

# Clinical Year Student Handbook



# MARQUETTE UNIVERSITY

---

**College of Health Sciences**  
Physician Assistant Studies

August 2025-August 2026  
Class of 2026

# TABLE OF CONTENTS:

## Contents

<b>TABLE OF CONTENTS:</b> .....	<b>2</b>
<b>SECTION I: GENERAL INFORMATION</b> .....	<b>4</b>
<i>DEPARTMENT CONTACT INFORMATION</i> .....	<i>4</i>
<b>SECTION II: ACADEMIC &amp; ADMINISTRATIVE POLICIES &amp; REGULATIONS</b> .....	<b>5</b>
<i>MARQUETTE UNIVERSITY PHYSICIAN ASSISTANT PROGRAM CLINICAL YEAR HONOR CODE</i> .....	<i>5</i>
<i>ACADEMIC INTEGRITY</i> .....	<i>6</i>
<i>MATRICULATION TO CLINICAL YEAR</i> .....	<i>7</i>
<i>CLINICAL EDUCATION OVERVIEW</i> .....	<i>7</i>
<i>GENERAL CLINICAL YEAR REQUIREMENTS</i> .....	<i>8</i>
<i>REMEDIATION OF PHYSICIAN ASSISTANT STUDIES COURSES</i> .....	<i>8</i>
<i>ATTENDANCE EXPECTATION</i> .....	<i>11</i>
<i>DISCRETIONARY DAY POLICY</i> .....	<i>13</i>
<i>HEALTH INSURANCE &amp; HEALTH MAINTENANCE POLICIES</i> .....	<i>13</i>
<i>IMMUNIZATIONS AND HEALTH MAINTENANCE POLICY REQUIREMENTS</i> .....	<i>14</i>
<i>INTERNATIONAL TRAVEL</i> .....	<i>15</i>
<i>EXPOSURE POLICY</i> .....	<i>16</i>
<i>LATEX ALLERGY</i> .....	<i>17</i>
<i>INFECTIOUS DISEASE POLICY</i> .....	<i>17</i>
<b>SECTION III: CLINICAL YEAR CLERKSHIPS AND CURRICULUM</b> .....	<b>18</b>
<i>MU PA PROGRAM EDUCATIONAL GOALS</i> .....	<i>18</i>
<i>MU PA PROGRAM EDUCATIONAL COMPETENCIES &amp; LEARNING OUTCOMES</i> .....	<i>18</i>
<i>MU PA PROGRAM TECHNICAL STANDARDS</i> .....	<i>20</i>
<i>CLINICAL YEAR DATES &amp; TIMELINES</i> .....	<i>23</i>
<i>CLINICAL COURSE DESCRIPTIONS</i> .....	<i>25</i>
<i>CLINICAL YEAR COURSE REGISTRATION INFORMATION</i> .....	<i>26</i>
<i>PHAS 7986 COURSE EVALUATION AND GRADING</i> .....	<i>27</i>
<i>PHAS 7887 COURSE EVALUATION AND GRADING</i> .....	<i>31</i>
<i>PHAS 7997 101/102 COURSE EVALUATION AND GRADING</i> .....	<i>35</i>
<b>SECTION IV: CLINICAL YEAR RESPONSIBILITIES</b> .....	<b>36</b>
<i>RESPONSIBILITIES OF THE PRECEPTOR</i> .....	<i>36</i>

<i>RESPONSIBILITIES OF THE PHYSICIAN ASSISTANT STUDENT.....</i>	<i>37</i>
<i>RESPONSIBILITIES OF THE PHYSICIAN ASSISTANT DEPARTMENT .....</i>	<i>38</i>
<b>SECTION V: RESOURCE INFORMATION.....</b>	<b>38</b>
<i>MARQUETTE UNIVERSITY CAREER SERVICES .....</i>	<i>38</i>
<i>MARQUETTE SCHOLARSHIPS .....</i>	<i>39</i>
<i>STATE SCHOLARSHIPS .....</i>	<i>39</i>
<i>NATIONAL SCHOLARSHIPS/GRANTS .....</i>	<i>40</i>
<i>PROFESSIONAL AND STUDENT PHYSICIAN ASSISTANT ORGANIZATIONS .....</i>	<i>40</i>
<i>PHYSICIAN ASSISTANT NATIONAL CERTIFICATION EXAM (PANCE).....</i>	<i>41</i>
<i>WISCONSIN STATE LICENSURE/ TEMPORARY STATE LICENSURE .....</i>	<i>42</i>

## SECTION I: GENERAL INFORMATION

### DEPARTMENT CONTACT INFORMATION

Michael Toppe, PA-C, DMSc  
Program Director, Associate Clinical Professor

Robert Paxton, PA-C, MPAS  
Associate Program Director, Director Didactic Education, Clinical Professor

Joshua Knox, PA-C, M.Ed  
Chair, Assistant Director of Curriculum Development, Clinical Professor

Patrick Loftis, PA-C, MPAS, RN  
Associate Chair, Clinical Professor

Sarah Misustin, PA-C, MPAS  
Director of Clinical Education, Clinical Associate Professor

William Beer, M.D.  
Medical Director

Jeremy Barrett, PA-C, MPAS  
Clinical Associate Professor

Amie Billstrom, PA-C, MMS  
Clinical Assistant Professor

Cathy Bril, PA-C, MPAS  
Clinical Professor

Francesca Johnson, PharmD, M.Ed  
Clinical Assistant Professor

Anne Melvin, PA-C, MPAS  
Assistant Director of Clinical Education, Clinical Assistant Professor, Clinical Coordinator

Kimberly Thiery, MSW  
Director of Assessment, Clinical Assistant Professor

Heidi Toth, PA-C, MPAS  
Clinical Assistant Professor, Clinical Coordinator

Alyssa Truong, PA-C, MMS  
Clinical Assistant Professor

Nicole Winchester, PA-C, MPAS  
Clinical Assistant Professor

Lori Kazaks  
Program Specialist

Erica Galligan  
Administrative Assistant

Grace Moone  
Administrative Assistant

Kimberly Urbain  
Administrative Assistant

## SECTION II: ACADEMIC & ADMINISTRATIVE POLICIES & REGULATIONS

Students in the Department of Physician Assistant Studies are participants in a professional training program whose graduates assume positions of high responsibility as providers of health care. Students must have exceptional academic and clinical skills but also must demonstrate interpersonal skills, reliability, professional appearance and conduct. Deficiencies in any of these areas will be brought to the student's attention. Continued deficiencies may result in disciplinary actions, including dismissal.

### MARQUETTE UNIVERSITY PHYSICIAN ASSISTANT PROGRAM CLINICAL YEAR HONOR CODE

In order to represent myself and the program in the best light, I will abide by the following honor code:

#### *Attendance*

I know that attendance is mandatory. I will arrive and be ready to work at least five minutes before the required time. I understand if I am reported tardy (more than 10 minutes) on clinical rotation, or if I do not report for rotation that day, that my final grade for that clinical rotation will be reduced 3% for each occurrence.

#### *Schedule*

I understand that the clinical rotation schedule is at the discretion of the clinical rotation Preceptors. I understand that I am expected to be available for clinical rotations from 8:00am until 5:00pm Monday-Friday, at a minimum. Due to the nature of clinical rotations however, exceptions to this time frame may require early morning, evening, overnight, holiday, call responsibilities, and weekend involvement. I may be expected to participate in clinical assignments in the remote capacity.

#### *Electronics*

During clinical rotations cell phones will be turned off and out of sight during the workday. Computers may be used only for clinical rotation purposes and will not be used to surf the internet. ***If phones are used for Exxat purposes or to access medical resources, I will notify my preceptor and request permission from them first. I will adhere to the Social Media Policy.***

#### *Attire*

I recognize that I am a student in a professional program and represent Marquette University. As a representative of this program, I am aware that my outward appearance should be reflective of my personal desire to be perceived as a competent healthcare professional, cast the PA profession in a positive light, and promote Marquette University's positive image.

My attire will always be neat, clean, and properly fitting. I understand that the following attire is considered inappropriate:

- Revealing clothing (see-through or lace shirts/clothing, spaghetti straps, visible cleavage, short skirt/shorts, tight-fitting tops, or skin showing between the shirt and

- pants).
- Hats/scarves unless worn for religious/cultural purposes.
- Facial, including tongue piercings, unless small piercings for religious/cultural purposes.
- Clothes/tattoos displaying inappropriate language or graphics.
- Clothes displaying support of any political group, movement or views, or jargon that associates the student with support of any such group.
- Low-riding pants that potentially show my underwear or skin in the midriff/waist area.
- Bare feet.

### *Community Behavior*

I understand that I represent myself and the MU PA Program in public. Any inappropriate behaviors at MU-sponsored events or informal gatherings where I am known to be from the program reflect poorly on me and perception of the program in general. I am proud to be associated with the MU PA Program and all its class members.

### *Clinic Behavior*

I will abide by the rules of the office, clinic, or hospital in which I am placed. I understand that I am a guest in the facility and appreciate the opportunity to participate in patient care and learn. I understand the absolute importance of patient confidentiality in the community.

### *Cheating*

I know that if one person cheats, the integrity of the whole program is compromised. I will neither give nor receive aid in examinations or assignments unless expressly permitted by the instructor. I will not solicit aid or provide aid for in-person or online exams and assessments including AI generated responses. I will report anyone I see or hear of cheating on a test, OSCE, lab, or an assignment. I will not share information about examinations with peers or undergraduates. I will abide by the attached test-taking guidelines for D2L and Respondus. Please see the [HESP Bulletin](#) for the process in the event of a violation.

### *Communication with the Program*

I will check my MU email account daily for communication from the program. I understand the faculty is available to me as a resource throughout my clinical year. I understand I am expected to reply to emails related to my clinical year within 2 business days.

## ACADEMIC INTEGRITY

Students, faculty, and staff at Marquette University developed a [Statement on Academic Integrity](#) that recognizes the importance of integrity, both personal and academic, and includes an Honor Pledge and Honor Code applicable to all.

### ***The Honor Pledge***

I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor, and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.

### **Student Obligations Under the Honor Code**

1. To fully observe the rules governing exams and assignments regarding resource material, electronic aids, copying, collaborating with others, or engaging in any other behavior that subverts the purpose of the exam or assignment and the directions of the instructor.
2. To turn in work done specifically for the paper or assignment, and not to borrow work either from other students, or from assignments for other courses.
3. To give full and proper credit to sources and references, and to acknowledge the contributions and ideas of others relevant to academic work.
4. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
5. To complete individual assignments individually, and neither to accept nor give unauthorized help.
6. To accurately represent their academic achievements, which may include their grade point average, degree, honors, etc., in transcripts, in interviews, in professional organizations, on resumes and in the workplace.
7. To report any observed breaches of this honor code and academic honesty.

## MATRICULATION TO CLINICAL YEAR

Students may not enter the final year of the PA program unless their undergraduate degree has been awarded and they have successfully completed the didactic curriculum according to the Academic Progress Protocol, including all successful remediations of major assessments and second challenges of the MUPA learning outcomes and instructional objectives.

## CLINICAL EDUCATION OVERVIEW

The faculty working in clinical education are responsible for developing and maintaining clinical sites and facilitating the selection of clinical placements. The clinical team considers the student requests for elective placements; however, the MU PA Program holds final discretion in forming the clinical year schedule. Care is taken to balance placing each student at academically strong clinical sites and providing elective experiences. Locations where students have housing are also considered for placing students when it is feasible for the overall scheduling. **Once the schedule is released to students, changes are not made due to student requests unless it is to accommodate the preceptor's schedule or request.** The program occasionally will receive canceled rotations or a change in preceptors requiring changes to the students' clinical schedules. All changes are at the discretion of the clinical team. Care is taken to provide a fair and equal process across all student schedules.

A student's performance on his/her clinical rotation is judged on the evaluation of learning outcomes, instructional objectives, and competencies, including technical skills and professional behavior, both of which are critical to the education of an entry-level PA. The students learn early in the curriculum the importance of professional behaviors in clinical practice and how these essential skills augment clinical skills. Students are assessed on professional behaviors in the classroom and the clinic setting to promote the development of effective student performance in both arenas. The program's experience with student performance in the clinical setting suggests that failures in the clinical practicum experiences are predominantly due to inappropriate professional behaviors or conduct rather than a lack of technical knowledge or skill.

Marquette University and the affiliating clinical rotation facilities have specific requirements for health insurance, BLS, ACLS certification, immunizations, background checks, and health screening (TB/Drug Screening, etc.). Students are required to provide documented proof of their compliance, keep these requirements up-to-date, and upload to the Castle Branch site, Exxat, and their clinical sites. Also, some clinical sites have additional requirements for clinical rotation participation, which are outlined in their designated file on Exxat or other student education systems. Students must obtain the appropriate documentation and/or complete paperwork/educational modules if going to any of these sites. Some affiliations provide the student with amenities such as housing or meals. Students are responsible for travel, housing, meals, transportation, etc., where not provided. Failure to meet the required health screening and immunizations may result in delayed graduation or dismissal from the program.

## GENERAL CLINICAL YEAR REQUIREMENTS

1. Students are required to participate in patient care at a level identical to that required by the clinical faculty preceptor (Staff, Resident, PA, MD, NP).
2. Students are required to be in attendance for hours beyond the usual classroom/clinical schedule as required for full participation in all patient care activities. These are not 8am to 5pm experiences during the clinical year.
3. "On-call" assignments (typically nights and/or weekends) are at the discretion of the clerkship preceptor or the designated clinical faculty and are expected as a clerkship requirement.
4. Mandatory attendance for clinical-related work is required.
5. Students are required to complete each clerkship with a final grade of C or better. This also includes passing the final preceptor evaluation with a minimum score of 70% and no areas/marks of "strongly disagree" or "disagree."
6. The clinical year does not follow the Marquette University calendar as it relates to scheduled breaks and holidays. Please see the outlined dates of clinical rotations in this handbook, subject to change at the discretion of the Program Chair and Department of Physician Assistant Studies.

## REMEDIATION OF PHYSICIAN ASSISTANT STUDIES COURSES

Within a course, an instructor may use several evaluation tools to determine a course grade. Within this framework, a student may perform below the required academic standards in certain content areas. In such circumstances, specific content areas may require remediation.

Remediation will occur whenever a student achieves less than a score of 70% on any assessment. If remediation is required for an assessment, the clinical faculty will contact the student to discuss study strategies. Additional academic resources include the Office of Student Educational Services: <https://www.marquette.edu/oses/>. Remediation requirements will be determined by the course directors, and the content needed to remediate is at the discretion of the course directors. Remediation requirements should be completed within 1-2 weeks from the initial faculty-student meeting or as directed by the course director.

When the course directors require remediation of a student, it does not affect the exam grade, nor does it improve the clinical rotation grade. Remediation is required to ensure that the course learning objectives missed based on assessment results are accomplished by the student before graduation. Upon successful completion of the remediation, a note of completion will be added to the student's record; however, the initial grade will stand. All remediation outcomes will



also be reported to the Assessment Committee and reviewed by the Progress and Promotion Committee.

To successfully remediate, the student must achieve at least 70% on the reassessment tool. If the remediation score is less than 70%, a student will come before the Progress and Promotion Committee, and the student may be placed on Academic Probation and College Academic Alert (CAA). Additionally, the clinical faculty will place the student on a study action plan with assignments based on deficient areas.

If a student fails a first remediation assignment (<70%), the earned grade will not change, he/she will be required to meet with the Progress and Promotion Committee, and the student will be **placed on College Academic Alert (CAA) (if not previously done) and academic probation**. See conditions of academic probation below. Students must pass a second remediation assessment ( $\geq 70\%$ ) of the failed material or will be given a zero for the grade on the initial assessment.

Subsequent failed remediations (<70%) of future assessments in that course will result in a zero for each assessment. Any student who fails to complete a remediation assignment will receive a zero, regardless of whether it is the first remediation of the course or semester.

***Total PHAS 7986 Remediations Allowed Per Clinical Year:***

A student may remediate up to **TWO** of the PHAS 7986-course assessments in the clinical year. Course assessments include EOR exams, Preceptor End of Rotation Evaluations, and Professionalism.

If a third failure/remediation occurs during the clinical year on any 7986 assessment, the student will come before the Progress and Promotion Committee. The Committee has the discretion to dismiss the student or delay graduation and require the student to successfully complete additional, program-selected, clinical rotations before granting the student a degree in Physician Assistant Studies. Students will be **placed on College Academic Alert (CAA) (if not previously done) and academic probation** at this point and, at the conclusion of the semester, may be dismissed, decelerated, or placed on conditional academic probation.

***Total PHAS 7887 Summative Evaluation Remediations Allowed Per Clinical Year:***

A student may remediate up to **ONE** of the 7887 Summative Course assessments in the clinical year. Course assessments include the Summative OSCE encounter, Summative OSCE Note, Summative Technical Skills Assessment, and PAEA End of Curriculum Exam (Summative Exam).

If a second failure of a PHAS 7887 summative evaluation assessment occurs, the student will come before the Progress and Promotion Committee. The Progress and Promotion Committee has the discretion to dismiss the student or delay graduation and require the student to successfully complete additional, program-selected clinical rotations before granting the student a degree in Physician Assistant Studies. Students will be **placed on College Academic Alert (CAA) (if not previously done) and academic probation** at this point and, at the conclusion of the semester, may be dismissed, decelerated, or placed on conditional academic probation.

***Total PHAS 7887 OSCE/Misc Remediations Allowed Per Clinical Year:***

A student may remediate up to **TWO** of the PHAS 7887 course assessments in the clinical year. Course assessments include any OSCE encounter or note, case presentations, book presentation, clinical notes, participation, or professionalism.

If a third failure of a PHAS 7887 OSCE or misc. assessment occurs, the student will come before the Progress and Promotion Committee. The Progress and Promotion Committee has the discretion to dismiss the student or delay graduation and require the student to successfully complete additional, program-selected clinical rotations before granting the student a degree in Physician Assistant Studies. Students will be **placed on College Academic Alert (CAA) (if not previously done) and academic probation** at this point and, at the conclusion of the semester, may be dismissed, decelerated, or placed on conditional academic probation.

**Total PHAS 7997 Remediations Allowed Per Clinical Year:**

A student may remediate up to **ONE** PHAS 7997 Master's Capstone assessment in the clinical year. Course assessments include the critically appraised topic (CAT) final paper, CAT paper presentation, professionalism, or journal club presentation in the clinical year.

If there is a second failure of a PHAS 7997 assessment, the student will come before the Progress and Promotion Committee, and **students will be placed on College Academic Alert (if not previously done) and academic probation**. The Progress and Promotion Committee has the discretion to dismiss the student, assign a zero for the assignment, or place the student on academic probation with conditional promotion. Additionally, one's graduation may be delayed until the student successfully completes additional, program-selected research activities. Failure to successfully complete the additional requirements may lead to dismissal from the program (CAA with dismissal).

**Total Aggregate Allowed Clinical Year Remediations in PHAS 7986, 7887 & 7997:**

A student can remediate up to **FOUR** aggregate assessments within the clinical year for PHAS courses.

After four remediations, the student must meet with the Progress and Promotion Committee. The Progress and Promotion Committee has the discretion to dismiss the student or delay graduation and require the student to successfully complete additional, program-selected clinical rotation(s) before granting the student a degree in Physician Assistant Studies. Students may be placed on CAA and/or academic probation prior to failing four assessments. If four aggregate assessments are failed, students will be **placed on College Academic Alert (CAA) and academic probation** at this point and, at the conclusion of the semester, may be dismissed, decelerated, or placed on conditional academic probation.

**Conditions of Promotion on Academic Probation:** (subject to change at the discretion of the MUPA Program)

1. Must pass any pending remediation. The course instructor will determine the remediation content, format, and timeline. If the remediation is unsuccessful ( $\geq 70\%$ ), the student will be dismissed immediately.
2. Must maintain a term and cumulative GPA of 2.800 or higher at the conclusion of the semester.
3. Must pass all courses with a grade of C or better.
4. No further failed assessments are allowed. Failure of assessments will result in dismissal from the program.

Once remediation is required for an assessment, it is encouraged that the student discuss study strategies with the course director and/or academic advisor. Additional academic resources include the Office of Student Educational Services: <https://www.marquette.edu/oses/>

PHAS 7986 SCPEs	PHAS 7887 Summative Evaluation	PHAS 7887 Clinical OSCE Events	PHAS 7887 Misc	PHAS 7997 Capstone
<b>Assessments:</b> <ul style="list-style-type: none"> <li>• End-of-Rotation Exams</li> <li>• End-of-Rotation Preceptor Evaluations of Student</li> <li>• Professionalism</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>• Summative OSCE Encounter or Note</li> <li>• PAEA End-of-Curriculum Exam</li> <li>• Summative Technical Skills Assessment</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>• OSCE #1 Encounter or Note</li> <li>• OSCE #2 Encounter or Note</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>• Case Presentations (2)</li> <li>• Book Presentation</li> <li>• Clinical Notes (2)</li> <li>• Participation</li> <li>• Professionalism</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Presentation</li> <li>• Professionalism</li> <li>• Journal Club</li> </ul>
<b>Threshold:</b> <ul style="list-style-type: none"> <li>• Max remediations 2/year</li> <li>• If <math>\geq 2</math> failures</li> <li>• Possible delayed graduation</li> <li>• Academic or professional probation</li> <li>• Repeat SCPE</li> </ul>	<b>Threshold:</b> <ul style="list-style-type: none"> <li>• Max remediation 1/year</li> <li>• If <math>\geq 1</math> failure</li> <li>• Possible delayed graduation</li> <li>• Academic probation</li> <li>• SCPE schedule reconfiguration vs repeat core SCPE vs additional SCPE</li> </ul>	<b>Threshold:</b> <ul style="list-style-type: none"> <li>• Max remediation 2/year</li> <li>• If <math>\geq 2</math> failure</li> <li>• Possible delayed graduation</li> <li>• Academic probation</li> <li>• SCPE schedule reconfiguration vs repeat core SCPE vs additional SCPE</li> </ul>	<b>Threshold:</b> <ul style="list-style-type: none"> <li>• Max 2 remediation/year</li> </ul>	<b>Threshold:</b> <ul style="list-style-type: none"> <li>• Max 1 remediation</li> </ul>

**\*\*ALLOWED UP TO 4 TOTAL REMEDIATIONS ACROSS THE 3 COURSES\*\***

## ATTENDANCE EXPECTATION

Students in the Department of Physician Assistant Studies participate in a professional training program, and graduates assume positions of high responsibility as health care providers. Students must have academic and clinical skills but also must demonstrate interpersonal skills, reliability, professional appearance, and conduct. Deficiencies in any of these areas will be brought to the student's attention. Continued deficiencies may result in disciplinary actions, including dismissal. The PA Program follows the Office of the Provost's Undergraduate Attendance Policy (see handbook) and has adopted the same rules for the Professional PHAS courses. A withdrawal from a course may result if too many absences/tardiness are accrued. Any withdrawal from a course in any year of the PA curriculum may result in automatic dismissal from the program. There is not sufficient time to repeat coursework as makeup.

Attendance and participation are mandatory for **all** components of the clinical year, including

clerkship days and return-to-campus events. If a student has an unexcused absence for any of these sessions, the student will be brought before the Progress and Promotion Committee. This may result in delayed graduation or dismissal from the program.

Students who are ill or anticipate absence for a family emergency must immediately contact the Director of Clinical Education, Program Director, or PA's main office. All students must consult with the course instructor(s) missed for makeup, if necessary. All missed labs and OSCEs must be made up on scheduled makeup days to progress in the program. Faculty have scheduled makeup days for students to complete missed work that is mandatory to progress. Absences due to illness will be reviewed on a case-by-case basis. Students who are given a "day off" by the preceptor without an opportunity to make up the day must contact the PA Program to plan for asynchronous work.

While every effort will be made to assist students with an excused absence for an illness or family situation, ***anyone who misses more than two scheduled days in a rotation will need to work with the program for missed time to ensure progression in the program.*** The program may require an extension of training time or a repeat of the entire clerkship. This may result in being assigned to a different preceptor based on the program's scheduling needs. In any case, such a repeat would necessitate delaying the student's graduation until all learning outcomes and competencies have been successfully completed.

The program will track attendance. ***If an unreported absence is discovered, the professionalism grade of the clerkship will be reduced by 10%.*** More than one day of unreported absences in a year will result in review by the Progress and Promotion Committee, with possible dismissal from the program. Attendance before and beyond the usual "8 to 5 day" occurs regularly in the clinical year. Students are expected to remain and participate in all instances. There are a few excused absences that are acceptable.

#### **Absences:**

Must be emailed to [MissedDaysMUPA@marquette.edu](mailto:MissedDaysMUPA@marquette.edu) or call the Program office by 9:00am the day of absence, 414-288-5688. They should additionally be put into the student leave tab in Exxat.

*Acceptable excused absences include the following:*

1. Immediate family illness/death or of the spouse/significant other, including parents, siblings, grandparents, children, or spouse.
2. Student's own personal health concerns/sick days. Each day of absence must be reported.
3. Travel days to distant sites between clerkships requiring extensive travel time

*Unexcused absences include the following:*

1. Leaving clerkship before being excused by the preceptor
2. Weddings
3. Family vacations/engagements
4. Illnesses/death of non-immediate family persons
5. Car/traffic problems
6. Alarm clock problems
7. Employment conflicts
8. Child/elder care conflicts

## DISCRETIONARY DAY POLICY

The PA Program recognizes that important family or personal events may occasionally necessitate a student's absence from rotation. Each student is allotted **FOUR** discretionary days of absence, which may be used in the clinical year and must be approved by the clinical faculty.

Examples of discretionary day use are weddings, family vacations, illnesses/deaths of non-immediate family persons and pets, interviews, etc.

***A discretionary day may not be taken on a Return to Campus Day.*** All discretionary days must be ***submitted for approval at least two weeks in advance.*** The student must gain approval from the preceptor and the clinical faculty. ***You may not take discretionary days during the last week of your final clinical rotation (clerkship 8). Discretionary days may not be taken during the first two days or the last two days of a rotation. You may not take more than two in a row or miss more than two days in any given rotation*** (between discretionary days and excused illnesses).

### ***Procedure for taking a discretionary day:***

Discretionary day requests must be emailed to [misseddaysMUPA@marquette.edu](mailto:misseddaysMUPA@marquette.edu) two weeks in advance for approval. The student should attach the discretionary day sheet with the preceptor's signature indicating preceptor approval. This document should additionally be uploaded into the student leave tab in Exxat once the clinical faculty has granted approval. Either the clinical faculty signature on the form or the response email can serve as approval from the clinical team.

The PA Program is to make the determination to grant or disallow within 48 hours of receipt and send notification of the decision to the student via email.

## HEALTH INSURANCE & HEALTH MAINTENANCE POLICIES

### ***Health Insurance Policy:***

Students are required by Marquette University Physician Assistant Program to carry personal health insurance throughout the duration of their studies. You are not covered by Marquette University or a rotation site's employee health policy in the case of an injury, needle stick, or illness during your didactic or clinical year experiences.

If you do not have health insurance, you will not be eligible for placement at clinical rotation sites, as this is a condition of your placement. The inability to provide health insurance, or a lapse in your coverage, may result in a delay of graduation.

As a result of the Affordable Care Act, most Marquette students are entitled to coverage through age 26 under health care policies purchased by their parents. Marquette students who otherwise lack access to health insurance may purchase policies through health insurance exchanges.

A Health Insurance verification form must be signed and on file with Castle Branch. Faculty are not available to answer or evaluate personal healthcare issues of individual students except in the case of an emergency.

### ***Immunizations and Health Maintenance Policy:***

All clinical year students **MUST** be up to date with all immunizations and health maintenance requirements. ***Failure to comply will result in the inability to begin or continue the clerkship experience and may delay graduation.***

\*\*\*Disclosure of Medical Information Release form must be signed and on file with Castle Branch.

## IMMUNIZATIONS AND HEALTH MAINTENANCE POLICY REQUIREMENTS

The students are required to provide proof of their up-to-date immunizations, titers, and annual health maintenance assessments for all of the following:

1. Titer Requirements: (Hard copy of titers required)
  - Hepatitis B
  - Varicella\* (If applicable – see Varivax below)
  - MMR\* (If applicable – see MMR below)
2. Immunization Requirements:
  - Adult Tdap
    - **MUST** have received 1 dose of Tdap in adult life. If Tdap not previously received as an adult – must obtain Tdap, regardless of date of last Td booster. Thereafter, Td every 10 years.
  - Td
    - **IF** Adult Tdap > 10 years ago
  - Polio Series
  - Measles, Mumps, Rubella Series
    - Immunization record must show: 2 doses of Measles, Mumps, Rubella (MMR) vaccinations after 1 year of age, given at least 1 month apart.
    - State Immunization Registry is also accepted.
    - If unable to provide documented immunization record/registry, a Measles, Mumps, and Rubella titer is required.
  - Hepatitis A Series (two doses required)
  - Hepatitis B Series
    - Childhood series and positive titer
    - If negative titer, repeat 3 dose series or Heplisav (2) dose series and repeat titer
  - Varivax
    - Two (2) doses required.
    - If you have not had 2 doses of vaccine, you must obtain a titer.
    - History of the disease is not accepted as proof of immunity.
  - COVID-19 vaccination and booster
    - Must be fully vaccinated
    - Must be compliant with CDC recommendations for annual booster

For individuals known to have an elevated susceptibility to infections (including, but not limited to, persons with anatomic or functional asplenia, persistent complement component deficiencies, or HIV), see the CDC's recommendations for ***Immunization of Health-Care Personnel/Recommendations of the Advisory Committee on Immunization Practices (ACIP)*** for additional detailed immunization recommendations.

3. Annual Requirements:

- TB Test Requirements:
  - Students are required to have a TB test **ANNUALLY** and provide the PA Studies Department with a hard copy of the results.
  - If the Quantiferon Gold or Mantoux skin TB Test is Positive, you must provide the date the test was positive and a negative chest x-ray report. Thereafter an **ANNUAL** Periodic Health Assessment Form must be completed, signed by a health care provider, and forwarded to the Department of Physician Assistant Studies for your file.
- Annual Physical Examination
  - A Required Annual Physical Screening Form must be completed, signed by a health care provider, and uploaded to Certified Background by the published due dates. Failure to comply with the deadlines will result in discontinuation of your clinical rotation.
- Annual Influenza Vaccination
  - To ensure adequate immune response to the vaccine prior to a community outbreak, seasonal influenza immunization. Students may need to complete additional site-specific requirements as determined by clinical sites, and if applicable, the student will be individually instructed on requirements.
  - **MUST** be received between **September 1st and November 15<sup>th</sup>** (this must be obtained **ANNUALLY**). Documentation of receiving the influenza vaccination must be forwarded to the Department of Physician Assistant Studies for your file.
- COVID-19
  - MUST be fully vaccinated
  - MUST be compliant with CDC recommendations for annual vaccine between September 1<sup>st</sup> and November 15<sup>th</sup>
- ***Students must check Exxat for annual TB and Annual Physical due date alerts.***

4. 10-Panel Drug Screen

- Required prior to the start of clinical year rotations.

5. Students may need to complete additional site-specific requirements as determined by clinical sites, and if applicable, the student will be individually instructed on requirements.

***Note: Students are responsible for the costs associated with the above.***

## INTERNATIONAL TRAVEL

### ***Immunizations and Health Maintenance Policy Requirements***

Students who choose to participate in the International Medicine rotations in Belize or South Africa will have additional financial, health/immunization, and safety requirements. These include:

1. **Fees:** Each student is required to pay their airfare costs to/from the location, participation/location fees, and purchase the Marquette University-mandated comprehensive medical insurance plan through HTH Worldwide insurance for the duration of the international rotation.
2. **Immunizations:** Each student must obtain all required immunizations recommended by



the [Center for Disease Control \(CDC\)](#) for travel to Belize or South Africa. The program encourages students to review and discuss immunization requirements with their primary care provider or a travel medicine provider.

3. **Safety:** Students traveling to international sites must travel in pairs. Students are also required to complete a database with Marquette University's Office of International Education (OIE) and attend their Pre-Travel meeting, which provides information on:
  - Country-specific travel security information and travel warnings are based on current United States State Department and International SOS information.
  - Immunization requirements for the destination country based on current CDC recommendations and medication prophylaxis recommendations. Applicable immunizations/medication prophylaxis can be provided through Marquette University's Student Health Services, a Travel Medicine Clinic, or a private physician.
  - Information on prescription medications, including individualized information on medications the student is taking, whether they are available in Belize or South Africa, and what the name of the medication is in that country.
  - Information regarding the mandated HTH Worldwide comprehensive medical insurance package and University-provided SOS International travelers' assistance with enrollment instructions.
  - Mandatory attendance of an international travel seminar put on by Marquette University's Office of International Education with documentation of attendance in Exxat.
4. The Disclosure of **Medical Information Release** form must be signed and on file

**Note: Students are responsible for the costs associated with the above.**

## EXPOSURE POLICY

Anytime a student is exposed to any health hazard that might compromise or put them at risk (e.g., blood contamination, infectious diseases), a report must be filed in the student's record in the program department.

This is an OSHA requirement. A student must report any possible exposure to the preceptor or delegate, however insignificant you might think it is. ***The Program Director or Director of Clinical Education must also be contacted as soon as possible.***

All students with exposures **MUST** go to employee health/occupational health, the Emergency Room, or a Primary Care Physician and follow their instructions. The CDC has published recommendations regarding Bloodborne Infectious Diseases: HIV/AIDS, Hepatitis B, and Hepatitis C. <https://www.cdc.gov/niosh/topics/bbp/default.html>

Marquette University's Medical Clinic on campus has offered to be a resource for questions.

**Note: Students are responsible for any associated costs with the above.**

The student will fill out and complete the **MU PA Exposure Incident Report** and the **MU Non-Employee Incident Report**. The student is to make a copy of the forms for their own personal records and send a copy of the reports to PA program: [mupaclinical@marquette.edu](mailto:mupaclinical@marquette.edu)

Any questions or concerns are to be directed to the Director of Clinical Education, Clinical Coordinators, or PA Program Chair.



## LATEX ALLERGY

Latex products are extremely common in the medical environment. Students with a history of latex allergy are at risk for future severe reactions upon exposure to latex products. These include local reaction, eye/nose itching or watering eyes, gastro-intestinal symptoms (pain, nausea, vomiting, diarrhea), constricted sensation in the throat, dyspnea (difficulty breathing), generalized urticaria with angioedema (tissue swelling) and/or anaphylaxis (cardiovascular collapse).

Any student with a known latex allergy or having or describing symptoms consistent with latex allergy is advised to consult a qualified allergist for evaluation. Such evaluation is at the student's expense. Any student found to be latex allergic must determine whether or not to continue with clinical training, acknowledging the risk of becoming ill even after reasonable precautions are taken and accommodations are made.

If such a student elects to continue in training, the student must realize that he/she assumes any responsibility and risk posed by allergic reactions, which can range from mild symptoms to anaphylaxis and death. In the event such an allergy is present, either intentional or inadvertent exposure to latex and related products may lead to these consequences.

## INFECTIOUS DISEASE POLICY

Due to the nature of Physician Assistant training, there is the potential of exposure to infectious or environmental contacts that may lead to disease while on clerkship. Students should employ risk mitigation and prevention strategies such as performing hand hygiene, wearing personal protective equipment when there is an expectation of possible exposure to an infectious disease or material, following cough etiquette (covering your cough), proper handling of sharps, proper and regular cleaning of stethoscope, white lab coat, scrubs, and masks. CDC standard precautions should be followed: <https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html>

If a student considers himself/herself at high risk for exposure, contraction, or complications from contact with patients who have infectious diseases or patients for whom high clinical suspicion for infection exists, the student needs to bring forward concerns to the program and clinical education team who will then help to guide the student on proceeding forward. The student will be expected to work with the clinical team and preceptors to set expectations for specific rotations.

Acquisition of an infectious or environmental disease may impact student learning activities during the didactic or clinical phase of training. Should a student contract an infectious disease, he/she may need to be cleared by his/her healthcare provider before continuing with the PA program course of studies, and additionally, the student must be able to meet MU PA technical standards. Based on the degree and outcomes of any infectious exposure or disease, a student's continued participation in clinical activities may be delayed or prevented. This may delay graduation from the program.

**The student is financially responsible for any costs incurred secondary to infectious exposures or disease.**

## SECTION III: CLINICAL YEAR CLERKSHIPS AND CURRICULUM

### MU PA PROGRAM EDUCATIONAL GOALS

**Goal 1:** The program supports students academically during their physician assistant training for them to achieve their academic and professional goals.

- Starting with a thoughtful and fair admission process and continued support to the students throughout the program, we strive to maintain a low attrition and deceleration rate. Students are challenged with a rigorous medical curriculum while being supported by the faculty and administration through a low student-to-faculty ratio, academic advising, wellness programming and continuous socioemotional support.

**Goal 2:** The program recognizes students learn from a variety of teaching methods. The program uses innovative teaching methods to enhance student learning including problem-based learning, virtual reality, simulation, ultrasound, early clinical experiences, and self-reflection exercises.

**Goal 3:** The program strives for its graduates to attain a first-time passing rate of 100% on the PANCE exam. Our PA graduates perform well on the exam and are excellently prepared for clinical practice by our rigorous curriculum and strong clinical rotations.

**Goal 4:** The program prepares our graduates to promote the PA profession through their leadership, ethical practice, scholarship, and service.

- Graduates are leaders of the profession at the local, state, and national level.
- Graduates provide compassionate, patient-centered care to a diverse population of patients.
- Graduates foster integrity through accountability to patients, society, and the PA Profession.
- Graduates meet all regulatory requirements for licensure and maintain their professional certification through the completion of ongoing professional development.

### MU PA PROGRAM EDUCATIONAL COMPETENCIES & LEARNING OUTCOMES

**Medical Knowledge:** Graduates of the program will be able to apply comprehensive knowledge of biologic and clinical sciences to provide acute, chronic, urgent, and emergent, patient-centered care to include women's health, behavioral health, prenatal care, and care across the life span (infants, children, adolescents, adult, and the elderly).

- **MK1:** Apply principles of basic and clinical science, including anatomy, physiology, pathophysiology, and genetics to identify, diagnose, and provide patient centered care to healthy and ill patients.
- **MK2:** Recognize the etiology, risk factors, epidemiology, and clinical presentation of various medical conditions.
- **MK3:** Appropriately select diagnostic studies to inform differential diagnosis and clinical decision-making related to patient care.
- **MK4:** Identify pharmacological and non-pharmacologic treatment options with risks and

benefits inclusive of patient education and counseling, in caring for health and/or ill patients who present with various medical conditions.

**Clinical Reasoning & Problem Solving:** Graduates of the Marquette University PA program will be able to analyze and synthesize relevant clinical, diagnostic, cultural, and contextual information to diagnose and manage patients to include patients across the lifespan (prenatal, infant, child, adolescent, adult, and older adult), and across settings including pre-op, intra-op and post-op, women's health and prenatal, and psychiatric/behavioral health patients.

- **CRPS1:** Synthesize information acquired through all aspects of patient encounters and medical literature to develop appropriate differential diagnoses for acute, chronic, and emergent health conditions.
- **CRPS2:** Interpret data collected from diagnostic, laboratory, and imaging studies and procedures to accurately diagnose acute, chronic, and emergent health conditions.
- **CRPS3:** Formulate and apply health management strategies including pharmacologic and non-pharmacologic therapies and patient education, in the prevention and treatment of acute, chronic, rehabilitative, and emergent conditions for care across the lifespan, pre/intra/post operative care, women's health care including pre-natal, and psychiatric/behavioral health care.
- **CRPS4:** Recognize and integrate an understanding of cultural, socioeconomic, environmental, and other population health elements impacts on medical decision-making and the development of individualized care plans.

**Clinical & Technical Skills:** Graduates of the Marquette University PA program will be able to demonstrate the clinical and technical skills required to provide age-appropriate assessment, evaluation, and management of patients.

- **CTS1:** Conduct effective, patient-centered history-taking and physical examination for comprehensive and problem-focused patient visits.
- **CTS2:** Convey aspects of a patient encounter to all health care team members through accurate and timely written and verbal communication.
- **CTS3:** Perform procedural and clinical skills considered essential for entry into PA practice.
- **CTS4:** Counsel and educate patients and families from diverse backgrounds to empower them to participate in their care and enable shared decision-making.

**Interpersonal Skills:** Graduates of the Marquette University PA program will be able to communicate effectively with patients, families, and health team members, incorporating cultural humility and compassion to build rapport and relationships.

- **IS1:** Use effective communication skills to elicit and provide information to patients, families, and health team members.
- **IS2:** Establish rapport with patients and families to initiate and build relationships. Demonstrate ability to provide compassionate and respectful care that is responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other needs.
- **IS3:** Establish respectful working relationships and interact effectively with all members of the health care team.

**Professional Behaviors:** Graduates of the Marquette University PA program will be able to demonstrate integrity, a deep understanding of the practice environment, and a commitment to lifelong learning and personal well-being that enables them to provide high-quality, equitable care for individuals and communities.

- **PB1:** Collaborate professionally with physicians, other health professionals, and health care teams to optimize team member roles and coordinate care.
- **PB2:** Demonstrate integrity, ethical practice, and respect for the dignity and privacy of patients, including maintaining confidentiality, patient autonomy, and informed consent in the delivery of team-based care.
- **PB3:** Exhibit an understanding of the regulatory environment, and laws and regulations regarding professional practice.
- **PB4:** Approach the provision of quality care with consideration to financial impact and cost-effective resource allocation. Recognize the importance of patient and provider safety.
- **PB5:** Recognize the importance of self-care and provider well-being as it relates to patient care. Recognize the importance of preventing and responding to provider burnout and the ability to practice safely.
- **PB6:** Demonstrate a commitment to the PA professionalism, readiness, reflection, and develop strategies for ongoing self-assessment and professional development.

## MU PA PROGRAM TECHNICAL STANDARDS

### Purpose

Delineation of technical standards is required for the accreditation of U.S. physician assistant programs by the Accreditation Review Commission on Education for Physician Assistants (ARC-PA).

### Overview

Physician assistants (PAs) are academically and clinically prepared to practice medicine on collaborative medical teams. The collaborative medical team is fundamental to the physician assistant (PA) profession and enhances the delivery of high-quality health care. Within the collaborative medical team, PAs are medical professionals who diagnose illness, develop, and manage treatment plans, prescribe medications, and may serve as a patient's principal healthcare provider. PA education requires thousands of hours of general medical training, emphasizing versatility and collaboration. PAs practice in every state and every medical setting and specialty, improving healthcare access and quality.

Practicing medicine as a PA requires intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to respond to emergencies quickly and calmly. Essential attributes of the graduate PA include an attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare.

The essential abilities and characteristics embodied in these technical standards require Marquette PA applicants and students to possess specific necessary physical and cognitive abilities and sufficient mental and emotional stability. Doing so assures that candidates for admission, promotion, and graduation can complete the entire course of study and fully participate in all aspects of medical training. Marquette University PA program intends for its graduates to become medically competent and compassionate PAs capable of entering clinical practice and meeting all medical licensure requirements.

Nothing in these technical standards is meant to deter the application or participation of any student who might be able to complete the requirements of the PA curriculum with reasonable accommodations. Per Marquette policies, which, in turn, embody applicable federal, state, and

local laws, the Marquette PA program does not discriminate in admissions or educational programs against any individual based on his/her disability. No otherwise qualified individual with a disability will be excluded from admission. However, the use of an intermediary that would, in effect, require a student to rely on another individual's power of observation and/or communication is not considered a reasonable accommodation.

### **Ethical and Legal Standards**

Students must meet the highest standards of ethical and moral behavior. Applicants and current students must meet the legal standards to be licensed to practice medicine in the U.S., the State of Wisconsin, and the Marquette University Physician Assistant Program's standards. Upon application to Centralized Application System for Physician Assistant (CASPA), candidates for admission must disclose and provide a written explanation to the Marquette University PA program of any felony offense(s), misdemeanor offense(s), and institutional action(s) taken against them before matriculation. This disclosure is required of all charges and convictions, including expunged and diverted offenses. Institutional actions include, but are not limited to, Title IX or Title VII violations, and all disciplinary actions. Further, after matriculation, students enrolled in the Marquette PA program must immediately notify the program chair of any arrest, charge, conviction, or institutional investigation or action occurring thereafter. A felony conviction or failure to disclose prior or new offenses may lead to disciplinary action, including dismissal.

### **Essential Skills:**

#### ***Communication:***

Students must communicate effectively, in English, in multiple formats, including verbal, written, reading, and electronic, to understand and complete the curriculum. Students must use effective verbal and nonverbal communication when interacting professionally and during patient care. Students must be able to receive and understand information and ideas as well as express and exchange ideas. Relevant skills include the ability to acquire a medical history promptly; interpret non-verbal information; establish a therapeutic rapport with patients; record information accurately and clearly in medical records; and communicate effectively and efficiently with other health care professionals.

#### ***Behavioral, Emotional, and Social Attributes:***

Students must possess specific emotional attributes such as compassion, empathy, integrity, interpersonal skills, and self-motivation / regulation. These attributes are necessary qualities to develop into effective and caring physician assistants. Students must also be aware of their beliefs and biases that can affect personal, professional, and patient relationships. Students must have the willingness to work towards cultural competency. In addition, students must have self-awareness of their limitations and a desire to address these limitations. Notably, students must demonstrate a commitment to lifelong learning through study and self-assessment as a core aspect of providing quality care during their career as a PA. Throughout the student process, from admission onward, students must display truthfulness, strong interpersonal skills, and respectful behaviors towards all individuals. PA students must be able to tolerate physically and mentally taxing workloads, effectively carry out responsibilities, and function effectively under stress in academic and clinical environments.

#### ***Cognitive, Intellectual-Conceptual, Integrative, and Quantitative Abilities:***

Students must be able to demonstrate academic maturity and be able to comprehend, interpret, and synthesize, and apply technically detailed and complex medical knowledge from formal lectures, small group problem-based and active learning environments, and individual study of

the medical literature. Students must be able to measure, calculate, reason, analyze, synthesize, and apply information across modalities, appreciate three-dimensional spatial relationships, and think critically to learn to effectively diagnose and treat patients as an integral part of a health professions team.

Students must meet the required physical and mental essential abilities in the areas of observation and motor function.

***Observation:***

Observation requires the functional use of visual, auditory, and somatic sensations (i.e., touch, pressure, pain, motion, temperature).

Students must be able to observe and actively participate in didactic and clinical environments, including demonstrations and experiments in the basic sciences; visual and oral presentations in lectures and labs; laboratory diagnostic and microbiologic testing, technical skills-based training; simulations; patient encounters both at a distance and close at hand.

Students must be able to perceive essential structures and signs of disease as presented in the basic science / clinical courses and clinical rotations. PA students must also be able to assess and distinguish normal from abnormal physical examination findings.

***Motor Function and Coordination:***

Students must be able to demonstrate sufficient motor function and coordination that require both gross and fine motor movements, equilibrium, and functional use of tactile, visual, and auditory senses. Students must be able to obtain information from patients by palpation, percussion, auscultation, or other diagnostic maneuvers; document information elicited from patients in written histories and clinical notes; perform fundamental laboratory tests such as urinalysis, wet mounts, fecal occult blood testing, and other rapid diagnostic testing; execute motor movements required to provide general care and emergency treatment for patients including cardiopulmonary resuscitation, application of pressure to bleeding wounds, suturing, insertion of intravenous catheters, splinting of fractures, injections, urinary catheters, lumbar puncture, endotracheal intubation, removal of foreign bodies and abscess drainage; attend and participate in all classes, groups and activities requiring a motor component including anatomic dissections; read and write to record, interpret or complete lecture presentations, textbooks, ECGs, diagnostic imaging, case presentations, and Capstone papers; complete timed demonstrations of skills and competencies by Objective Structured Examination (OSCEs) or technical assessments; provide patient care within a reasonable time period appropriate to the patient care setting; competently function in outpatient, inpatient, surgical and other procedural venues with reasonable independence or as an assistant for surgeons, specialists and generalists as needed; participate in on-call responsibilities; and possess sufficient stamina to endure demanding physical and mental workloads.

***Accommodations:***

The faculty and administration of MU PA believe that a diverse student body enhances educational opportunities for all students and is beneficial to the profession at large. Students with an existing or newly diagnosed disability who wish to establish accommodations must contact the Office of Disability Services (ODS) at [ODS@marquette.edu](mailto:ODS@marquette.edu). Candidates may seek to document a disability and request reasonable accommodation at any time before or after matriculation. Candidates must follow the procedures of the ODS to document the existence and nature of the disability. Marquette ODS and PA will engage in an interactive process with the student to determine the necessity and reasonableness of the requested accommodation. Students may voluntarily share disability information with the program to best identify reasonable accommodation. Once the need for and availability of reasonable accommodation

has been established, the ODS and the student will engage in an interactive process to determine the reasonableness of the requested accommodation. Some standard accommodations are communicated to faculty through an accommodation letter; non-standard or uniquely applied accommodations may require additional coordination, and will be specified in written communication between ODS, the student, and appropriate program administrators. It is the student's responsibility to request clarification of, or adjustments to, the accommodations they have been granted.

If a student in the Marquette Physician Assistant Program is approved for the use of a reasonable accommodation and they decline to utilize it or have exhausted the exploration of reasonable accommodations and subsequently experiences academic difficulty, the candidate will be treated as any other candidate who experiences academic difficulty.

In general, candidates should establish the existence of a disability prior to the onset of academic problems. The accommodations process is not retroactive. If a candidate comes forward after failing a course(s) and maintains that the reason for the failure was a disability not previously claimed, Marquette University may consider the information, as appropriate, in making its decision regarding remediation, if any must be made. It is in the student's best interest to explore necessary accommodations in a timely manner so that any barriers to access may be addressed prior to any difficulties being realized.

All claims and proceedings under this provision will be kept confidential to the extent provided by law and University policies. Dissemination of information related to the existence of a disability will be restricted to Marquette University administrators with a need-to-know this information. Except as provided by law, no mention of the candidate's disability will appear in any Marquette University correspondence with external agencies unless the candidate specifically requests such disclosures in writing. If a disability-related need for accommodations exists in the clinical environment, the student will need to approach the program faculty well before clinical rotations, allowing time for discussion with clinical partners to identify what reasonable accommodations can be applied, and what limitations to reasonable accommodations may exist.

The Marquette PA program is extremely rigorous and fast-paced. Accommodations that may have been appropriate in an undergraduate program may no longer be appropriate in this program or its clinical components. There are limitations to what accommodations can be approved, taking into consideration the essential elements of the program itself, reasonableness of the requested accommodations and the fundamentals of clinical practice. Students who need accommodations to meet the technical and academic standards of the program are responsible for engaging in the interactive accommodations process.

I have received the MU PA Technical Standards and understand what is required of me for success in the PA program. I have had the opportunity to address any questions with PA Program Leadership or Marquette University. The signature of the handbook implies acceptance.

\*Students are asked to review the technical standards and sign them each semester.

## CLINICAL YEAR DATES & TIMELINES

Students should be aware that during this time, their patient contact experiences will not only involve the usual time commitment of Monday through Friday during normal business hours but



also include additional involvement as assigned by the preceptor. This time is understood to include evenings on call, weekends on call, emergency case management after hours, and other patient contact experiences as deemed appropriate by the preceptor. Time is not counted day for day or hour for hour across rotations, and missed time that must be made up will be assigned at the discretion of the Director of Clinical Education.

Mandatory clerkships include six-week rotations in Internal Medicine (hospital-based), Family Medicine, Emergency Medicine, and Surgery. Additional 3 or 6-week rotations include Behavioral Medicine, Pediatrics, and Women's Health. Electives may be either three or six weeks in duration. ***The length of clerkships is subject to change by the program and clinical education team as needed to achieve student completion of clinical learning outcomes, competencies, and skills.*** The program's learning outcomes, competencies, and technical skills that are necessary for graduation are obtained over the course of the clinical year throughout the rotations. Students must demonstrate incremental competence in the 5 measured learning outcomes each semester to progress in the program and in summation for graduation requirements. This is evaluated at departmental assessment meetings each semester.

### Clerkship Calendar 2025-2026:

2025-2026 Clerkship Dates																											
Aug-25							Sep-25							Oct-25							Nov-25						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6				1	2	3	4							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
31																					30						
Dec-25							Jan-26							Feb-26							Mar-26						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31								29	30	31				
Apr-26							May-26							Jun-26							Jul-26						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4						1	2		1	2	3	4	5	6				1	2	3	4
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				
Aug-26							RTC DATES																				
Su	Mo	Tu	We	Th	Fr	Sa	OCT RTC: 09/29/25-10/2/25																				
						1	FEB RTC: 02/13/26-02/18/26																				
2	3	4	5	6	7	8	MAY RTC: 05/04/26-05/08/26																				
9	10	11	12	13	14	15	JUN RTC: 06/19/26-06/24/26																				
16	17	18	19	20	21	22	AUG RTC: 08/03/26-08/05/26																				
23	24	25	26	27	28	29	Additional Testing Dates: 11/7/2025, 12/19/2025, 3/27/2026																				
30																											



\*The dates and lengths of Clerkships and the dates of Return to Campus dates are subject to change by the program and clinical education team as needed to achieve student completion of clinical learning outcomes, competencies, and skills.

## CLINICAL COURSE DESCRIPTIONS

### **7986 Courses (Fall/Spring/Summer): Supervised Clinical Practice Experiences (SCPEs)**

These courses include various sections that comprise core and elective clinical rotations (SCPEs). The core rotations required are Family Practice, Surgery, Internal Medicine, Pediatrics, Women's Health, Emergency Medicine, and Behavioral Medicine. The core clinical rotations provide students with experience refining their skills in performing history and physical exams, ordering and interpreting laboratory/diagnostic tests, synthesizing information in establishing a diagnosis, and developing treatment plans for diverse patients in various clinical settings. The elective rotations allow students to develop skills in managing patients in a medical specialty/subspecialty. The students' rotations may include, but are not limited to, orthopedics, oncology, hematology, endocrinology, dermatology, cardiology, ENT, infectious disease, nephrology, occupational medicine, pain management, interventional radiology, international medicine, or multiple subspecialty medicine and surgical rotations. The elective rotations are intended to offer the student a greater breadth and depth of clinical exposure in various specialties/subspecialties of medicine and surgery. The course syllabi outline learning outcomes and objectives for each course.

### **7887 Course (Fall/Spring/Summer): Summative Clinical Assessment**

This is a summative assessment course offered every semester of the clinical year. It utilizes several evaluation tools throughout the clinical year to collectively provide a comprehensive appraisal of the student's eligibility for graduation readiness for clinical practice. The evaluations occur during the return to campus events and also asynchronously while completing clinical rotations. The students will complete two case presentations based on actual patient encounters experienced during their clinical rotations. They will also complete three comprehensive OSCEs. Each OSCE will include direct observation of the student with a standardized patient, which will allow for assessment of interpersonal skills, professionalism, and the student's ability to obtain a complete history, perform an accurate physical examination, and provide patient education. The OSCE notes are graded to assess the students' assessment and treatment plans for the case. The students will also participate in a book presentation, virtual reality SIM cases, goal-setting/reflection activities, and other miscellaneous asynchronous activities to help in their clinical and professional development. The final component of the course includes several national standardized exams to assess PANCE readiness (PACKRAT I/II, PAEA End of Curriculum Exam).

### **7997 Masters Research Capstone (MRC) Course (Fall/Spring/Summer)**

The Master's Research Capstone must be completed by each Master of Physician Assistant Studies (MPAS) student prior to graduation. It is the final requirement for the MPAS degree. The capstone portfolio includes a critically appraised topic (CAT) paper, presentation, and journal club. During section 101, students will work 1:1 with a faculty advisor as they write their CAT paper. In section 102, students will present their research papers to their peers, faculty, and other invited guests. The capstone portfolio will also include a journal club in which students must select a recent journal article on the same or similar topic to their CAT paper. They will develop discussion questions and lead their peers in a journal club discussion of the paper.

Please see the individual course syllabi for course learning outcomes, instructional objectives, and other specifics of clinical year courses.

## CLINICAL YEAR COURSE REGISTRATION INFORMATION

All students in the clinical phase must remember that their clinical experiences are academic courses. To receive a grade and have this course (clerkship) count toward graduation, students must register for their clerkships in the same fashion as they register for other academic on-campus courses.

Fall 2025	Spring 2026	Summer 2026
PHAS 7887: 2 credits (EVERYONE)	PHAS 7887: 2 credits (EVERYONE)	PHAS 7887: 2 credits (EVERYONE)
PHAS 7986: Based on unique individual schedule	PHAS 7986: Based on unique individual schedule	PHAS 7986: Based on unique individual schedule
PHAS 7997 101: 1 credit (ONLY IF REGISTERED FOR CAPSTONE CLERKSHIP)	PHAS 7997 101: 1 credit (ONLY IF REGISTERED FOR CAPSTONE CLERKSHIP)	PHAS 7997 101: 1 credit (ONLY IF REGISTERED FOR CAPSTONE CLERKSHIP)
		PHAS 7997 102: 2 credits (EVERYONE)
TOTAL: 13-14 credits (13 if Capstone clerkship in Fall, 14 if not)	TOTAL: 13-14 credits (13 if Capstone clerkship in Spring, 14 if not)	TOTAL: 11-12 credits (11 if Capstone clerkship in Summer, 12 if not)

### ***PHAS 7986 Section Guide:***

110	Internal Medicine	6 weeks (4 credits)	CORE
120	Emergency Medicine	6 weeks (4 credits)	CORE
140	Surgery	6 weeks (4 credits)	CORE
150	Family Medicine	6 weeks (4 credits)	CORE
123	Pediatrics	3 weeks (2 credits)	CORE
333	Women's Health	3 weeks (2 credits)	CORE
233	Behavioral Health	3 weeks (2 credits)	CORE
226/326	Pediatric Medicine Elective	6 weeks (4 credits)	ELECTIVE
223/323	Pediatric Medicine Elective	3 weeks (2 credits)	ELECTIVE
106/206/306	Adult Medical Elective	6 weeks (4 credits)	ELECTIVE
103/203/303	Adult Medical Elective	3 weeks (2 credits)	ELECTIVE
116/216	Adult Surgical Elective	6 weeks (4 credits)	ELECTIVE
113/213	Adult Surgical Elective	3 weeks (2 credits)	ELECTIVE
316	Pediatric Surgical Elective	6 weeks (4 credits)	ELECTIVE
313	Pediatric Surgical Elective	3 weeks (2 credits)	ELECTIVE

### **PHYSICIAN ASSISTANT STUDIES (PHAS) 414-288-5688**

All PHAS course registrations require a PHAS major and enrollment in the Physician Assistant Studies Program

## PHAS 7986 COURSE EVALUATION AND GRADING

### PHAS 7986 SCPE Grading Breakdown

**Core Rotations** (Internal Medicine, Emergency Medicine, Family Medicine, Surgery, Women's Health, Behavioral Health, Pediatrics):

- Preceptor Evaluation: 40%
- End of Rotation Exam: 50%
- Professionalism: 10%

### **Elective Rotations:**

- Preceptor Evaluation: 90%
- Professionalism: 10%

### PHAS 7986 Components

#### **Preceptor End of Rotation Evaluation:**

The preceptor observes and evaluates the student as he/she obtains subjective and objective patient data, assesses the patient's problems, formulates treatment plans, and performs any ancillary diagnostic and therapeutic procedures.

Preceptors may utilize input from other clinicians who have direct educational interactions with the student, but the primary preceptor is ultimately responsible for completing the evaluation form and reviewing the assessment with the student. ***The student is responsible for ensuring the preceptor has completed the evaluation and for doing any necessary follow-up for outstanding evaluations.***

To successfully complete the rotation, the student must pass the Preceptor End of Rotation Evaluation. If the student does not pass the Preceptor End of Rotation Evaluation, the student will come before the Progress and Promotion Committee.

All items on the EOR evaluation marked "N/A," "Strongly Disagree," or "Disagree" will require a demonstration of competency prior to graduation. Students who have not had the opportunity to demonstrate these skills/procedures in clinical rotations will be offered alternative experiences, called "gap labs," to be determined by the clinical team.

#### **Midterm Preceptor Evaluation of the Student:**

For 6-week clerkships, the preceptor should complete an evaluation of the student at 3- weeks in Exxat. The student is responsible for making sure the preceptor has completed the evaluation. This is not a graded component of PHAS 7986.

#### **End of Rotation Exams:**

Exams are specific to each required SCPE: Internal Medicine, Emergency Medicine, Family Medicine, Surgery, Women's Health, Behavioral Medicine, and Pediatrics.

***End-of-rotation (EOR) exams are not based on the student's direct patient care experiences during clerkship.*** Instead, they are national standardized exams based on a topic list provided by PAEA for each specific setting.

PAEA-developed topic lists are provided on D2L to help guide studying and exam preparation. Students are encouraged to review didactic materials, recommended texts, as well as PANCE study materials to prepare for EOR exams. Questions are in a PANCE-style multiple-choice format that challenges the student to prepare for the NCCPA national board exam.

To be successful with these examinations, students must use time outside of clinical rotations to review the provided topic list for each medicine area and be current on the outlined diseases and respective treatments.

All exams are conducted through the exam portal in PAEA. ***Exams must be proctored in the building as per PAEA and MU PA testing protocol.*** Once completed, PAEA will release a raw score for exam performance. The raw score is converted to a percentage based on national mean data.

If a student obtains a score of less than 70% on the EOR examination (C- or below), the student must remediate in accordance with the Remediation Policy. The student may be brought before Progress and Promotion as outlined in the Remediation Policy.

If a student requires remediation of 2 or more EOR examinations, the student will come before the Progress and Promotion Committee to determine further action. The student will be placed on CAA and academic probation, may be dismissed from the program, or graduation may be delayed.

### ***Professionalism***

Successful completion of the professionalism in PHAS 7986 requires that students do the following:

1. Ensure submission of preceptor evaluation of student within 1 week of clerkship completion
2. Student evaluation of preceptor/site within 1 week of clerkship completion
3. Weekly Exxat case log completion
4. Clinical and Technical Skills Passport submission within 1 week of clerkship completion
5. Clinical onboarding completed promptly
6. Maintain health-related clinical requirements
7. Attendance and professional conduct per Clinical Year Handbook
8. Asynchronous curriculum submitted by the end of the clerkship for missed days due to preceptor absence or as assigned by faculty

### **PHAS 7986 Components of Professionalism Grade**

#### ***Student Evaluation of Preceptor***

At the end of each clerkship, the student is required to fill out a PA Student Clerkship Evaluation in which they can provide subjective and objective information regarding the preceptor and the clinical site. This information is collected by the program, and a summary is sent to the preceptor periodically. The evaluation must be completed in Exxat within one week of the conclusion of each rotation. Failure to do so will result in the deduction of the student's PHAS 7986 professionalism grade for the clerkship. Feedback to the preceptor must be professionally worded and constructive. If a student anticipates giving a low evaluation mark for a preceptor, either "Fair" or "Poor, strongly disagree," they should reach out to clinical faculty during the rotation so an intervention and/or site visit can be done.

#### ***Exxat Patient Case Logs:***

Students are required to log each patient encounter during their clinical rotations. The patient tracking software (Exxat) will allow students to enter their clinical encounter data, including the patient demographics, setting where care was provided, ICD-10 codes, CPT codes, and procedures/skills performed. At the completion of each clerkship, students will print a report generated from their patient encounter log while on rotation. Preceptors will review the

document for accuracy and verify it on the student's final evaluation.

The clinical faculty team also reviews each student's Exxat patient logs and skills throughout the clinical year. Case logs are reviewed to verify clinical experiences and ensure all students are offered the appropriate experiences to meet program learning outcomes. Each student is expected to seek out direct patient care experiences and skills, as noted below. If a student's Exxat logs are deficient and/or inaccurate, clinical faculty will reach out via email with an action plan for the student. If a student needs repeated faculty involvement with action plans, the professionalism grade will be lowered in the PHAS 7986 section, which may impact the student's final clerkship grade.

Students are mandated to document a minimum patient load on a weekly basis (Monday-Sunday). Based on the last three years of cohort data on SCPEs, MUPA encourages students to meet the following number of cases per week into Exxat:

30 patients/week for:

Internal Medicine  
Emergency Medicine  
Family Medicine  
Medicine Electives

20 patients/week for:

General Surgery  
Surgery Electives  
Pediatrics  
Women's Health  
Behavioral Health

Each student's progress will be reviewed regularly. Logging must be completed weekly, and case logs will be tabulated each Monday morning.

The following are special circumstances:

- Low-Volume Rotation: Any student in a low-volume rotation (e.g., ICU, CV surgery, etc.) is expected to email [ExxatMUPA@marquette.edu](mailto:ExxatMUPA@marquette.edu) within the first week of their SCPE to report the typical patient census.
- Any student who has a justifiable reason for not meeting the 20 or 30-patient minimum, i.e., sick day, clinic closed, etc., should also email [ExxatMUPA@marquette.edu](mailto:ExxatMUPA@marquette.edu) before the following Monday, indicating the reason for not meeting the minimum.

Failure to notify the clinical team of Exxat case log deficiencies will result in a 10% deduction of professionalism points in the designated section of PHAS 7986 for each week the student is delinquent. **A score of <70% in professionalism in a PHAS 7986 course will require remediation and may result in being brought before the Progress and Promotion committee as outlined in the Remediation Policy.**

### **Required Clinical & Technical Skills:**

All required clinical and technical skills must be completed by the end of the clinical year. Clinical and technical skills are separated into the various EOR evaluations for all SCPEs and are assessed by preceptors under the "Clinical and Technical Skills" section of the evaluation. Aside from being assessed on EOR evaluations by clinical preceptors, skills can also be marked "competent" on the Clinical & Technical Skills Passport. This allows students to have clinical and technical skills assessed and completed in any rotation. At the end of each SCPE, students are responsible for completing a form in Exxat about their skills assessed on the rotation. Then, they must scan a copy of the passport into the software program for verification. Ultimately, **students are responsible for seeking opportunities to ensure the completion of these competencies during their clinical rotations.**

Failure to upload the passport (can be incompletely filled out as this may take the full 8 clerkships to obtain/meet all competencies in mandatory skills/procedures) and complete the Clinical Procedures and Technical Skills form in Exxat within 1 week of the end of a SCPE will result in a 10% deduction of professionalism points in the designated section of PHAS 7986. **A score of <70% in professionalism in a PHAS 7986 course will require remediation and may result in being brought before the Progress and Promotion committee as outlined in the Remediation Policy.**

If a student does not feel as though they will have the ability to complete the required skills at the end of the clinical year based on their unique and individualized clinical clerkship schedule, they will be mandated to complete the specified skill or procedure during a gap lab at return to campus events. As outlined above, this process is the same for any instructional objective not met or assessed on an EOR evaluation.

	Skill/Procedure	Competent Y/N	Preceptor Name & Signature	Date	Clerkship #	Clerkship Setting
Surgery	Suturing/Staple Closure					
	Wound evaluation/management					
	IV catheter insertion					
	Foley catheter insertion					
	Use of surgical tools/equipment					
Emergency	Splint application					
	Incision & Drainage					
	Interpretation of extremity x-ray					
	Interpretation of abdominal x-ray					
Family Medicine	Digital rectal exam					
	Rapid swab testing					
	IM/Subcutaneous injection					
	Male GU exam					
	Health maintenance counseling					
Internal Medicine	Interpretation of CXR					
Pediatrics	Immunization counseling and maintenance					
	Plotting/interpreting pediatric growth charts					

	Infant exam (<1 year)					
Ob/Gyn	Pelvic exam					
	Breast exam					
	Prenatal exam					
	Fetal heart tones auscultation					
	Fundal height measurement					
Behavioral Medicine	Mental health counseling					

### SCPE Site Visits

Students can expect site visits by faculty either in person or virtually during clerkships. These visits may be scheduled or unscheduled. A site visit may include:

- Discussion of SCPE with student and preceptor to ensure expectations are clear and both preceptor and student are happy
- Student may be asked to present a patient case orally to faculty member and/or preceptor
- May include observing the student during a patient encounter
- May include a chart/note review
- Opportunity to discuss goals as well as areas of strength and areas in need of improvement

***Students can also request a site visit at any point, which will be accommodated if possible.***

## PHAS 7887 COURSE EVALUATION AND GRADING

### PHAS 7887 Grading Breakdown

#### ***Fall Semester:***

- OSCE #1
  - H&P encounter: 20%
  - Note: 20%
- Literary presentation: 20%
- Professional Development & Clinical Assignments:
  - NIH Stroke Certification Completion: 10%
  - Clinical Note (Discharge Summary): 15%
  - Goal Setting/Reflection: 5%
  - UWorld question submission: 5%
- Professionalism & Participation: 5%

#### ***Spring Semester:***

- Clinical OSCE #2: 40%

- H&P encounter: 20%
- Note: 20%
- Summative Skills Assessment: 10%
- Clinical Case Presentation: 10%
- Professional Development & Clinical Assignments: 35%
  - NEJM Pain Module: 10%
  - Clinical Note (Telemedicine): 15%
  - Goal Setting/Reflection: 5%
  - UWorld question submission: 5%
- Professionalism & Participation: 5%

**Summer Semester:**

- Clinical Summative OSCE
  - H&P: 20%
  - Note: 20%
- PAEA End-of-Curriculum Exam: 35%
- Clinical Case Presentation with Public Health Component: 10%
- Professional Development & Clinical Assignments
  - Goal Setting/Reflection: 5%
  - UWorld question submission: 5%
- Professionalism & Participation: 5%

**PHAS 7887 Return to Campus Events**

**Fall Semester:**

	Dates	PHAS 7887	PHAS 7986
<b>October RTC (MANDATORY)</b>	9/29/2025- 10/2/2025	<ul style="list-style-type: none"> <li>• Clinical OSCE #1</li> <li>• PACKRAT #1 (NONGRADED)</li> </ul>	<ul style="list-style-type: none"> <li>• C1 EOR Exam(s)</li> </ul>
<b>November RTC (PRN)</b>	11/7/2025		<ul style="list-style-type: none"> <li>• C2 EOR Exam(s)</li> </ul>
<b>December RTC (PRN)</b>	12/19/2025		<ul style="list-style-type: none"> <li>• C3 EOR Exam(s)</li> </ul>



**Spring Semester:**

	Dates	PHAS 7887	PHAS 7986
<b>February RTC (MANDATORY)</b>	2/13/2026-2/18/2026	<ul style="list-style-type: none"> <li>Clinical OSCE #2</li> <li>PACKRAT #2 (NONGRADED)</li> <li>Clinical Case Presentation</li> </ul>	<ul style="list-style-type: none"> <li>C4 EOR Exam(s)</li> </ul>
<b>March RTC (PRN)</b>	3/27/2026		<ul style="list-style-type: none"> <li>C5 EOR Exam(s)</li> </ul>
<b>May RTC (MANDATORY)</b>	5/4/2026-5/8/2026	<ul style="list-style-type: none"> <li>Technical Skills Check-Off</li> </ul>	<ul style="list-style-type: none"> <li>C6 EOR Exam(s)</li> </ul>

**Summer Semester:**

	Dates	PHAS 7887	PHAS 7986	PHAS 7997
<b>June RTC (MANDATORY)</b>	6/19/2026-6/24/2026	<ul style="list-style-type: none"> <li>Clinical OSCE #3 (SUMMATIVE OSCE)</li> <li>PAEA End of Curriculum Exam</li> <li>Clinical Case Presentation with Public Health Component</li> </ul>	<ul style="list-style-type: none"> <li>C7 EOR Exam(s)</li> </ul>	
<b>August RTC (MANDATORY)</b>	8/3/2026-8/5/2026		<ul style="list-style-type: none"> <li>C8 EOR Exam(s)</li> </ul>	<ul style="list-style-type: none"> <li>Capstone Presentations</li> <li>Capstone Journal Club</li> </ul>

**PHAS 7887 Assessments****Goal Setting**

During the Fall RTC event, students will participate in a Goal Setting workshop, where they will complete a Goal Setting Exercise. The exercise will consist of goal development, peer review, and goal monitoring while on clerkship and will be completed with a reflection paper. Goals and reflections will be written for clerkships #2 in the Fall semester, #5 in the Spring semester, and #7 in the Summer semester. The clinical education team will review these components to ensure the learning and professional growth of the student through the clinical year. Given the longitudinal progression of this activity, it will be assessed in the Summative Course. Activity requirements and grading rubric will be posted in D2L under PHAS 7887.

**Case Presentations**

During the Spring and Summer RTC events, students will demonstrate their clinical acumen and public speaking skills by developing and delivering two clinical case presentations. Each will

contain an Evidence-Based Medicine component, citing primary articles related to the case, while the final case presentation will also include a Public Health component. Rubrics for each of the case presentations will be available for review by the students in PHAS 7887 D2L shell.

### **Book Presentations**

During the Fall semester, the students will have the opportunity to critically read a book of their choosing on one of the following topics: Leadership, Health/Wellness/Burnout, or Public Health/Medicine/Ethics. Students will be placed into small groups, and a book discussion will be facilitated, followed by a book presentation with their peers and faculty members.

### **PA Clinical Knowledge Rating and Assessment Tool (PACKRAT)**

All students will take the PACKRAT I and PACKRAT II examinations during the clinical year. These will be ungraded assignments but are critical for the student to gauge their current level of clinical knowledge and test-taking endurance. The PACKRAT is a 225-question examination developed by the Physician Assistant Education Association (PAEA). Per the PAEA, it is an “objective, comprehensive self-assessment tool for student and curricular evaluation.” The exam has a blueprint, topic list, and objectives that are available for student review: <https://paeaonline.org/assessment/packrat>. Students will be provided with individualized, detailed results with a score breakdown by content and task area, as well as keyword feedback on concepts missed. Results will be reviewed and addressed as required with students individually based on performance.

### **End-of-Curriculum Exam**

All students will take the PAEA End of Curriculum Exam within four months of graduation during the clinical year. This is a 300-question exam, delivered in vignette format, and will be a graded assessment in the Summer Semester. Per the PAEA, the purpose of this exam is to “assess a PA student’s general medical knowledge” as well as their “capacity for problem-solving and critical thinking.” The exam has a blueprint, topic list, and objectives that are available for student review: <https://paeaonline.org/assessment/end-of-curriculum/content>

Similar to EOR exams, the EOC exam must be proctored in the building as per PAEA and MU PA testing protocol. Once completed, PAEA will release a raw score for exam performance. The raw score is converted to a percentage based on national mean data.

If a student obtains a score of less than 70% on the EOC examination (C- or below), the student will have the opportunity to remediate in accordance with the Remediation Policy. The student may be brought before Progress and Promotion as outlined in the Remediation Policy.

***Remediation of the PAEA EOC Exam will delay graduation. The EOC remediation exam cannot be administered earlier than 60 days after the initial exam. Part of the remediation may include additional SCPEs, which are at the discretion of the clinical education team.***

### **UWorld Questions**

The program will register all students for the UWorld question database at the beginning of the clinical year. Students are responsible for utilizing as part of their self-guided study during clinical rotations. The program mandates the completion of a minimum of 500 questions each semester. Students are responsible for uploading documentation of their completion to D2L.

### **Summative Technical Skills Assessment**

All students will complete the summative technical skills assessment within four months of graduation during the clinical year. Skills they are assessed on include foley placement, incision & drainage, and performing a simple interrupted suture. Students are given preparation materials, which are located in the PHAS 7887 D2L shell.

### **Professionalism**

Students and faculty must have a professional and respectful relationship with each other. Faculty will evaluate each student's professionalism during the clinical year by way of student communication with the clinical education team throughout each clerkship with timely communication that follows appropriate netiquette. Student professionalism will also be assessed during Return to Campus days by way of students' timeliness and communication.

## **PHAS 7997 101/102 COURSE EVALUATION AND GRADING**

### **PHAS 7997 Grading Breakdown**

#### **Section 101 (based on individual Clerkship schedule)**

- PICO Question/Article Appraisal Grid: 20%
- CAT Paper Components:
  - Article 1 & 2 Appraisals: 20%
  - Intro/Background/Methods: 20%
  - Discussion/Conclusion: 20%
  - Final CAT paper: 10%
- Professionalism: 10%

#### **Section 102 (Summative Capstone Course)**

- CAT Paper Presentation: 40%
- Journal Club: 40%
- Participation: 20%

### **PHAS 7997 Assessments**

#### **CAT Paper (section 101)**

The CAT paper is written under the guidance of a faculty member. All grades are rubric-based, and these are published ahead of the course to allow for transparency in grading.

Components of the paper include the following:

- PICO Question/Article Appraisal Grid
  - Initial submission is GRADED! Faculty will not be offering guidance before submission about article choice
- Intro/Background/Methods
- Discussion/Conclusion
- Final paper

#### **CAT Paper Presentation (section 102)**

The CAT paper will be presented by students in the summer semester of their clinical year. This is expected to be a 15–20-minute formal presentation. Grades are completed by the assigned capstone faculty member and based on a rubric that is published to the students ahead of the presentation.

**Journal Club (section 102)**

Students will identify an article that appropriately ties into their CAT paper topic. The article must be recent (last five years) without a published peer review. Students will be assigned to small groups and journal articles will be disseminated to all students in the group. Capstone students will be responsible for leading a 15–20-minute journal club with pre-written questions. Peers will be responsible for reading the journal before and participating in the journal club

**Professionalism**

Student professionalism throughout the capstone course will be assessed by the assigned faculty member. Components of professionalism include appropriate contact with faculty and response to feedback.

## SECTION IV: CLINICAL YEAR RESPONSIBILITIES

### RESPONSIBILITIES OF THE PRECEPTOR

The preceptor provides a vital role in the clinical education of physician assistant students. They are responsible for monitoring the student's progress and for generally supervising the student's activities. Students look to the preceptor for answers to clinical questions and direction in patient management problems.

Specific guidelines for the various clinical experiences are included in the clinical education objectives section of this manual. The preceptor should ensure that the student accomplishes those objectives which are appropriate for their particular practice. The preceptor evaluates the clinical acumen of the student and documents this through the use of the Clinical End of Rotation Evaluation Form.

**Responsibilities of the Preceptor**

1. The preceptor is responsible for providing an orientation to the preceptor's area and introducing the PA student to the people they will be working with on a regular basis.
2. The preceptor is responsible for the organization and administration of local resources to meet the goals and objectives of the Physician Assistant Program.
3. The preceptor will provide patients (both ambulatory and in the hospital) and associate preceptors to share and assist in the teaching program, and other resources available in the community that might strengthen the program.
4. The preceptor is responsible for supervising all diagnostic and therapeutic procedures carried out by the PA student.
5. The preceptor is responsible for making sure that H&P's, SOAP notes, orders, prescriptions, etc., written by the PA student are cosigned by the preceptor prior to being carried out by nurses, technicians, or pharmacists.
6. The preceptor is responsible for providing adequate feedback to the PA student based on the quality of their work. The preceptor is required to complete a formal evaluation of the student's abilities for grading purposes.
7. The preceptor will be the channel for communication and collaboration with the Program and will serve as the liaison between local health care facilities and the Program.
8. The preceptor will assist with arrangements for housing and meals when possible.
9. The preceptor will participate in the overall evaluation of the Marquette University Physician Assistant Program. The preceptor will, in the event of any potential medical

liability incident, confer immediately with the Physician Assistant Program. The preceptor must never use PA students to substitute for clinical or administrative staff.

## RESPONSIBILITIES OF THE PHYSICIAN ASSISTANT STUDENT

The physician assistant student will be required to adhere to the regulations and policies as stated in the Program Handbook and Health Sciences Professional Bulletin. Policies are established by the Physician Assistant Studies Program. Failure to comply with the policies and procedures will impact the student's promotion within the program. In the event of failure to comply, the faculty of the program will determine appropriate action and progress criteria for individual students.

### ***Responsibilities of the Physician Assistant Student***

1. Be responsible for providing their own transportation to and from clinical sites.
2. Be responsible to the preceptor for attendance and satisfactory performance on each learning activity, as well as local stipulations regarding housing and other amenities.
3. Complete onboarding prior to the start of each rotation in a timely manner (start ~six weeks prior is recommended) and keep Castle Branch records up to date throughout the clinical year.
4. Contact the preceptor two weeks or 10 business days before the start of the clerkship.
5. Begin the first day of each clinical rotation at 8:00 a.m. (or earlier if the preceptor so states). The student will report daily at the exact time assigned. Students are encouraged to arrive ahead of schedule.
6. Report all unscheduled absences from rotation/site by email to the preceptor as well as the clinical team via email at [MissedDaysMUPA@marquette.edu](mailto:MissedDaysMUPA@marquette.edu).
7. Maintain current personal healthcare insurance.
8. Students must log onto Exxat and enter patient encounters weekly.
9. Physician Assistant Student Tracking. See Exxat Policy.
10. Students must check eMarq email daily and respond within 48 hours.
11. Wear a new identification badge bearing her/his name and picture and the words "Physician Assistant Student" during all working hours and during all patient contact experiences. There is a \$50 replacement fee for a lost name tag. Students must identify themselves at all times as a PA-S – by name badge, introduction of themselves, and by signature on notes and emails.
12. Comply with all clerkship's dress requirements. The Program requires white coats and name tags in all clinical situations.
13. Conduct yourself in a professional manner at all times. This includes verbal and written communication with patients, preceptors, clinical staff, peers, and Marquette University Physician Assistant program faculty and staff.
14. Sign all notes written in patients' charts with their legal name and "PA Student or PAS" following the student's signature. The notes must be legible. Do not add any other professional initials.
15. Write prescriptions when directed to do so by the preceptor. The preceptor will review and sign all such prescriptions.
16. Respect patient confidentiality at all times. Care is to be taken to exclude identifying information in discussions outside the clinical setting. Identifying information must be deleted prior to case presentations.
17. Confer immediately with the preceptor and the program if you become aware of any potential medical liability incident.
18. Be certain that all personal and financial obligations with individuals or institutions at the clinical preceptor site are satisfied prior to leaving.

19. Be respectful to the clerkship and follow the rules and regulations of the hospital or other institutions in which they work.
20. Successfully complete the requirements of preceptor as outlined in this manual.
21. Students are responsible for all housing and travel costs not provided by the preceptor. Students understand that they are responsible for travel arrangements and costs of transportation to the site, including voluntary placements to distant sites.
22. Contact Program ASAP regarding changes to student contact information (i.e., address, phone - including cell, e-mail, and official name change).
23. Will keep TB current, yearly, and give copy of documentation to Program; as well as annual physical exams and receive annual flu shots. Urine drug screens must be completed prior to beginning clinical year and students must submit to criminal background checks.
24. All required immunizations and titers must be current.
25. Must use eMarq accounts, not personal email addresses.
26. Must make up days of absence.
27. Students are responsible for contacting the Clinical faculty immediately regarding any concerns or changes involving their clerkship.

## RESPONSIBILITIES OF THE PHYSICIAN ASSISTANT DEPARTMENT

The Director of Clinical Education and PA clinical faculty are responsible to the Chair of the Department of Physician Assistant Studies. The policies and procedures set forth by the Physician Assistant Program must be followed.

### ***Responsibilities of the Department of Physician Assistant Studies***

1. Clerkship assignments are made by the clinical faculty. Information is solicited during the didactic year from both the students and preceptors and is taken into consideration when assignments are made. Final clerkship assignments are made solely by the program to ensure students acquire all the required medical experiences for graduation. Students may not get all their requested rotations.
2. Maintain an office file on each student.
3. Be responsible for assignment of students to preceptors.
4. Provide information about the student including a biographical sketch prior to the beginning of each rotation. This includes the immunizations, titers, background check and confidentiality statement.
5. Be responsible for maintaining open lines of communication with students.
6. Be responsible for excusing students' absences from preceptor sites and after consultation with the preceptor, determine action and progress criteria for individual students. Communicate with the preceptors at appropriate intervals regarding student progress as well as present status of the preceptor site.
7. Determine the final grades for each student.
8. Provide feedback to clerkship from the Student Evaluation Form.
9. Determine eligibility for graduation based on successful completion of clinical year courses and achievement of program competencies and learning outcomes.

## SECTION V: RESOURCE INFORMATION

### MARQUETTE UNIVERSITY CAREER SERVICES

Career Services at Marquette University supports both undergraduate and graduate students



through individual career counseling meetings, reference guides for resume and cover letter writing, as well as offering resources for diverse populations

[Cover Letter and Resume Resource Link](#)

[Diverse Populations and Affinity Groups Resources](#)

## MARQUETTE SCHOLARSHIPS

### ***Jared Vangheem Marquette University Scholarship:***

This award is given to a Physician Assistant student who demonstrates resilience in the face of adversity during the completion of their Physician Assistant education. Students may apply for this scholarship.

### ***Dr. Krishna S. Neni Scholarship:***

A scholarship award is given to a graduating senior(s) in honor of Dr. Neni for exceptional dedication to scholarly and clinical work. Students are selected by the MUPA Scholarship Committee based on preceptor feedback.

### ***Faculty Student Leadership Award:***

Recognition is given to a graduating PA student for leadership, professionalism, and character. Students are selected by the MUPA Scholarship Committee based on feedback from the MUPA faculty.

### ***Faculty Student Service Award***

Recognition is given to a graduating PA student for their service contributions while in the PA program. Students are selected by the MUPA Scholarship Committee based on feedback from the MUPA faculty.

### ***Real Scholarships:***

Sponsored by Dan and Susan Real, Friends of the College of Health Sciences. Awarded to diverse candidates from Milwaukee or Chicago and surrounding areas who want to work in medically underserved areas or with disadvantaged populations. (\$6,000\* variable)

## STATE SCHOLARSHIPS

### **WISCONSIN PHYSICIAN ASSISTANT ASSOCIATION (WAPA) SCHOLARSHIP OPPORTUNITIES**

The mission of the Wisconsin Academy of Physician Assistants Foundation is to serve the needs of the healthcare consumer in Wisconsin, support quality physician assistant education and meet the professional needs of practicing physician assistants.

Created in 1990 as a 501 © (3) corporation, the Foundation was established to provide a charitable organization to pursue educational and research programs for students and PAs. Directed by a Board of Trustees, each Board member has extensive experience in the PA profession and is dedicated to the importance of education and research in health fields. The promotion of service and leadership were added by the trustees as fundamental components of the Foundation's purpose in 2006. The renaming of the scholarships took place in 2012.

### ***WAPA Diversity Student Scholarship***

A \$1,000 scholarship is available each year for a PA student attending a Wisconsin PA Program, who is a WAPA member, and a member of racial or ethnic groups that are traditionally underrepresented in the PA profession. This includes students who identify as Black,

Indigenous, or a Person of Color, students who identify themselves as LGBTQ+, or students with disabilities who have overcome adversity to become a PA student. A one-page statement is required of the applicant, in addition to a reference letter from a faculty member of a Wisconsin PA Program.

#### ***Norine Friell Service Award***

The Norine Friell Service Award is an award of \$1,000 to celebrate her life and dedication to the PA profession and to her service to others. One of her core beliefs was that we are all put on earth for the purpose of serving others and using our gifts for the benefit of others. The scholarship will be awarded to a final year PA student who demonstrates exemplary service to their local, state, or global community. A one-page statement is required of the applicant, in addition to a reference letter from a faculty member of a Wisconsin PA program.

#### ***Paul S Robinson Leadership Award***

The Paul S. Robinson Award is an award of \$1,000 to celebrate the life and commitment to the PA profession. His leadership was important to the success of WAPA and the PA profession in Wisconsin, as well as AAPA. This scholarship will be awarded to a final year PA student who demonstrates outstanding leadership in their community, the PA profession, and/or a Wisconsin PA program. A one-page statement is required of the applicant, in addition to a reference letter from a faculty member of a Wisconsin PA program.

#### ***The Robert T. Cooney M.D. Scholarship (Awarded to Recent Graduates)***

The Robert T. Cooney M.D. Scholarship is an award of \$1,000 to celebrate his life and commitment to the PA profession. Dr. Cooney practiced family medicine in Portage, WI. for five decades. A \$1,000 scholarship in memory of Dr. Cooney will be awarded to a Wisconsin PA student from a rural area who plans to practice in a rural community. A one-page statement is required of the applicant, in addition to a reference letter from a faculty member of a Wisconsin PA program.

## NATIONAL SCHOLARSHIPS/GRANTS

#### ***Physician Assistant Foundation (PAF)***

The PAF is the charitable arm of the American Academy of Physician Assistants. The PAF provides funding for physician assistant students scholarships and develops and supports the research agenda of the PA profession. Scholarships denominations are distributed by the PA Foundation. For further information, [website link here](#).

#### ***National Health Service Corps Scholarship Program***

This program provides payment of tuition and fees, payment toward books, supplies, and equipment and monthly stipend. For each year of support, recipients will serve one year in a health profession shortage area with a minimum service obligation of two years. For further information, [website link here](#).

## PROFESSIONAL AND STUDENT PHYSICIAN ASSISTANT ORGANIZATIONS

There are several PA professional organizations that you may wish to join. These organizations will provide you with information regarding the development of the profession. Students usually find it very worthwhile to become a member of the following organizations:

AAPA: The American Academy of Physician Assistants

SAPA: Student Association of Physician Assistants

WAPA: Wisconsin Academy of Physician Assistants



MUSA: MU Student Association

***American Academy of Physician Assistants***

The American Academy of Physician Assistants (AAPA) was established in April 1968, by the first graduating class of the Duke University PA Program. Since that time, the staff has grown in response to membership needs and now comprises the divisions of research and evaluation, conventions and meetings, membership, finance, communications, and administration.

The Academy has a federated structure with constituent chapters in almost every state as well as chapters representing the interests of member Physician Assistants in armed services. Physician Assistant programs have also formed student societies which are chapters of the Academy. Each of these groups, the constituent chapters, and students, send representatives to form the House of Delegates which meets annually to carry out legislative and policy making activities under the Academy's bylaws.

The AAPA has quickly grown from modest beginnings into a national organization with considerable influence in the medical community as well as the legislative arena and is today the organization most representative of the physician assistant profession at the national level.

The American Academy of Physician Assistants 950 North Washington Street Alexandria, VA 22314-1552  
(703) 836-AAPA (2272)  
[www.aapa.org](http://www.aapa.org)

***Student Association of the American Academy of Physician Assistants***

SA is the student organization within the American Academy of Physician Assistants. Your membership provides you with access to all AAPA publications and conferences. An annual conference is held each Spring at which the Student Assembly of Representatives meets to plan for the following year's activity. MUSA is to be represented at this meeting. There are a variety of offices and other positions within SAAAPA which are elected by the students at the annual meeting.

Student Association of PAs 950 North Washington Street Alexandria, VA 22314-1552  
(703) 836-AAPA (2272)

***Wisconsin Academy of Physician Assistants (WAPA)***

The Wisconsin Academy of Physician Assistants (WAPA) was founded in 1975 as the official professional organization for PAs in this state. The Academy has been recognized as a charter chapter of the American Academy of Physician Assistants.

The Wisconsin Academy has grown from a small group of founding members and currently represents 90% of all certified PAs in Wisconsin. The Academy promotes the PA concept in Wisconsin as well as providing services to its members such as continuing medical educational opportunities, employment listings, health insurance, and a monthly newsletter.

Wisconsin Academy of Physician Assistants: [www.wapa.org](http://www.wapa.org)

**PHYSICIAN ASSISTANT NATIONAL CERTIFICATION EXAM (PANCE)**

Please review the NCCPA website for the latest information as well as FAQs:

<https://www.nccpa.net/pance-registration>.

To become a certified PA, you must pass the Physician Assistant National Certifying Exam (PANCE), a computer-based, multiple-choice test comprising questions that assess basic medical and surgical knowledge.

*Registration:*

You must submit an application and \$550 payment in advance to take PANCE. You may schedule your exam anytime (depending on testing center availability) within the 180-day timeframe established for you based on your expected graduation date and the successful submission of all required materials to NCCPA.

- **NCCPA does not accept applications until 180 days prior to your expected program completion date** (as provided by your program director). (As used here, "program completion date" is the date all requirements for graduation are completed as deemed by your program.)
- **The earliest date you will be able to test is seven days after your program completion/graduation** (provided your program director has confirmed your program completion date.) This date will be reflected in your exam application acknowledgment e-mail.
- You have 180 days from the beginning of your exam timeframe to take the exam. These dates will be reflected in your exam application acknowledgment e-mail.
- You may only take PANCE once in any 90-day period or three times in a calendar year.
- There will be no testing between Dec. 19-31 unless for remediation.

## WISCONSIN STATE LICENSURE/ TEMPORARY STATE LICENSURE

If you need to apply for a TEMPORARY Wisconsin license, i.e., you wish to expedite the credentialing process for employment, you can receive it about 1- 2 weeks before your NCCPA board scores are reported. You should also do the paperwork for your regular Wisconsin license. At that time, your paperwork for your regular Wisconsin license can be processed. All of this information can be done on the website:

<https://dsps.wi.gov/Pages/Professions/PhysicianAssistant/Default.aspx>

There is one form that will ask your school to notarize and send in-please fill out this form and bring it to the PA office. It will not be processed until after you graduate which would be Monday after the ceremony. The rest of the Wisconsin state license forms should be sent in separately when complete.