



**BUTLER
UNIVERSITY**

.....
COLLEGE OF PHARMACY AND HEALTH SCIENCES

PHYSICIAN ASSISTANT PROGRAM



**2016-2017
PRECEPTOR'S INFORMATION
PACKET**

Dear Preceptor:

On behalf of the Butler University Physician Assistant (PA) Program, I would like to thank you for your time and consideration in becoming a PA student preceptor. The transition from the didactic phase to the experiential phase of the PA's training could not happen without the help of our preceptors. Your knowledge and experience in your respective field of medicine are crucial in developing the next generation of outstanding medical professionals.

Physician Assistants

PAs are well-recognized and highly sought-after members of the health care team. Working interdependently with physicians, PAs provide diagnostic and therapeutic patient care in virtually all medical specialties and settings. They take patient histories, perform physical examinations, order laboratory and diagnostic studies, develop patient treatment plans, and provide patient education. In all fifty states, PAs have the authority to write prescriptions.

PAs practice in all specialty fields; thirty-three percent of all PAs provide primary care services, especially in family and general internal medicine. Their job descriptions are as diverse as those of their supervising physicians, and also may include non-clinical roles such as medical education, health administration, and research. While these positions do not involve patient care, they depend on a strong clinical knowledge base.

Butler University PA Program History

In the early 1990s, the report of the Indiana Health Care Commission noted that many areas of Indiana were medically underserved. During this same period, Methodist Hospital expanded its mission of "curing disease and rescuing from disaster" to include "delivering primary care services" and the Butler University College of Pharmacy and Health Sciences recognized an educational void in Indiana. The creation of a PA program, co-sponsored by Methodist Hospital and Butler University, was recognized as a way to address all of these issues.

The PA program admitted its first class of nine students in January 1995 and this class graduated in August 1996 with a BS in Health Sciences. In 2006, the program matriculated its first Master's degree granting class. Graduates are awarded a Master of Physician Assistant Studies (MPAS) degree. Today, the PA program is operated solely by Butler University and most aspects of didactic training occur on the Butler University campus. Students complete a 24 month graduate-level curriculum. Butler University has received acknowledgement from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) to have an entering class size of 75 students as of May 2015.

Program Accreditation

All programs of the College are fully accredited by the appropriate accrediting agency. To maintain this accreditation, the faculty and administration of the College periodically prepare an extensive self-study of all aspects of the respective program. Then a representative evaluation team is sent by the accrediting agency to evaluate facilities and programs and to interview administrators, faculty and students. The PA program is fully accredited by the ARC-PA. (Standard A3.14a) Upon completion of the program, graduates are eligible to sit for the Physician Assistant National Certifying Examination (PANCE) administered by the National Commission on Certification of Physician Assistants (NCCPA).

Program of Study

The curriculum is 24 consecutive months and is designed to provide an understanding of the knowledge and skills used as a PA. The first 12 months of the program are devoted to didactic studies in the basic medical, clinical and behavioral sciences, and the final 12 months are largely focused on the clinical experiences in primary care, medical and surgical specialties.

The didactic curriculum is integrated to introduce the student to medical sciences as they relate to specific organ systems and clinical problems. Learning strategies include the traditional lecture format and basic science laboratory, hybrid, small group tutorials, and patient case discussions. Regular patient contact is an important part of the first year curriculum, therefore students begin to see patients during the didactic year. Standardized patient evaluations, through simulation and actors, are also a part of the didactic curriculum.

As part of the experiential curriculum, students participate in both clinical rotations and didactic course work. Students are required to complete core rotations in emergency medicine, family medicine, general surgery, internal medicine, mental health, pediatrics, and women's health. Students also choose an elective rotation. In the experiential year, students must successfully pass end-of-rotation exams and participate in other course work to include Core Topics, Issues of Professional Practice, and the Summative Practicum as they prepare for graduation and entry into clinical practice.

Because the experiential teaching is carried out in many practice settings throughout greater Indianapolis and the surrounding areas, students should anticipate travel to local and distant sites for their clinical experiences to fulfill these requirements.

Butler University PA Program Mission Statement

To produce graduates with a foundation in primary care to deliver high quality, patient-centered care in a wide variety of clinical settings

PA Program Goals / Student Learning Objectives

1. Select highly qualified applicants through the admission process who will successfully complete our PA program
2. Provide a quality educational experience that provides students with the knowledge, skills, and attitudes for entry-level practice as PAs.
3. Provide an educational experience that prepares our graduates to provide quality primary care in a wide variety of clinical settings.
4. Help our students develop a sensitivity that will allow them to effectively work with patients who are different than they.
5. Maintain our status as the longest accredited PA program in the state of Indiana.
6. Promote professionalism, service, and leadership of students and faculty.

Clinical Rotations

During the experiential phase of the PA program, students are required to spend 4 weeks in each of the following core rotations: General Surgery, Mental Health, Pediatrics, and Women's Health. Students are required to spend a total of 8 weeks in these core rotations: Emergency Medicine, Family Medicine, and Internal Medicine. Additionally, there is one 4-week elective rotation. At the conclusion of each of the core rotations, all students are required to successfully pass an end of rotation examination in that given specialty. Please note, there is not an associated exam with the elective rotation.

Clinical Rotations (Continued)

As a faculty, we are particularly interested in experiences which will allow our students to develop the ability to obtain comprehensive histories, perform physical examinations, formulate broad differential diagnoses, and construct detailed treatment plans. Students should be scheduled for a minimum of 32 hours of clinical exposure per week, and are not to exceed 80 hours per week. Students enrolled in our program must not be required to perform clerical or administrative work for your practice and must not be used as a substitute for regular clinical or administrative staff. Participation in these activities should be required if and only if, the primary purpose of the participation is patient care-related and it facilitates the PA student's educational process in that setting.

Rotation Objectives

History Taking and Physical Examination

- Identify elements of, and need for, comprehensive and focused interviews appropriate for the age and gender of the patient, reason for visit, urgency of the problem, and patient's ability to provide history.
- Recognize and interpret pertinent historical information.
- Identify history commonly associated with specific medical conditions.
- Identify elements of, and need for, comprehensive and focused physical examinations appropriate for the age and gender of the patient, reason for visit, urgency of the problem and patient's ability to participate in the examination.
- Identify required techniques in the physical examination.
- Recognize and interpret pertinent physical examination findings when presented in written or illustrated form.
- Determine the need for other resources (e.g., past records, consultation, other members of the health care team) to expand knowledge of the patient's history.
- Interpret history and physical examination findings in order to differentiate one disorder from another.

Diagnostic Studies

- Demonstrate knowledge of appropriate patient and family education related to laboratory and diagnostic studies.
- Identify techniques and potential complications for common diagnostic procedures.
- Select the appropriate initial and subsequent laboratory and diagnostic studies based upon initial impressions determined from the history and physical examination or germane to the health-screening situation.
- Identify the indications for specific laboratory and diagnostic studies.
- Identify risks associated with laboratory and diagnostic studies.
- Recognize normal and abnormal values for routine laboratory and diagnostic studies.
- Interpret the results of routine laboratory and diagnostic studies.
- Select appropriate laboratory and diagnostic testing by considering and evaluating the cost, probable yield, invasiveness, and contraindications of laboratory and diagnostic studies.
- Determine if and when additional diagnostic studies are required.
- Identify laboratory and clinical studies considered to be the best for the diagnosis of certain conditions.

Diagnosis

- Determine a differential diagnosis based upon historical information, physical examination findings, and laboratory and diagnostic study findings.
- Select the most likely diagnosis based upon historical information, physical examination findings, and laboratory and diagnostic study findings.

Health Maintenance

- Determine appropriate counseling, as well as patient and family education, related to preventable diseases, communicable diseases, immunization schedules, and healthy lifestyles.
- Determine the appropriate history and physical examination in screening an asymptomatic patient during well-care visit based on age.
- Recognize risk factors for conditions amenable to prevention or detection in an asymptomatic individual.
- Recognize the impact of stress on health and the psychological manifestations of illness and injury.
- Recognize the effects of aging and family roles on health.
- Recognize the impact of environmental and occupational exposures on health.
- Recognize the signs and symptoms of abuse and neglect and the indications for intervention and referral.
- Identify common barriers to care.
- Identify the risks and benefits of immunizations.
- Select the appropriate laboratory and diagnostic screening studies and identify normal ranges.
- Identify growth and human development milestones.
- Match anticipatory guidance to the appropriate age level and to the sequelae it intends to prevent.

Clinical Intervention

- Select the application or technique required for common clinical interventions. Identify appropriate monitoring for patients after interventions, including checking for compliance, adverse events, and effectiveness.
- Recognize appropriate counseling and patient and family education related to clinical interventions.
- Identify proper referral strategies for patients to other services for clinical intervention as appropriate.
- Determine appropriate follow-up from referrals.
- Select a clinical intervention plan that is consistent with the working diagnosis. Prioritize clinical interventions in emergent, acute, and chronic care situations.
- Evaluate severity of patient condition in terms of need for medical and /or surgical referral, admission to the hospital or other appropriate setting.
- Determine appropriate surgical treatment and post-surgical/post-procedural management.
- Identify potential complications of specific clinical interventions and procedures.
- Recognize appropriate plans for patient discharge, as well as appropriate medical, surgical, and rehabilitation follow-up.
- Select non-pharmacologic modalities (e.g., physical therapy, surgery, counseling) to integrate into patient management plans.

Clinical Therapeutics

- Identify appropriate counseling and patient and family education related to a clinical therapeutic agent including drug-drug interactions.
- Identify key safety factors related to the administration of medications (oral, topical, sublingual, subcutaneous, intramuscular, rectal, otologic, vaginal, and ophthalmic).
- Recognize appropriate plans to monitor pharmacotherapy, checking for compliance, side effects, adverse reactions, and effectiveness.
- Select a clinical therapeutic plan that considers the cost, efficacy, possible adverse reactions, contraindications, and drug interactions for medications selected.
- Recognize the pharmacokinetic properties, indications, and contraindications for the use of pharmacologic agents. Apply this knowledge to the safe and effective selection and administration of medications.
- Identify side effects, adverse reactions, contraindications, precautions, therapeutic effects, and dosing of the major classes of clinically important drugs and commonly used medications.
- Identify the risks for, and signs and symptoms of, drug interactions resulting from poly-pharmacy in the therapeutic regimen.
- Recognize the appropriate actions to take in response to acute, specific drug toxicity.
- Modify therapeutic regimen within the context of continuing care.

Scientific Concepts

- Apply basic sciences (anatomy, physiology, microbiology, genetics, etc.) to the diagnosis and management of specific medical conditions.
- Recognize associations of disease conditions and complications through application of scientific concepts.
- Demonstrate understanding of concepts of public health in the management of the population's and an individual patient's health and well-being, as well as disease. Identify underlying processes or pathways responsible for a specific condition or disease.

End of Rotation Examinations

At the end of each 4-week core clinical rotation, students must successfully pass an exam specific to that given specialty. The Butler University PA Program faculty utilizes the Physician Assistant Education Association (PAEA) End of Rotation Examinations and endorses the objectives utilized to develop these exams as imperative to enter into practice as a PA. Each exam incorporates current, relevant test items that follow rotation-specific content Blueprints and corresponding Topic Lists. More information may be obtained by going to the following website: <http://www.endofrotation.org/>.

Experiential Year Attendance Policy

Students' attendance is mandatory at the following:

- Any on-site orientation required by clinical sites
- Rotation specific pre- and/or post-rotation meetings
- Each End of Rotation (EOR) designated days (*approximately 2 days per month*)
- Summative Exam and any practice sessions pertaining to this

Students are expected to be at their assigned clinical site every day as scheduled. Any student missing an experiential day for any reason must report their absence to the Director of Experiential Education immediately, and are required to complete an absence request form for review. The Director of Experiential Education will review the request for approval or denial. Documentation (e.g., doctor's note,

obituary, etc.) may be required to justify the absence(s) at the discretion of the Director of Experiential Education. This request must also be approved by the preceptor. Unexcused and/or unreported absences may be grounds for failure of a clinical rotation, or other disciplinary actions as deemed appropriate by the Butler PA Program Administration. Please be sure to document any absences on the final student evaluation form for each student.

Policy for Student Travel to End of Rotation Meetings

If an End of Rotation meeting begins the day following the last scheduled rotation day and your site is more than two hours from Butler's campus, the following guidelines apply:

- If a rotation site is a 2-5 hour drive from campus, one half day from rotation will be excused for travel.
- If a rotation site is more than a 5-hour drive from campus, one full day from rotation will be excused for travel.

Evaluations

Butler University PA students are responsible for discussing their progress with their preceptor and completing a mid-rotation evaluation to be submitted to our office by the student. Near the conclusion of the rotation, the preceptor will receive an evaluation through our automated system, E*Value. Copies of the mid-rotation and final evaluations are enclosed in this packet.

E*Value

The Butler University PA Program uses an automated evaluation tool called E*Value. The E*Value system will automatically email you a link to an evaluation form prior to the end of the student's rotation. Simply open the email, click on the link, complete the evaluation, and submit. If you have any questions about the E*Value system, you may contact Missy Parsons-Horton at mparsons@butler.edu or 317-940-9327. Please contact Missy by the last day of the rotation if, for some reason, you do not receive an evaluation in your email or have a change in email address.

Certificate of Liability Insurance

Butler University carries group professional liability insurance for all PA students enrolled in our program. If your facility requires that it be listed as the certificate holder, please contact Karen Fuller at kjfuller@butler.edu or 317-940-9507. A certificate will be emailed directly to you and/or your site from Gregory & Appel Insurance.

Preceptor Appreciation

Each year, the Butler University College of Pharmacy and Health Sciences Experiential Education department hosts two Preceptor Appreciation events to which you will be invited. Additionally, preceptors for the Butler PA Program are eligible to receive an appointment to our affiliate faculty as a token of our appreciation. Upon request, a preceptor can be issued a faculty I.D. card which will allow for access to our on-campus libraries and discounts at the Butler University bookstore and selected events at Clowes Memorial Hall.

The entire faculty at the Butler University PA Program appreciates the time and dedication that you give to our students during their educational experience. Please feel free to contact me via phone or email with any questions or concerns you may have.

Sincerely,

A handwritten signature in black ink, reading "Jennifer R. Guthrie". The signature is written in a cursive style with a large initial "J" and "G".

Jennifer R. Guthrie, PA-C
Director of Experiential Education for the
Butler University Physician Assistant Program
(317) 940-9639
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Master of Physician Assistant Studies- Butler University PA Program Didactic Curriculum

| MPAS | SUMMER TERM 1 | HRS | MPAS | FALL SEMESTER 2 | HRS |
|-------------------------|--|-----|-----------------------------|--|-----|
| 504 | Human Anatomy for PAs with lab | 4 | 516 | History and Physical Exam with lab 1 for PAs | 3 |
| 506 | Physiology for PAs | 4 | 520 | Clinical Medicine and Therapeutics for PAs 1 | 7 |
| 508 | 12-Lead ECG Interpretation | 1 | 524 | Clinical Procedures with Lab 1 | 2 |
| 510 | Interpretation of Laboratory Studies for PAs | 3 | 528 | Health Promotion, Disease Prevention and Nutrition | 2 |
| 512 | Interpretation of Imaging Studies for PAs | 2 | 530 | Social and Behavioral Medicine | 3 |
| 514 | Pharmacology for PAs | 4 | 532 | Pediatric Medicine | 1 |
| | | | 534 | Health Care Communications 1 | 1 |
| Total Term Hours | | 18 | Total Semester Hours | | 19 |

| MPAS | SPRING SEMESTER 3 | HRS |
|-----------------------------|---|-----|
| 518 | History and Physical Exam with lab 2 | 3 |
| 522 | Clinical Medicine and Therapeutics for PAs 2 | 7 |
| 526 | Clinical Procedures with Lab 2 | 2 |
| 550 | Orthopedics and Rheumatology | 1 |
| 552 | Women's Health | 2 |
| 538 | Medical Literature Interpretation and Evidence-Based Medicine | 2 |
| 536 | Health Care Communications 2 | 1 |
| Total Semester Hours | | 18 |

Experiential Curriculum*

| MPAS | SUMMER SEMESTER 4 | HRS | MPAS | FALL SEMESTER 5 | HRS |
|-------------------------|----------------------------------|-----|-----------------------------|---|-----|
| 650 | Internal Medicine Rotation 1 | 4 | 648 | Family Medicine Rotation 1 | 4 |
| 654 | Community Mental Health Rotation | 4 | 656 | Women's Health Rotation | 4 |
| 678 | Core Topics 1 (Pass/Fail) | 2 | 630 | Pediatric Rotation | 3 |
| 626 | Issues of Professional Practice | 2 | 680 | Core Topics 2 (Pass/Fail) | 2 |
| 658 | Emergency Medicine Rotation 1 | 4 | 664 | Inter-professional Experience (Pass/Fail) | 1 |
| | | | 652 | Internal Medicine Rotation 2 | 4 |
| Total Term Hours | | 16 | Total Semester Hours | | 18 |

| MPAS | SPRING SEMESTER 6 | HRS |
|-----------------------------|---------------------------------|-----|
| 662 | Family Medicine Rotation 2 | 4 |
| 670 | General Surgery Rotation | 4 |
| 660 | Emergency Medicine Rotation 2 | 4 |
| 636 | Summative Practicum (Pass/Fail) | 1 |
| 682 | Core Topics 3 (Pass/Fail) | 2 |
| 634 | Elective Rotation (Pass/Fail) | 4 |
| Total Semester Hours | | 19 |

* The above rotation schedule is just one of several possible sequences. Individual student rotation schedules will be determined by the Director of Experiential Education. All rotations are assigned within a designated radius of Butler University. Students are responsible for providing their own transportation to these sites.

| |
|---------------------------|
| Total Hours = 108 credits |
|---------------------------|

Butler University PA Program
Class of 2017
ROTATION DATES

| <u>ROTATION</u> | <u>DATES</u> |
|------------------------|-----------------------------|
| 1 | May 4-31, 2016 |
| 2 | June 3-29, 2016 |
| 3 | July 5-31, 2016 |
| 4 | August 3-31, 2016 |
| 5 | September 6-October 2, 2016 |
| 6 | October 5-November 2, 2016 |
| 7 | November 7-December 7, 2016 |
| 8 | January 2-27, 2017 |
| 9 | February 1-28, 2017 |
| 10 | March 6-April 2, 2017 |
| 11 | April 5-28, 2017 |

Butler University PA Program

MID-ROTATION EVALUATION

(To be completed by the student at the end of the second week of the rotation)

Student's Name: _____

Preceptor's Name: _____

Preceptor's Email to which evaluation should be sent: _____

Rotation Specialty: _____

Site: _____

Did you meet with your preceptor (or alternate appropriate clinician who is familiar with your work) to mid-rotation performance?

Yes

No

What areas were described as your strengths?

What were identified as areas you should work on improving?

A. _____

A. _____

B. _____

B. _____

C. _____

C. _____

Comments:

Butler PA Student Signature

Date

Preceptor Signature

Date

PA STUDENT FINAL EVALUATION FORM

Thank you for participating in the Butler University PA Program as a clinical preceptor.

Please complete this evaluation of the Butler student who did a clinical rotation with you. For each category, please check on the score you would give the student and include any comments you may have.

Also, please make sure to complete the pass/fail question at the end of the evaluation.

| | |
|-----------------------------------|--|
| Student Name | |
| Rotation Specialty | |
| Preceptor Name: | |
| Total Days Absent During Rotation | |

A. Using the scale:
 0: Not applicable 1: Strongly Disagree 2: Disagree 3: Neither Agree nor Disagree 4: Agree 5: Strongly Agree

Please evaluate the student in the following area.

Any score of 2 or below or the answer No, the evaluator should have comments noting the student's specific deficiency/(ies) using objectives from above:

1. History Taking and Physical Examination
 0 1 2 3 4 5

Comments:

2. Diagnostic Studies
 0 1 2 3 4 5

Comments:

3. Diagnosis
 0 1 2 3 4 5

Comments:

4. Health Maintenance
 0 1 2 3 4 5

Comments:

5. Clinical Intervention
 0 1 2 3 4 5

Comments:

6. Clinical Therapeutics
 0 1 2 3 4 5

Comments:

7. Scientific Concepts
 0 1 2 3 4 5

Comments:

8. Professionalism
 0 1 2 3 4 5

Comments:

9. Acquisition of Knowledge, Skills, and Attitudes
 Given the stage of training within this rotation specialty, I feel the student has acquired the appropriate knowledge, skills, and attitude.

Yes No

***Thank you for serving as a
clinical preceptor for the
Butler University PA Program!***



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Butler Blue III (“Trip”)