical preceptor to discuss progression and other issues related to the student clinical experience and performance. During the site visit, the faculty may have the students give an oral presentation on a patient encounter, present recent documentation of patient care, and/or evaluate the student's performance interacting with patients. The site visit will not be part of the SCPE grade but may be used to guide student remediation of observed deficiencies.

Any of the following situations may prompt a site visit by the PA faculty to the clinical site:

- The preceptor calls to express a concern regarding student performance
- The student calls to express a concern regarding the preceptor and/or site
- The student is on academic probation or observation
- The Clinical Team recommends a review of a site and/or preceptor

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CLINICAL YEAR ASSIGNMENTS AND SCPE REQUIREMENTS

Student & Preceptor Review of SCPE Syllabus (SCPE Check In Sheet)

At the beginning of each SCPE, students are required to review the SCPE syllabus with their primary preceptor (i.e. Preceptor of Record). The SCPE syllabus includes the SCPE objectives, skills/procedures, and other guidelines for the preceptor**.** Once the syllabus has been reviewed, the student and the preceptor will complete the SCPE Check In Sheet. *This document must be uploaded into Moodle as part of course requirements by 0800 Monday Week 2 of each rotation.*

Preceptor Review and Countersignature

During each SCPE, it is the student's responsibility to ensure that one of the assigned preceptor(s) sees all of the student's patients. The primary or secondary preceptor of each case must be documented in E*Value case and/or procedure logs. This aids in tracking preceptor involvement with each student. The preceptor(s) can provide direct supervision of technical skills with gradually increased autonomy in accordance with the PA student's demonstrated level of expertise. However, every patient must be seen and every procedure evaluated prior to patient discharge.

 A preceptor must countersign any note written by the student that is part of the patient record. The student is not authorized to initiate any orders for a patient without the consultation and the signature of the preceptor. Students are not permitted to sign any prescriptions. Failure to adhere to these policies will result in a disciplinary hearing before the Academic Progress Committee

End-of-Rotation (EOR) Examinations

A 120-question multiple-choice End of Rotation (EOR) examination will be given at the end of each Core SCPE rotation. This multiple-choice examination is used to assess a student's comprehensive clinical knowledge. Core SCPE (Internal Medicine, Family Medicine, Pediatrics, Mental Health, OB/GYN, General Surgery, and Emergency Medicine) examinations are offered by the Physician Assistant Education Association (PAEA). The peer-reviewed examinations are based on the NCCPA tasks and

blueprints (http://www.nccpa.net). The format of these examinations is similar to and is a good preparation for the Physician Assistant National Certifying Examination (PANCE). Content area learning objectives for each Core SCPE examination can be found at http://www.endofrotation.org/. Students will receive a score and feedback for each Core SCPE examination from the PAEA. Within 24 hours of submitting the exam, each student will receive an email from PAEA containing the raw score and feedback on incorrectly answered exam questions. This feedback should be saved and used for self-study on content deficiencies and studying for the PANCE.

SCPE Electives have a different End-of-Rotation assessment component. For Elective 1, students are required to prepare and present a Grand Rounds style Student Presentation. For Elective 2, students will participate in a general medicine Observed Simulated Clinical Experience (OSCE). Additional information regarding these assessments will be listed in Course Syllabi and/or Moodle learning platform.

Students are expected to be present for all End of Rotation Exam dates (08:00-17:00). Please see remote proctor exam policy for students placed in SCPE travel rotations.

End-of-Rotation (EOR) Exam Attendance

If a student arrives late to an exam, he/she must still complete the exam by the original deadline and not be given additional time for the exam.

All required SCPE coursework (i.e. SCPE Check In Sheet, course-specific case write-up, E*Value patient logs, E*Value procedure logs, and Time Tracking) must be submitted into Moodle by the date and time designated in course syllabus by exam testing date.

End-of-Rotation (EOR) Exam Policy

EOR exams will be administered remotely on the last Friday of the rotation, please refer to the Remote Proctoring Policy. Remote proctoring is solely at the discretion of the Clinical Team. Rescheduling an exam for travel problems such as inclement weather or illness/injury/personal reasons will be handled on a case by case basis. For more extended problems that could arise, the Leave of Absence policy can be used in discussion with the clinical team.

Those with accommodations will be scheduled at the Accessibility and Disability Services Office (ADSO) testing center on the same day as the other students if possible. For scheduling of an exam, the student will be contacted approximately one week prior to the exam by ADSO.

End-of-Rotation (EOR) Exam Failure

All students will be given the opportunity to retest a maximum of two EORs. After the 2nd failed EOR students will be referred to the APC. A student who is already on academic probation who meets the definition for course failure as outlined in SCPE syllabus will be placed in a category for dismissal.

Submission of Write-ups

Each student will be required to submit a case write-up during each SCPE. The case write-up will be a SOAP note (progress notes will not meet this requirement). Choose the best write-up for that rotation specialty, keeping in mind that some rotations may not provide the opportunity to complete certain write-ups. Example: Discharge summaries may only be performed while in Internal medicine/Hospital

Medicine rotation. *All students must complete 9 write-ups by the end of their clinical year. All notes must be submitted into Moodle by 8:00am Monday of Week 4 of each rotation.*

SOAP Note types

1. Focused
2. Complete H&P
3. Admissions
4. Discharge summary
5. Procedure

Rotation Specialty	Suggested SOAP Note
Family Medicine	1 CH&P or Focused SOAP
Internal Medicine	1 Focused or Discharge SOAP Note
Pediatrics	1 Focused or CH&P SOAP Note
Women's Health	1 Focused SOAP or CH&P Note
Behavioral Health	1 Focused SOAP Note
Emergency Medicine	1 Admit or Procedure Note
General Surgery	1 Procedure Note
Elective 1 and 2	Student choice as appropriate per specialty

- SOAP notes must be submitted in the following format:
    - MS Word document, Times New Roman, font size 12, spacing 1.5.
    - Header: top left corner to include first name, last name, date, course number (PAL56XX), and rotation specialty
    - Footer: Page Number
- All write-ups will be graded using rubrics from didactic year.

No unique identifying information may appear on any notes as this violates HIPAA regulations. Notes submitted with identifying information will earn a grade of zero for that particular note.

Students with Disabilities

Students with documented disabilities are entitled to request special services and accommodations within both the academic and clinical portions of the program. The following policies apply.

1. To qualify, students must register with the Accessibility and Disability Services Office (ADSO) as a student with a disability, providing documentary evidence from a licensed professional. Please contact the Director of Disability Services for more information.
2. The documentation may be no more than three years old, must describe the disability clearly and must recommend the appropriate accommodations and services needed.
3. It is the responsibility of the student to initiate the request for accommodation, to secure the necessary signatures on forms and to be present at the agreed upon time and place.

4. No retroactive accommodations will be made. Students may not ask for accommodation after taking a test. Accommodations only apply to future tests and activities.
5. Accommodations for testing are established for the duration of the semester only. Failure to appear for a scheduled test date could result in the loss of points for that test, or loss of the right to take the test.

Preceptor Evaluation of Student

The preceptor will evaluate the student in the six core competencies during the clinical SCPE. Those core competencies include: medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, and system-based practice.

The Preceptor will complete a *SCPE Mid-Rotation Preceptor Evaluation of Student* during Week Two and a *SCPE Final Preceptor Evaluation of Student* during Week Five for each SCPE. The mid-rotation evaluation is critical for identifying any student deficiencies and allowing enough time to remediate during the SCPE. Preceptors are advised to notify the Clinical Team if they feel that the student is performing below the standard or if other issues need to be addressed.

Students are required to review and sign off on all preceptor evaluations. Students must check E*Value regularly to complete all available pending evaluation sign offs.

Call Back Days

Students return to campus a few times during the clinical year to attend Call Back Weeks. This time is reserved for testing, student and/or faculty presentations, workshops, and/or OSCE events. Attendance during this period is mandatory for all students. Please see program policy for absences.

Student Evaluation of Clinical SCPEs

Student evaluations of SCPEs (both the preceptor and site) will be done using E*Value. Student feedback and comments are for program assessment of clinical sites and preceptors, resulting in the overall improvement of the program. *Students must submit their evaluation of each SCPE on E*Value by the last day of their rotation.*

Time Tracking Logs / Clinical Experience Expectations

The E*Value Time tracking logs will be used to assure that the student is at the clinical site as scheduled. These may be corroborated with clinic staff if there is an attendance concern. The logs will also be used to ensure that the site provides adequate clinical hours per week/rotation even if the patient census is low. The time tracking log will be used to evaluate the site as well as the student as indicated. Students must complete the time tracking logs weekly in E*Value.

Should your experience be less than our expected time of at least 150 patient setting contact hours, you may be required to complete Learning Modules to enhance your clinical experience. Learning Modules do not take the place of hands on patient care but are designed to augment or supplement your learning to meet program expectations as outlined in your learning outcomes and instructional objectives.

Learning Module Description

The Learning Module is a one to five-week supplement designed to support required clinical rotations for second year PA students. The learning module content includes remote learning resources in medical or

surgical specialties commonly included in core and elective SCPEs. The student will actively engage in applying the medical knowledge and clinical skills gained during the didactic year while continuing to develop clinical reasoning through an evidence-based approach to the evaluation and management of common problems encountered in the designated learning module specialty.

Learning Module Goals

Students will work under the supervision of university faculty. The student will prioritize gaining knowledge and experience in the assessment, evaluation, stabilization, and treatment of the pediatric, adult, and/or geriatric patient population specific to the learning module content focus. Students are expected to research pertinent diseases and treatments, complete virtual training scenarios and/or case studies as assigned. Remote learning may also include assigned audio (i.e. podcast) and visual (i.e. video) learning experiences. Necessary accommodations will be considered and are student dependent according to PA program policy.

Patient Encounter Competencies

Students are required to see a variety of patients across the lifespan and in various clinical settings. Students must have documented the following patient encounters for the clinical year:

Patient Encounters by Age:
- **INFANT** encounters (patients less than 1 year of age)
- **CHILD** encounters (patients > 1 year of age but <12 years of age)
- **ADOLESCENT** encounters (patients >12 years of age but <18 years of age)
- **ADULT** patient encounters (patients >18 years of age but <65 years of age)
- **GERIATRIC** encounters (patients >65 years of age)

Patient Encounters by Type:
- **ACUTE** encounters related to a medical condition with a rapid onset and short course (e.g., upper respiratory infection, ankle sprain)
- **CHRONIC** encounters related to a medical condition that is persistent and long lasting (e.g., hyperlipidemia, HTN, DM)
- **EMERGENT** encounters related to a medical condition requiring immediate intervention (e.g., stroke, respiratory distress, asthma exacerbation, chest pain, MI, appendicitis)
- **PREVENTATIVE** encounters related to promoting health and reducing disease (e.g., immunizations [adult and pediatric], well-child check, colonoscopy, well-woman exams, pap smears, annual physical exams, breast exams, sports physicals)

Patient Encounters by Setting:
- **BEHAVIORAL MEDICINE** encounters
- **INPATIENT MEDICINE** encounters
- **OUTPATIENT** encounters
- **PRE-OPERATIVE** encounters
- **INTRA-OPERATIVE** encounters
- **POST-OPERATIVE** encounters
- **PRENATAL** encounters
- **GYNECOLOGIC** encounters

The PA program faculty will monitor student encounter logs for compliance. *Complete and timely Patient Logging is a requirement to pass each rotation and for graduation from the PA program.* Students progressing through the clinical year who are not on target for achieving the patient encounters will be contacted by PA program faculty who will arrange alternative learning experiences, which may include

changes to the rotation and elective placements, simulation exercises, or other experiences to ensure compliance with the above requirements. Refer to SCPE syllabi for requirements specific to each rotation.

Daily Logging of Patient Encounters

E*Value includes an electronic tracking system to log patient encounters and procedures. *Students are required to log information regarding patients seen on a daily basis.* All submissions are reviewed by the program weekly. Students are contacted if the weekly review shows inadequate patient care experiences. The Clinical Team will discuss ways to maximize clinical opportunities for the remaining time in the SCPE

Procedure Logging

Students are required to perform and log procedures by the end of the clinical year. Current required procedures are listed in and tracked through the E*Value system. Students should perform, rather than observe or assist, as many procedures as possible. The Clinical Team or assigned program faculty will periodically review student progress on submitted procedures. It is the student's responsibility to find opportunities to perform procedures to gain competency. Difficulty in meeting these requirements should be brought to the attention of the Clinical Team. Failure to document competency for required procedures by the end of the year may prompt additional coursework and/or OSCE assignments to assess student competency and may affect the student's ability to graduate. All procedures completed must be logged at the end of each rotation per course syllabus.

*All required SCPE coursework (i.e. SCPE Check In sheet, course-specific case write-up, E*Value patient logs, E*Value procedure logs) must be submitted into Moodle by the date and time designated in course syllabus.*

SCPE GRADING CRITERIA

 In order to receive a passing grade for each SCPE the student must achieve the following:

1. A composite score of 3.0 or above (on a 5.0 grading scale) on the SCPE Final Preceptor Evaluation of Student
2. A passing grade on the EOR examination (core rotations) or assessment component (elective rotations) as outlined in the course syllabus.
3. Timely and accurate submission of all SCPE course requirements as outlined in course syllabi. SCPE course requirements include: SCPE Check In Sheet, SCPE SOAP Case Write Up, E*Value Case and Procedure Logging, and SCPE Student Evaluation of Preceptor and Site.

Late and/or incomplete SCPE course submission requirements are considered unprofessional. Students who are non-compliant will have two opportunities to improve their performance. The first infraction will receive informal notification; the second infraction will receive formal written notification. After two such warnings, if the student demonstrates a persistent lack of professionalism and non-compliance with SCPE course submissions, they will fail this component of the course.

Students who do not meet the requirements above will fail the rotation and will be referred to the Academic Progress Committee. (See DUOC MSPAS Student Handbook for additional details).

Grade Grievances

Students should refer to the most current version of the DUOC MSPAS Program Student Handbook.

Program Policies on Academic and Professional Progress

Please refer to the current DUOC MSPAS Program Student Handbook for guidance

Appendices

Appendix A

DOMINICAN UNIVERSITY OF CALIFORNIA MSPAS PROGRAM

BLOOD/BODY FLUID EXPOSURE PROTOCOL

Student Responsibilities:

- Receive office/department orientation regarding infection control policy and post exposure management procedures.
- Utilize appropriate barrier precautions during the administration of care to all individuals.
- Utilize appropriate safety devices for the handling/disposing of contaminated sharp instruments or other equipment.
- Immediately report accidental needle sticks and exposure to blood or body fluids.* (See below)
- Initiate immediate intervention for the management of accidental exposure to blood or body fluids.* (See below)
- Defer to local site protocol or preceptor guidance regarding patient education on prevention, transmission, and/or treatment of communicable disease

*Accidental/Occupational Exposure Procedure

In the event of an accidental/occupational exposure to blood or body fluids, which includes accidental needle sticks, the student shall:

- **Immediately** wash the area of exposure with soap and water.
- **Immediately** report the incident to preceptor or supervisory personnel.
- **Initiate** referral to the nearest emergency department, clinic, or private physician for post exposure management.
- **Students will notify the DUOC MSPAS Program Clinical Team of the incident within 24 hours** of the occurrence, leaving a message if there is no answer.
- **Complete** a *Dominican University Incident Report Form* AND *Blood-Body Fluid Exposure Report* (see E*Value documents center for additional copies of these forms). Send the completed forms to:
  > Dominican University of California
  > MSPAS Program
  > 50 Acacia Ave
  > San Rafael, CA 94901
  >
  > Attn: Clinical Team
- Decisions regarding post exposure management, prophylaxis, and follow-up will be made upon recommendation of the care provider.
- *Be advised that the school is not liable for health care costs accrued if an exposure occurs. Students are expected to submit claims to their own medical health insurance.*
- The DUOC MSPAS Program Clinical Team will be available to guide the student regarding program policies and recommendations based on current CDC guidelines (http://www.cdc.gov/niosh/topics/bbp/guidelines.html) in conjunction with the treating physician.

DOMINICAN UNIVERSITY OF CALIFORNIA MSPAS PROGRAM
BLOOD/BODY FLUID EXPOSURE REPORT

Date: _____   **Name of Student:** _____

Date and Time of Exposure:
_____

Name of Clinical Site:
_____

Type of Exposure:

☐ Percutaneous Needle-stick or cut through skin
☐ Mucous Membrane Splash into eye or mouth
☐ Cutaneous Contact of exposed, chapped, or abraded skin to large amount of blood for
prolonged time

Description of Incident:
_____

_____

_____

Person notified at the site:
_____

Witnesses:
_____

Date and Time of Site Notification:
_____

Student Tested: ☐ yes   ☐ no

Counseling offered: ☐ yes   ☐ no   If so, by whom: _____

Treatment offered: ☐ yes   ☐ no

Treatment accepted: ☐ yes   ☐ no

Signature of Student: _____

Students must submit this form to the DUOC MSPAS Program office within 24 hours of exposure

To be completed by MSPAS Faculty/ Staff:

Date and time program notified: _____

Initial person notified at DUOC MSPAS Program:
_____

Clinical Team/Faculty signature:_____

Appendix B

DOMINICAN UNIVERSITY OF CALIFORNIA MSPAS PROGRAM

STUDENT TIME AWAY REQUEST FORM

While it is the Program policy that students attend all classes, labs and other Program-related functions, the Program understands a student may have exceptional events which might keep them from classes or Program activities. Any student requesting time away for an exceptional event must complete and submit a Time Away Request form. In addition, the student may be required to make an appointment with the designated Program personnel (the Program Administrator) at least ___one month___ in advance of the event. The approval of each request is made on an individual basis and there is no guarantee the approval will be granted.

Students are responsible for all material missed during their time away. Assignments that are due during an approved absence must be submitted before departure unless other arrangements have been agreed upon with the Course Coordinator. If a student will miss an examination, they will take that exam immediately upon return to campus. The exam may be in a different format from the original examination given to the rest of the students, at the discretion of the Course Coordinator.

Student Name (PRINT):   Class:

Requested Date(s) off:

Reason for Request:

Student Signature:

Date Submitted:

Program Use Only

Request Approved by: Date:

(Signature)

Comments:

Appendix C

DOMINICAN UNIVERSITY OF CALIFORNIA MSPAS PROGRAM

CLINICAL HANDBOOK AGREEMENT FORM

Students and advisors agree to specific standards of conduct while in the Physician Assistant Program at Dominican University of California. The purpose of the Agreement is to clearly communicate expectations, rules and regulations defining appropriate behavior and conduct while enrolled at Dominican University. Students' conduct and activities while enrolled reflect upon the University, as well as upon themselves. Simply put, students should behave as ambassadors from the University and the community.

- Clinical rotations shall be conducted in accordance with the Student Clinical Year Handbook policies and procedures.
- Students must adhere to standards of professional behavior at all times for the duration of time at Dominican University. These standards are part of the competencies for the physician assistant profession and the ethical foundation of medical practice and the integrity of physician assistants. Any violation in professional behavior may result in referral to the Academic Progress Committee.
- Students should be prepared to travel a minimum of four (4) times during the clinical year.
- The student must follow the current CDC recommendations for health care workers.

a) Hepatitis B   d) Varicella

b) Influenza   e) Tdap

c) MMR   f) Meningococcal

g) Tuberculosis blood and skin tests, chest x-rays (if applicable)

The 2020-2021 Physician Assistant Studies Program Student Clinical Handbook outlines applicable school-wide and program-specific policies and regulations for Physician Assistant program students in the clinical phase of the program. If the student is in doubt about the intent or content of any of the material in this handbook, it is his/her responsibility to initiate a discussion with the appropriate faculty advisor or the Clinical Team.

I have read and understand the policies, rules, and regulations as outlined within the Dominican University of California Master of Science in Physician Assistant Studies Program Clinical Year Handbook and agree, without reluctance, to abide by them.

SIGNATURE: _____

NAME (Print): _____

DATE: _____

Appendix D

DOMINICAN UNIVERSITY OF CALIFORNIA MSPAS PROGRAM

ACKNOWLEDGMENT OF THE DRUG/ALCOHOL ABUSE, BACKGROUND CHECKS AND HEALTH REQUIREMENTS POLICY

I hereby acknowledge that I have read the Dominican University policy governing the use and/or abuse of drugs and alcohol and the possible penalties for violation of that policy.

I understand the purpose of the policy is to provide a safe working environment for persons (patients, students and hospital and school staff) and property. Accordingly, I understand that prior to participation in the clinical experience, I may be required by the site to undergo drug screening of my blood or urine. I agree to be bound by this policy and understand that refusal to submit to testing or a positive result from testing under this policy may affect my ability to participate in a clinical rotation. Additionally, I understand that should a positive result from testing occur indicating a violation of the Dominican University policy, disciplinary action up to and including dismissal from the program may result.

I hereby release Dominican University of California from any claims or liability arising from such tests, including, but not limited to, the testing procedure, the analysis, the accuracy of the analysis, or the disclosure of the results.

The Physician Assistant Department requires that students have a clear criminal background check prior to the start of the clinical year. I understand that a felony conviction may affect my ability to continue in the PA Program or attain state licensure.

In addition, students must meet the following health requirements in the junior year and beyond: continuous health insurance coverage, annual health examinations, evidence of CPR and ACLS certifications, evidence of selected immunizations and titers, and tuberculosis blood and skin tests prior to their first clinical rotation. All required documents must be submitted and/or updated annually to CastleBranch.com.

Community sites may require that the student meet additional health requirements. Any costs will be the responsibility of the student. Compliance is important, for several reasons: to protect the student from communicable diseases, to protect clients with whom the student will be working from communicable diseases, for good personal preventative medicine practice and to comply with health regulations of most health care facilities.

*** Failure to meet the above requirements and submit complete documentation as requested may delay or prevent students from participation in the clinical year and other clinical requirements of the program and, thus, delay or prevent successful completion of the program.

Date_____

Print Name_____

Signature_____