

Clinical Rotation Site Procurement Policy and Procedures

A3.03

Prospective and enrolled students are never required to provide or solicit clinical sites or preceptors. It is the responsibility of the Program to ensure that all students have access to all required clinical rotations and to have the ability to meet all Clinical Phase learning outcomes. The Program will allow students to volunteer to assist the Program in identifying new clinical site(s) where the student is interested in participating in a clinical rotation. These potential sites must undergo the same approval process as program-identified sites and be approved appropriate for use. Clinical sites not meeting Program standards will not be approved. Students interested in arranging their own clinical rotations should contact the Director of Clinical Education with all necessary information by May 1st of the Spring 1 semester.

Policy on Preceptorship by Family Members

To maintain the integrity of the clinical education experience and to avoid any real or perceived conflicts of interest, students enrolled in the Rowan-Virtua School of Osteopathic Medicine Physician Assistant (PA) Program are prohibited from participating in any clinical rotation where a family member serves as the primary preceptor or has supervisory responsibilities for the student.

For the purpose of this policy, a *family member* is defined as a spouse, domestic partner, parent, child, sibling, grandparent, grandchild, aunt, uncle, cousin, in-law, or any individual residing in the same household as the student. Additionally, the program reserves the right to determine on a case-by-case basis whether other personal relationships may constitute a potential conflict of interest.

Students are required to disclose any potential conflicts when clinical placements are being arranged. Failure to disclose such relationships may result in disciplinary action and could jeopardize the student's standing in the program.

Clinical rotations are intended to provide objective, rigorous, and unbiased assessments of a student's performance in a professional environment. To ensure these standards are upheld, students must complete their rotations under the supervision of preceptors with whom no personal relationship exists.

Policy on Away Rotations for Students on Probation

Students enrolled in the Rowan-Virtua School of Osteopathic Medicine Physician Assistant (PA) Program who are on academic probation or professional probation will generally not be approved to participate in away rotations, defined as clinical rotations located outside the program's designated geographic region of roughly 120 miles from campus.

The purpose of this policy is to ensure that students requiring additional academic or professional oversight remain within close proximity to program faculty and support services. This proximity facilitates more effective monitoring, timely intervention, and regular communication, all of which are essential to the student's progress and remediation.

Eligibility for away rotations will be determined at the time of clinical placement planning. Any student placed on academic or professional probation after away rotations have been scheduled may be reassigned to a local clinical site at the discretion of the program.

Requests for exceptions to this policy will not be considered. Students must be in good academic and professional standing to be eligible for clinical training experiences beyond the local geographic area.

Elective Rotation Policy

The Rowan-Virtua School of Osteopathic Medicine Physician Assistant (PA) Program provides students with the opportunity to complete an elective rotation as part of their clinical education. While students are encouraged to indicate their preferences for specific medical or surgical specialties, geographic locations, or clinical sites, the program cannot guarantee placement in any particular elective rotation.

Elective rotation assignments are made based on site availability, preceptor capacity, accreditation requirements, and the overall needs of the program. Although every effort will be made to accommodate student interests when possible, the program prioritizes ensuring that all students receive high-quality, educationally appropriate clinical experiences.

Students are encouraged to approach the elective rotation as a strategic opportunity for professional development. Electives can serve as a valuable way to explore areas of medicine the student may be interested in pursuing after graduation or to strengthen clinical knowledge in disciplines where the student feels less confident. Thoughtful selection of elective rotations can support both long-term career goals and preparation for the Physician Assistant National Certifying Examination (PANCE).

Students should be aware that not all specialties or geographic preferences can be met, and they may be assigned to elective rotations that differ from their initial selections. Flexibility and professionalism are expected throughout the placement process and during the completion of all clinical rotations, including electives.

Clinical Site and Preceptor Onboarding Process

In order to ensure Program compliance with accreditation standards, all preceptors and clinical sites are evaluated carefully. The required components of establishing a clinical site are outlined below.

1. A preceptor or clinical site is recruited by the Program or contacts the Program directly regarding interest in preceptorship.

2. Program faculty conducts initial clinical site evaluation.
3. The preceptor manual is given to any potential preceptor at the clinical site.
4. The Director of Clinical Education determines who at the clinical site can serve as a preceptor with a review of their board certification, licensing, and their ability to meet the course learning outcomes.
5. The Director of Clinical Education will provide the syllabus to each preceptor and preceptors will attest to being able to meet the course learning outcomes.
6. The Clinical Year Subcommittee reviews the information gathered above regarding the clinical site and any potential preceptors and endorses the clinical site and/or preceptor for use.
7. A Clinical Education Affiliation Agreement is executed by both parties, and all supporting documentation is gathered (i.e. proof of medical malpractice insurance, general liability insurance, board certifications, and licenses of all preceptors involved).
8. If an approved clinical site has an approved preceptor available, this information is utilized by the Director of Clinical Education to schedule a student to complete a clinical rotation.

Precepting Process

1. The student is assigned to the clinical site by the Director of Clinical Education.
2. The student information is forwarded to the preceptor (as well as associated clinical sites), and includes: student biography, photograph, immunization records, date of last TB testing, N95 fit test, background check, verification of health insurance coverage, certificate(s) of malpractice insurance coverage, HIPAA training certification, and ACLS/BLS certifications.
3. The student begins the clinical rotation, and the Director of Clinical Education provides the preceptor with the most updated version of the specialty-specific objectives and outcomes.
4. The student will evaluate the clinical site, learning experience, preceptor, and clinical site resources at the conclusion of the clinical rotation.
5. The preceptor will evaluate the student's performance at mid-rotation and at the end of the rotation, and will send the appropriate documentation to the Program accordingly.

Clinical Site and Preceptor Evaluation Process

The PA Program is committed to ensuring the quality and effectiveness of its clinical training sites through a structured evaluation process. Clinical sites and preceptors are continuously assessed to maintain high educational standards and to support student learning outcomes. The Clinical Year Committee (CYC), chaired by the Director of Clinical Education, oversees this evaluation process, reviewing all SCPE-related data and analysis as supplied by the Data and Assessment Committee (DAC). Evaluations of clinical sites are conducted through student site/preceptor/course evaluations, faculty site evaluations/visits/interviews, preceptor evaluations of students, and student assessment outcomes.

Each clinical site undergoes an initial evaluation by the Director of Clinical Education or a designated faculty member. Every clinical site is re-evaluated each year by the CYC. Student evaluations of clinical sites, courses, and preceptors are analyzed in aggregate and compared across similar rotation sites to identify trends in performance. Sites receiving an evaluation score

below the program's established benchmark of 3.5/5.0 on a Likert scale are subject to intervention by the Director of Clinical Education, who will develop an action plan for improvement. If a site does not show measurable improvement within one year, it will no longer be utilized for student placements. The findings from clinical site evaluations are reviewed by the Clinical Year Committee and Curriculum Committee, ensuring that the program's clinical training experiences align with its educational objectives and accreditation standards.

The PA Program verifies preceptor credentials, certifications, and licenses through a formal review process conducted by the Director of Clinical Education, ensuring that all preceptors hold active, unrestricted professional licensure, appropriate board certification, and relevant clinical experience to serve as qualified instructors for PA students.

The program also conducts a formal evaluation of clinical preceptors to assess their effectiveness in mentoring and educating students. Preceptors are evaluated by students at the conclusion of each rotation, with feedback collected on their teaching ability, accessibility, clinical expertise, and professionalism. This data is analyzed alongside student performance metrics and site evaluations to identify patterns or concerns. Preceptors scoring below the established benchmark of 3.5/5.0 are provided with feedback and may be required to participate in faculty development initiatives. The Director of Clinical Education works closely with preceptors to address identified areas for improvement. Preceptors who consistently fail to meet program standards despite intervention may be removed from the program's preceptor network. Findings from the preceptor evaluation process are reported to the Clinical Year Committee to ensure continuous quality improvement and compliance with accreditation standards.

Clinical Site Visits

The Program will conduct site visits to assess the student's progress during the Clinical Phase. The goals of the visit are as follows:

- Assessment of the student's oral presentation along with formulating an assessment and plan.
- Observe a student-patient encounter, if permitted by the medical practice/institution.
- Review the student's patient logs, progress on clinical requirements, and verify clinical days completed.

Site visits will be well-defined and scheduled by the Program. Students will inform their preceptor at the beginning of the rotation if a site visit will be scheduled.

The Program will conduct periodic site visits to maintain relationships with clinical sites and providers. These site visits can be completed by faculty, alumni, adjunct faculty, or other personnel that the Program determines to be appropriate. Site visits can occur in person, by phone, or by video conferencing.

1. Site visits are mandated under any of the following conditions:

- In reply to a preceptor request or complaint about a student
- In response to a student's concerns, whether communicated verbally or in conjunction with the mandatory student evaluation of the site/preceptor
- At the sole discretion of the Program

2. Site visits can be requested for any reason by either the preceptor or the student by contacting the Director of Clinical Education. Under these circumstances the decision to conduct a site visit will be made by the Director of Clinical Education, in conjunction with the Program Director.
3. All sites have site visits conducted with the initial onboarding process, and then for any reason listed above. Sites that take 5 or more students per year will be visited a minimum of once every year. Site visits can be completed by faculty, alumni, adjunct faculty, or other personnel that the program determines to be in appropriate standing. Each visit will have a Periodic Follow-up Clinical Site Evaluation form filled out.