



ROCKY MOUNTAIN COLLEGE



Master of Physician Assistant Studies (MPAS) Program



Preceptor Manual

From the Program Director

Dear Preceptor:

We would like to take this opportunity to express our sincere gratitude for providing a clinical preceptorship for RMC's Master of Physician Assistant Studies students. Your hard work and dedication to this program and to our physician assistant (PA) students is greatly appreciated.

The clinical experiences the student will obtain in your office or clinic are of critical importance to a successful learning experience in the program. The clinical setting synthesizes concepts and application of principles for quality health care delivery. You, as a clinical preceptor, are the key to successful learning experiences in the clinical setting. The PA student will work closely with you, learning from your advice and example. Through your supervision, the student will progressively develop the skills and clinical judgment necessary to become a practicing PA.

Your evaluation of student performance is critical and gives us a tool to identify specific weaknesses. At the same time, it allows us to continually monitor program effectiveness. We will ask for your feedback on each individual student you precept, as well as on the overall preparation of the students for clinical practice. This feedback will be critical in assisting our continuous improvement process and insuring we fulfill our mission of preparing competent and qualified practitioners to meet the evolving needs of healthcare.

Again, thank you for your commitment to PA Education,

Heather Heggem MPAS, PA-C
Physician Assistant Program Director



Master of Physician Assistant Studies Program

Vision

Our vision is to excel as a center of health care education dedicated to providing medical services to the underserved and rural populations of this intermountain region.

Mission

The mission of the Master of Physician Assistant Studies Program (MPHA) is to provide a quality medical education, which integrates academic training with the development of essential clinical skills and professionalism. We seek to graduate individuals who are intellectually engaged, analytical, and are committed to providing compassionate health care services, particularly to those in rural and underserved areas of this region.

Goals

The PA Program aims to provide a high quality medical education experience which will challenge students to:

- Develop core medical knowledge
- Practice safe medicine
- Develop valuable observational skills as well as technical abilities
- Attain fluency in the language of medicine
- Master electronic information literacy and technology
- Become analytic thinkers dedicated to life-long learning

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Introduction

The preceptor handbook is designed to provide you with information about the Rocky Mountain College Physician Assistant Program. This handbook will communicate the program's expectations and assist you in developing a successful preceptorship. Furthermore, when used in conjunction with the current rotation objectives, it will clearly delineate expected skills and competencies to be mastered by the students under your guidance. Training through clinical rotations is designed to build competence in clinical skills through practice and direct feedback. We view clinical training as an active partnership between the student, the preceptor, and the physician assistant program. Precepting students exemplifies the highest principles of medical education.

Preceptor Role

Educational guidelines emphasize that students need the opportunity to practice the skills they are attempting to master. That is, they must be able to interview and examine patients independently, communicate with patients and colleagues, interpret clinical information, and demonstrate the full spectrum of behaviors that constitute professionalism. Students who are allowed these opportunities are generally more prepared to work in coordination with the physician to become a useful part of the health care team. Because students arrive with different levels of capability, responsibility for patient care may need to be graduated over time. It is very important to give the student as much responsibility as they are able to accept while providing the supervision necessary to assure outstanding patient care and learning.

A Preceptor's main role is to facilitate a student's encounter with patients, assuring the student has meaningful, graduated responsibility. We would expect that students should be able to conduct all tasks of a patient visit from the initial history and physical exam to the patient education and treatment discussion. Depending on the stage of their clinical year, some students may require upfront guidance on the patient encounter. We encourage you to allow the students to ask questions and review the chart with you before the initial visit, particularly if it is early in their clinical year. After the visit, students should be able to present their findings orally, write and/or dictate appropriate notes, check labs, and complete follow-up calls.

Under no circumstances should students be allowed to manage, treat or discharge a patient without direct personal involvement/supervision of the preceptor. Students must not be used as substitutes for any other member of the facility's health care team.

Preceptor Responsibilities

Orientation

Each member of the healthcare team plays a role in assuring the student has a successful rotation. Orientation should include introductions to staff, a tour of all practice sites, and a description of office and hospital protocols, routines, and scheduling. It is critical to familiarize the student with practice site routines and the location of critical resources so the student can be functional and confident in various clinical settings.

Make supervised clinical experiences available

Physician Assistant students need exposure and experience to the entire spectrum of clinical services. This should include:

- Outpatient care
- Inpatient care
- Long-term care
- Emergency room care
- Home visits

Assessing student performance

It is the responsibility of the preceptor to insure that the student is able to do the following:

- Obtain an appropriate history
- Perform a pertinent physical examination
- Interpret data gathered in the history and physical
- Communicate necessary and expected information in oral and written presentations
- Develop differential diagnoses
- Correlate clinical and diagnostic test findings
- Interpret diagnostic tests
- Develop treatment plan
- Counsel and educate the patient
- Conduct self in a professional manner

Provide student feedback

Feedback guides acquisition of medical skills and should be informative not judgmental. This can be a powerful tool in medical education providing the trainee with vital information on his or her performance, thereby setting the stage for improvement. Guidelines for giving feedback include:

- Base it on first-hand data
- Limit it to behaviors that are remediable
- Make it specific not generalized
- Refer to decision making and actions
- Guide student to appropriate resources
- Timely intervention and teaching

End-of-rotation student evaluation

An end-of-rotation evaluation form will allow you to formally document your assessment of the student's clinical competencies, skills, and professionalism. A standardized program form (Preceptor Evaluation of Student Form) is provided during the last week of each student rotation. The evaluation will be

sent directly from the school and Typhon software to preceptors emails. Once completed online it will automatically be sent to the program.

Candid evaluations help assure that these future health care providers possess the knowledge, skills and professional manners/attitudes necessary to safely and effectively perform as physician assistants.

Program Evaluation

The Preceptor Evaluation of Student provides important information about the individual student, but we are also very interested in your assessment of the didactic phase of our program. We will periodically e-mail out an Educational Effectiveness Survey, a brief questionnaire that will take only a few minutes to complete. Your feedback regarding how Rocky students as a whole are prepared as a result of their didactic training will be invaluable for improving the delivery of medical education in the classroom.

Administration of Clinical Rotations

Establishing and Maintaining Clinical Rotation Affiliations

As an accredited Physician Assistant program, we are held to specific educational standards set forth by the ARC-PA to provide and assure that all students receive comparable clinical experiences regardless of the site at which experiential training is obtained. The majority of this clinical practice must be supervised by a residency trained physician (MD or DO) or experienced Physician Assistant (PA-C). Other experienced health care providers (nurse practitioners, midwives, psychologists, etc.) can also supervise limited portions of a student's clinical training.

In order to insure program compliance with accreditation standards, all preceptors must be evaluated to insure practice settings, facilities, patient demographics, and preceptor qualifications are documented and meet program expectations for the prescribed student experiences needed.

The process of establishing a clinical preceptor site is as follows:

1. Clinician submits a Preceptor Application-Demographics Form (see APPENDIX 1)
2. Program faculty conducts site visit
3. RMC Physician Assistant Program Curriculum Committee reviews application and site visit evaluation and makes recommendation to the Program Director
4. Affiliation Agreement(s) is/are signed by both parties
5. Confirmation letter is sent to the Preceptor along with the most updated version of the Preceptor Manual
6. Identification of office contact personnel is verified
7. Availability for student placement at site is determined by Clinical Coordinator

The process for precepting RMC PA students is as follows:

1. Student is assigned to site
2. Student information is forwarded to the preceptor as well as associated practice facilities and includes:
 - a. Biography, Photograph, immunization status, date of last TB testing, FBI background check, verification of health status, Certificate of Program Malpractice Insurance, HIPPA training certification, ACLS, BLS
3. Student begins clinical rotation and presents to the preceptor the most updated version of the specialty specific objectives
4. Student will evaluate the clinical training site, learning experience, and resources
5. Preceptor will evaluate the student's performance and fax the appropriate documentation to the program during the final week of the rotation
6. Upon completion of the rotation, RMC will send out a certificate of CME: Adjunct Clinical Professorship. (A stipend is available for preceptors who do not wish to have CMEs; contact the Director of Clinical Education if interested.)

The process for maintaining a clinical preceptor site is as follows:

1. Faculty will periodically visit the site to assess student performance and observe student-preceptor interactions
2. Preceptor feedback, student feedback, and site visit data is reviewed by the program curriculum committee, which makes recommendations to Program Director to maintain the site relationship

Site Visits

In addition to the above and according to program policy, site visits are mandated under any of the following conditions:

- In reply to a preceptor request or complaint
- In response to a student's concerns, whether communicated verbally or in conjunction with the mandatory mid-rotation evaluation
- At the discretion of the program

Site visits can be requested for any reason by either the preceptor or the student by contacting the Clinical Coordinator to discuss the situation and set up a time to meet.

Rotation Grades

Preceptor evaluations of student performance account for 30% of the student's grade. To insure timely assignment of rotation grades we ask that this form be completed and faxed to the program during the last week of the student's rotation (Fax number: 406-657-1194). Students will be ineligible to take the corresponding written examination until the preceptor evaluation of student performance has been received by the program. All final clinical rotation grades are assigned by the program. Students have been informed that they are NOT to discuss grades with their Clinical Preceptors. Any questions about rotation grades are to be referred to the program faculty member who oversees the rotation.

Malpractice Insurance Coverage

RMC Physician Assistant students participating in the PA Program and assigned to a health facility for clinical experience are covered by the College's blanket malpractice insurance policy which presently contains a \$1,000,000 occurrence/\$3,000,000 aggregate coverage. A copy of the insurance certificate will be sent to each clinical site via email upon establishment of the site and yearly with the renewal of the policy.

This coverage is limited to:

- Students currently registered and matriculated in the RMC MPHA Program
- Clinical rotations approved and scheduled through the Program Clinical Coordinator
- Students participating within the guidelines outlined in the RMC PA Program Clinical Syllabus

The student will not be covered for any service or activity that is not approved and scheduled by the Program!

Physician Assistant Education

Overview

Physician Assistants are healthcare professionals licensed to practice medicine with physician supervision. They may practice in all areas of medicine. As part of their comprehensive responsibilities, PHA diagnose and treat illnesses, order and interpret tests, counsel on preventative health care, assist in surgery, and have prescriptive authority. Within the PA-Physician relationship, Physician Assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services.

We expect our students to function at a similar level as 3rd year medical students. They will be expected to assume the hours of the site/preceptor including on call and weekends.

Accreditation

Rocky Mountain College is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The Program currently holds active accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

At its March 2017 meeting, the ARC-PA reviewed all application documents submitted by the Rocky Mountain College Master of Physician Assistant Studies Program for continuing accreditation. The commission voted to grant the Rocky Mountain College Master of Physician Assistant Studies Program continuing accreditation thru March 2027.

National Certification

Only graduates from ARC-PA accredited PA programs are eligible to sit for the PANCE (Physician Assistant National Certifying Examination) and become eligible for licensure to practice. The PANCE is the entry-level exam PA's must PHAs to become nationally certified. This examination is typically taken by new graduates immediately after completing their program of study.

Program Curriculum

Core program faculty members are responsible for defining and developing the content, curriculum, and instructional design. They are also responsible for oversight of student training and experiences in all aspects of the program.

The program curriculum is divided into two major phases: the campus-based didactic phase (first 14 months), followed by the clinical experiential phase (last 12 months). During the clinical rotations, students are also required to complete a capstone research project.

The didactic phase of the program and administrative organization of the clinical phase (by course title) is outlined in the following table:

First Didactic Term (6 weeks)

Course #	SH	Course Title
PHA 575	2	Genetics & Molecular Basis of Health & Disease
PHA 508	1	Biostatistics
PHA 507	4	Clinical Human Anatomy & Physiology
TOTAL		7 Semester Hours

First Didactic Semester (~15 weeks)

Course #	SH	Course Title
PHA 501	1	Introduction to Clinical Medicine
PHA 505	3	Evidenced Based Medicine
PHA 509	1	Professional & Medical Practice Issues
PHA 518	2	Allergy & Immunology
PHA 520	3	Physical Assessment
PHA 522	2	Hematology
PHA 533	2	Infectious Disease
PHA 543	2	Endocrinology
PHA 547	2	Ophthalmology
TOTAL		18 Semester Hours

Second Didactic Semester (~15 weeks)

Course #	SH	Course Title
PHA 509	1	Professional & Medical Practice Issues
PHA 523	2	Pulmonology
PHA 524	2	Cardiology
PHA 527	2	Nephrology
PHA 531	2	Behavioral Dynamics
PHA 535	1	Gastroenterology
PHA 539	2	Neurology
PHA 546	2	Pediatrics
PHA 549	1	Oncology
PHA 550	2	Introduction to Clinical Practice
PHA 557	1	Otorhinolaryngology
TOTAL		18 Semester Hours

Third Didactic Semester (~14 weeks)

Course #	SH	Course Title
PHA 509	1	Professional and Medical Practice Issues
PHA 551	2	Urology
PHA 556	2	Surgery
PHA 561	2	Obstetrics & Gynecology
PHA 562	1	Orthopedics
PHA 572	1	Dermatology
PHA 574	1	Rheumatology
PHA 610	3	Emergency Medicine

SUMMER TERM**FALL SEMESTER****SPRING SEMESTER****Summer Semester**

PHA 621	2	Problem Based Clinical Correlation
PHA 641	2	Geriatrics
TOTAL		18 Semester Hours

Clinical Practice Experience Year (~52 weeks)

PHA 651	12	Clinical Practice Rotations I (First semester)
PHA 652	12	Clinical Practice Rotations II (Second semester)
PHA 653	12	Clinical Practice Rotations III (Third semester)
PHA 636	3	Patient Safety – Unifying Themes
PHA 638	3	Case Study & Community Education Project
TOTAL		42 Semester Hours

Didactic Curriculum: Instructional Design

The brief (6 weeks) first summer term is an orientation period that is used to provide background instruction in the basic medical sciences: clinically oriented human anatomy and physiology, genetics and molecular basis of health and disease, and biostatistics.

The following three semesters includes instruction in basic and clinical sciences integrated with specific and essential clinical skills that are needed to maximize the student's experiential learning during the clinical practice rotations. Instruction throughout this period is divided into modules which focus on specific organ systems/clinical specialties. Within each module, the students should be able to demonstrate the following specialty-specific skills and attributes:

- Basic medical knowledge

Genetics & Molecular Basis of Health & Disease	Intro to Clinical Medicine	Introduction to Clinical Practice	Problem Based Clinical Correlation
	Physical Assessment	Cardiology	Rheumatology
	Allergy & Immunology	Pulmonology	OB-GYN/ Women's Health
Biostatistics	Ophthalmology	Nephrology	Dermatology
	Hematology	Otorhinolaryngology	Surgery
	Infectious Disease	Neurology	Urology
	Endocrinology	Pediatrics	Geriatrics
Clinical Human Anatomy & Physiology	Evidenced Based Medicine	Behavioral Dynamics	Orthopedics
	Professional & Medical Practice Issues	Oncology	Emergency Medicine
		Gastroenterology	Professional & Medical Practice Issues
		Professional & Medical Practice Issues	

- History taking
- Physical Examination Skills
- Interpreting Data (labs, imaging, etc.)
- Differential Diagnosis
- Treatment Plan
- Written presentation
- Oral presentation
- Patient and family education
- Professionalism

The table below outlines the sequence of instruction during the didactic phase of the program. The content and instruction within each module is built upon information learned in preceding modules in a hierarchical fashion to maximize the educational experience.

Integrated throughout the specialty modules are several other courses which supplement the core modular instruction. These include:

- A three-semester sequence of courses (Physical Assessment, Introduction to Clinical Practice and Problem Based Clinical Correlation) designed to develop the critical oral and written communication, observational, and technical skills needed for patient assessment, medical documentation, referral/consultation, and patient education. This course series also addresses the specific practice skills needed in outpatient and inpatient practice settings.
- A two-semester sequence of courses (pediatrics and geriatrics) designed to help students develop skills needed to appropriately assess and care for patients across the life span.
- An emergency medicine course emphasizing comprehensive acute life support skills needed to practice in rural settings where immediate access to specialists and tertiary care facilities is not readily available.

Didactic Curriculum: Clinical Skills

A critical component of the didactic curriculum is the early introduction and learning of important clinical skills. Student development of these skills begins in their first didactic term with introduction to radiographic anatomy and interpretation of imaging studies. Opportunities to learn and perform important clinical skills are provided to better prepare students for their experiential clinical phase. Using each other, paid patient models, or commercial mannequins or simulators designed for specific instructional purposes, some of the skills students experience in their didactic training include:

1. Patient assessment skills
 - Obtaining comprehensive and problem-focused medical histories across the life span
 - Performing comprehensive and problem-focused physical examinations across the life span
 - Genitourinary, rectal and pelvic examinations and specimen collection
 - Comprehensive eye examination including visual acuity, fluorescein staining, slit lamp examination and measuring intraocular pressures
 - Comprehensive diabetes foot examinations including monofilament sensory testing
 - Ordering and interpreting diagnostic tests (including audiometry, laboratory assays, imaging studies, electrocardiograms and other electrodiagnostic studies)
2. Diagnostic skills
 - Medical microscopy (gram stains, KOH preparations, urine sediment)
 - CLIA waived laboratory testing (hemoglobin, hematocrit, sedrate, glucose, fecal occult blood, rapid Group A strep tests, urinalysis, pregnancy tests)
 - Perform and interpret pulmonary function testing (spirometry and peak flow)
 - Perform and interpret electrocardiograms
 - Lumbar puncture and CSF collection
3. Interventional skills
 - BLS
 - ACLS
 - PALS
 - Basic and advanced airway management skills
 - Venous and arterial access and specimen collection
 - Urinary catheterization
 - Large-joint injections
 - Casting and splinting
 - Obstetrical procedures (including delivery)
 - Wound management including suturing and incision and drainage
 - Dermatologic procedures including cryotherapy, punch biopsies and excisional biopsies

Clinical Curriculum

Students will provide you the most current syllabus/objectives for the specific rotation on the first day of the rotation. This is done to ensure you are aware of our most current educational and training goals in each specialty.

Core Rotations

To satisfy the mission of the Rocky Mountain College Physician Assistant Program, students are required to complete clinical rotations in the following disciplines under the supervision of a residency trained physician or other experienced health care provider (a minimum of one of these rotations must be located in a rural environment):

1. Family Practice
2. General Internal Medicine
3. General Pediatrics
4. General Surgery
5. Obstetrics/Gynecology
6. Psychiatry
7. Emergency Medicine
8. Elective of choice

Elective Rotation

Students are allowed to utilize six weeks of their year of clinical practice experience time to explore a particular specialty of medicine in which they have a strong interest or desire to learn more. This experience should be supervised by a residency trained physician or other experienced health care provider. The following options are available:

1. **Medical Subspecialties**: Allergy/Immunology, Cardiology, Dermatology, Hematology/Oncology, Infectious Disease, Neurology
2. **Surgical Subspecialties**: General Surgery, Cardiovascular, Neurosurgery, Orthopedics, Urology , Plastic Surgery
3. **Additional Primary Care Experience**: Hospitalist Care, Rural Health Care
4. **Medical Academia**

Student Responsibilities

Preparations

All students in the clinical year are required to have current immunizations (per CDC Healthcare Personnel recommendations) including a current TB test and will have completed a 5-panel drug screen and a criminal background check. These background checks are considered a condition of acceptance into the clinical program. Our students will all maintain current BLS, ACLS, PALS, and HIPPA certification and have been trained in surgical technique and infection control (including universal precautions and blood borne pathogen exposure policies and procedures). In addition, students are required to maintain a personal health insurance policy.

Professional conduct

We believe that a PA should possess professional attributes that will be a reflection of the PA profession. These attributes are just as important as academic and clinical skills and will be deemed as such. Students are expected to conduct themselves in a professional manner at all times. We ask to be notified immediately if there are any professionalism issues.

Professional attire

Students are required to maintain a professional appearance in dress and hygiene. Student should discuss appropriate dress code with the preceptor prior to the rotation or during the orientation. Generally, men are to wear dress slacks, shirts, and ties unless otherwise instructed by their Preceptors. Women are to wear dresses, skirts or dress slacks and blouses/sweaters. No sandals, excessive jewelry or makeup, T-shirts, or sweatshirts as outer clothing will be worn. Jeans and shorts are unacceptable attire unless otherwise specified by the Preceptor. Students are to wear a half-length white lab coat and their Rocky Mountain College Physician Assistant Student Program name tag at all times while in the clinic setting.

Attendance/Participation

Students are expected to conduct themselves in each clinical practice rotation as if they were an employee of the affiliate site. Any unexcused absence or recurring episodes of tardiness (more than 2 times during a semester) in arrival at the pre-designated place/time may result in failure of the rotation. Students have been instructed to notify the program and preceptor prior to ANY absence. Unexcused absences and/or failure to notify the Clinical Coordinator and Preceptor of anticipated absences may result in dismissal from a rotation. The Clinical Coordinator is the final approving authority for all requests to be absent for any period of time during a scheduled clinical rotation. In the event that the primary preceptor is unavailable, arrangements should be made for the student to work with an alternate preceptor.

Helpful Resources

Computer-Based Information Medium

Access to our computer-based information medium is available to all of our preceptors. Moodle can easily be accessed by going to <http://basalt2.rocky.edu> and using the login **Preceptor** along with the PAS word **rocky**. Both are case sensitive. If you have any difficulty logging into our site, don't hesitate to contact us (Carrie Hall, Director of Clinical Education, 406-657-1149). This area houses information of interest to preceptors including electronic copies of the following:

- Student Biographical Profiles
- Liability Insurance Documentation
- Specialty Specific Rotation Objectives
- Electronic Version of Preceptor Manual
- Electronic Version of Student Handbook
- Links to PA Professional Resources
- Procedures Checklists
- Preceptor Evaluation of Student Form
- Educational Effectiveness Survey
- Preceptor Application-Demographics Form
- Individual Preceptor Affiliation Agreement Form
- Institutional Affiliation Agreement Form

Preceptor Development Program

The Mountain Area Health Education Center of North Carolina (MAHEC) has created a user friendly website designed to facilitate preceptors in their efforts to educate clinical students. The site can be accessed at <http://www.mahec.net/pdp> and includes the following:

- Strategies for integrating learners into a busy practice
- E-learning tools that include a number of different modules on precepting skills such as setting expectations, giving feedback, and the evaluation of learners.
- For a nominal fee, CME credit is available after completing a module.
- A list of resources

PA Competencies

The National Commission on Certification of Physician Assistants (NCCPA), in conjunction with the AAPA, PAEA and ARC-PA, has developed a document entitled *Competencies for the Physician Assistant Profession* which is available online at: <http://www.nccpa.net/pdfs/Definition%20of%20PA%20Competencies%203.5%20for%20Public%20ation.pdf>. This document serves as a foundation by which Physician Assistants can chart their individual course toward attaining the fundamental competencies of the PA profession.

National Certification Examination Content Blueprint

The National Commission on Certification of Physician Assistants (NAAPA) has published an examination content blueprint that identifies the subject matter included on both the initial certification examination as well as the recertification tests. Physician Assistants must pass every six years to maintain a Certified Physician Assistant (PA-C) status. This same content outline is utilized by the Rocky Mountain College Physician Assistant program to identify the knowledge base our students are required to review/study during their year of clinical experience rotations. This information can be obtained online at http://www.nccpa.net/EX_sample.aspx

Program Contact Information

We strongly encourage Preceptors to contact us at any time during the rotation to discuss concerns regarding the students' performance. The Preceptor is **critical** in the clinical year to assist the Program in evaluating students' knowledge, skills, and professionalism. It is vital to the success of the student and the Program to identify weaknesses early so they may be addressed.



Physician Assistant Program

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Toll-Free: 800-877-6259
Fax #: 406-657-1194

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Appendices

APPENDIX 1 – PRECEPTOR APPLICATION-DEMOGRAPHICS FORM

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Rocky Mountain College Master of Physician Assistant Studies Program

1511 Poly Drive, Billings MT 59102

Phone: 406-657-1190

Fax: 406-657-1194

Preceptor Name: _____

Credentials (Circle One): MD DO NP PA How many years of experience: _____

Facility/Clinic/ Practice Name: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Telephone: _____ Fax: _____

Email: _____

Medical License (State and #) _____

Medical Specialty:

- | | |
|--|--|
| <input type="radio"/> Family Practice | <input type="radio"/> Pediatrics |
| <input type="radio"/> Internal Medicine | <input type="radio"/> Emergency Medicine |
| <input type="radio"/> Women's Health | <input type="radio"/> Surgery |
| <input type="radio"/> Behavioral Medicine/Psych. | <input type="radio"/> Other: _____ |

Medical School and/or Educational Background

Medical/PA/NP School: _____ Year Graduated: _____

Internship: _____

Location	Years (From-To)	Specialty
----------	-----------------	-----------

Residency: _____

Location	Years (From-To)	Specialty
----------	-----------------	-----------

Fellowship or other _____

Post-graduate training: Location Years (From-To) Specialty

Are you currently board certified in any Family Practice or other specialty(ies)? ☐ Yes ☐ No ☐ N/A

If so, which Board(s)? _____

Practice Demographics

Patient Population: Please **approximate** the percentage of your patient population by:

Age: _____%	_____%	_____%	_____%	_____%	Gender: _____%	_____%
(yrs) 0-12	13-18	19-39	40-65	65+	Male	Female

Please **approximate** the percentage of patients you see for the following categories:

Routine office visits	_____%	Pediatrics	_____%
Chronic Disease	_____%	Well Baby/child	_____%
Routine Physical Exam	_____%	Behavioral Medicine	_____%
Gynecology	_____%	Inpatient-Hospital	_____%
Pre- Natal/Obstetrics	_____%	Long Term Care	_____%
Family Planning	_____%	Urgent Care	_____%
Preventative Medicine	_____%	Other: _____	_____%

Approximately how many hours do you work each week? _____ hours

Facility Information

Please check the primary **practice type**:

- | | | |
|--|---------------------------------------|---|
| <input type="checkbox"/> Health Maintenance Organization | <input type="checkbox"/> Hospital | <input type="checkbox"/> Private Solo Practice |
| <input type="checkbox"/> Managed Care organization | <input type="checkbox"/> Military/VA | <input type="checkbox"/> Private Group Practice |
| <input type="checkbox"/> Multispecialty clinic/group | <input type="checkbox"/> Other: _____ | |

Is your practice site a designated a:

- ☐ Rural Health Clinic
☐ County or Public Health Agency or Jail
☐ OSHPD- designated for the underserved

Is your site a **US Federally Designated**:

- ☐ Community Health Clinic
☐ Homeless Health Care Site
☐ Rural Health Clinic

Practice Facility and Personnel

How many exam rooms are available to you each day? _____

Does the office have a laboratory? [] Yes [] No

Do you have in-office radiology? [] Yes [] No

Do you have PACs radiology access? [] Yes [] No

Do you currently employ PA-Cs or NP-Cs? [] Yes [] No

Are there current medical references available? [] Yes [] No

Do you use an electronic medical record? [] Yes [] No

Institutional Privileges: Current Hospital and/or Long Term Care Facility Privileges

Institution Name	Location (City/State)	Facility Type (Hospital/SNF/Surgicenter)	Status of Privileges (Active/Consultant)

Additional Information

Have you precepted a PA or any other student medical professionals? [] Yes [] No

If so, what type of students? _____

Have you ever been a Preceptor for Rocky Mountain College PA Program? [] Yes [] No

If so, **when** was your last student? _____

Are you currently a member of our **Clinical Adjunct Faculty**? [] Yes [] No [] Don't know

Have you ever held an appointment with any medical program faculty? If so, Please indicate the school, your title, and the dates. (or attach CV or Resume)

Do you have any personal Educational/Research Interests? _____

Are you interested in participating in our didactic year education as guest lecturer? [] Yes [] No

How many students would you be willing to precept each year (rotations are 6 weeks in length)? _____

Is there a supplemental or other Preceptor available in your absence? [] Yes [] No

If so, please specify (Name and title): _____

IMPORTANT: If you are a PA-C or NP-C list one MD/DO preceptor _____

IMPORTANT: WHO SHOULD BE THE CONTACT PERSON IN YOUR OFFICE?

Name: _____ Title: _____ Phone: _____

IMPORTANT: FOR PRECEPTORS PERFORMING SURGICAL AND OB/GYN PROCEDURES: Whom should we contact to ensure credentialing for our students at your affiliate Hospital and/or Clinic (i.e, Education Office, Human Resources)?

Name: _____ Facility: _____ Phone: _____

Name: _____ Facility: _____ Phone: _____

Thank you for your time and assistance in completing this application for Preceptorship. Should you have any information regarding this application, please call the PA Program Office at 406-657-1190 or e-mail carrie.hall@rocky.edu

Preceptor Manual

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