



DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

Physician Assistant Program

Preceptor MANUAL

2025-2026

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SUMMARY OF PRECEPTOR ROLE AND RESPONSIBILITIES

- Our students will be with you for **5 weeks** on their clinical rotation. The 5th week ends on a Wednesday, at 12:00 pm. Students will have an End of Rotation (shelf) exam on Friday of the 5th week for all core rotations, students on an elective rotation will need to give a case presentation on the Thursday of the 5th week.
- **Day 1** of a clinical rotation:
 - Confirm the daily/weekly schedule with the appropriate site designee (daily schedule, on-call, rounds, weekend hours, etc.)
 - Review dress code, access to facilities, safety & security protocols, and procedures, preferred contact methods (phone, text, email, etc), WiFi access, EMR/EHR access, etc.
 - Review access to a Medical Library/Educational Resources (if available)
 - Review expectations, goals, syllabus, patient, and procedure logging
- **Attendance:** Students are expected to work at minimum of 36-hours per week, and a maximum following ACGME guidelines. (See below for more information).
- **Evaluations:** Be responsible for the evaluation of student competence and performance at both the middle (by **Wednesday, of Week 3**) and the end of the rotation (**Wednesday, of Week 5**). The preceptor will be asked to complete a student evaluation form at week 3 and provide direct feedback to the student to highlight strengths, weaknesses, and opportunities for improvement. The evaluation is scored on a Likert Scale (5 = 100% - Excellent, 4, = 90% - Above Average, 3 = 80% - Proficient, 2 = 70% (Below Average), 1 = 60-0% (Needs Improvement). **Any item scored with a 1 or 2 must be addressed directly with the student along with providing written comments.**
- Attempt to handle minor problems directly with the student. Major or persistent problems with the student should be referred to the Director of Clinical Education (Dr. Maria Long, 609-346-1887, mlong@sju.edu)
- Provide required documentation to the PA Program as required for accreditation, proof of liability insurance, CVs, license verification, etc.
- We sincerely thank you for being a valued educator to our PA students!

INTRODUCTION

The SJU Physician Assistant Program would like to thank you for participating in the education of our students. The commitment you are offering them to create future physician assistants is commendable. These are experiences the students will value throughout their careers. The clinical setting is where synthesis of concepts and application of principles for quality healthcare experiences occur. You are the key to successful learning experiences. The Physician Assistant student will work closely with you and learn from your example, advice and knowledge. Through your supervision, the student will be able to disseminate the knowledge obtained in the classroom to develop skills and clinical judgment that is necessary to become a Physician Assistant.

This preceptor handbook is designed to provide information about the SJUs Physician Assistant Program and to offer guidance and educational objectives for supervising and evaluating students on their clinical rotations.

In addition to this handbook, you will be provided with a Syllabus along with copies of the Student Evaluation forms as a reference for you to guide the students' progress

Our 6-semester graduate physician assistant program, leading to a Master of Science in Physician Assistant Studies (MSPAS) degree. The program encompasses a 3-semester didactic phase (12 months) and a 3-semester clinical phase (12 months). All students must successfully complete both phases of the program, regardless of previous educational/professional background.

The Physician Assistant Program is a comprehensive curriculum that is completed in a consecutive manner with the focus on primary care but prepares our graduates to practice in a wide variety of clinical settings.

The first three semesters of study consist of basic sciences and clinically related didactic courses. All didactic courses are required and must be successfully completed before progressing to the clinical phase.

During the clinical rotations, students are to be supervised by licensed practitioners (MD, DO, PA, NP) and will actively participate in patient assessments, perform common laboratory procedures, interpret common diagnostic examinations and help manage common medical problems. The work hours are set by the preceptor and can include evening and weekend hours. Students are required to work a minimum of 40 hours per week; however, many rotation sites require students to work substantially more hour per week.

Mission Statement

The Mission of the Saint Joseph's University Physician Assistant Program is to educate future physician assistants with a foundation in equitable, person-centered, evidence-based care, with a focus on primary care (family medicine), interprofessional healthcare, and an exposure to underserved and diverse populations.

Program Goals and Student Learning Outcomes

The PA Program has published a Student Handbook for our students which includes our program goals and student learning outcomes. They can be viewed via the following link:

<https://www.sju.edu/departments/physician-assistant-studies/about#program-mission-goals>

Goals for the Clinical Year

The PA student, upon successful completion of the didactic year will participate in 9 clinical rotations in 5-week blocks.

- | | |
|-----------------------------|-----------------------|
| 1. Family Medicine I | 6. Internal Medicine |
| 2. Family Medicine II | 7. Emergency Medicine |
| 3. Pediatrics | 8. General Surgery |
| 4. Women's Health | 9. Elective |
| 5. Behavioral/Mental Health | |

The clinical year is designed for students to gain hands-on experience through supervised, direct and meaningful patient care. The main goals of the clinical year include:

- Apply clinical knowledge to patient care
- Complete a directed history and physical exam
- Practice oral presentations and formulate an assessment and plan
- Perform clinical procedures
- Improve critical thinking skills
- Encounter patients from diverse populations
- Develop an understanding for the healthcare system and work as part of a healthcare team
- Expand on fund of medical knowledge

CLINICAL ROTATION DATES/CALENDAR

Rotation	Start Date	Call Back Days
FALL Semester		
1	8/25/25	9/25/25 & 9/26/245
2	9/29/25	10/30/25 & 10/31/25
3	11/3/25	12/4/25 & 12/5/25

Call Back Week 1	12/8/25	12/12/25
Winter Break	12/13/25	1/11/26
SPRING Semester		
4	1/12/26	2/12/26 & 2/13/26
5	2/16/26	3/20/26 & 3/21/26
6	3/23/26	4/23/26 & 4/24/26
SUMMER Semester		
7	4/27/26	5/28/26 & 5/29/26
		EOC 6/1/26
8	6/2/26	7/2/26 & 7/3/26
9	7/6/26	8/6/26 & 8/7/26

*The PA student will return to campus after the completion of the 9th rotation to fulfill the requirements of graduation, including summative evaluations of all program competencies.

General Guidelines

- Students have NO legal standing, and therefore, work entirely under the preceptor's supervision
- Learning is best achieved by student participation under guidance
- Learning by "trial and error" without supervision is unacceptable as it jeopardizes patient care and threatens all professionals (nurses, administrators, other technical workers and physicians)
- Students must not substitute for clinical or administrative staff during supervised clinical practical experiences.

Learning "Under Supervision" is defined in the following manner:

- Eliciting a meaningful history – the preceptor is in the hospital or office suite
- Doing a physical examination –the preceptor is in the hospital or office
- Progress notes – dependent upon the policies of the individual clinical sites
- Chart orders of any kind – written by the student after discussion with the preceptor and signed by preceptor
- Technical procedures – the appropriate professional will be at the student's side or within immediate proximity

THE PRECEPTOR

The student is assigned a primary preceptor, who provides a clinical environment for the student's training. The preceptor may be a licensed MD, DO, PA, NP who agrees to assume the responsibilities of instruction during the assigned rotation. The primary preceptor must be in good standing with their licensing board. Students may be given an assignment or may spend time with ancillary staff (x-ray, lab, physical therapy, etc.), as these experiences can be very valuable.

Responsibilities of the supervising preceptor

- Formulate with the student basic goals and expectations such as:
 - Schedule and hours
 - Attendance of educational activities
 - Reviewing documentation/notes and oral presentations
 - Determining degree to which student will participate in care of the patients
- Counsel the student to improve oral presentations
- Indicate clearly to the medical staff, the administration, and nursing/office staff which practitioner will be responsible for the activities of the student.
- Respond to questions as to the scope of the activities of the student.
- Provide the student with an orientation to the site including a review of the site schedule, safety, security, policies, and procedures.
- Assist student in meeting the assigned objectives for the specific rotation.
- Incorporate teaching activities. This can be accomplished in a variety of ways such as structured teaching rounds or chart review periods, reading assignments, informal consultation between patient encounters, recommending specific conferences. The preceptor should assign the student activities such as: patient care, rounds, H&Ps, surgical assisting, etc.
- Be responsible for the evaluation of student competence and performance at the end of the rotation. The preceptor will also be asked to complete an interim student evaluation form so feedback can be given to the program
- Students may not substitute for paid or volunteer clinical or administrative staff during supervised clinical practical experiences
- Attempt to handle minor problems directly with the student. Major or persistent problems with the student should be referred to the Director of Clinical Education, (Dr. Maria Long, 609-346-1887, mlong@sju.edu)
- Provide required documentation to the PA Program, proof of liability insurance, CVs, license verification, etc.

THE STUDENT

Attendance

Students are expected to follow all PA Program reporting instructions and must notify the program of any errors or changes.

An assigned clinical site schedule will be determined by the preceptor (or his/her designee) and should include a minimum of 36 hours per week. Saint Joseph's University PA Program follows ACGME federal regulations for "maximum" hours/week.

American College for Graduate Medical Education (ACGME)

Duty Hour Federal Regulations

2011 ACGME Restrictions, revised 2017

By Federal law, here are the regulations regarding duty hours of any/all students in the hospital setting (residents, interns, medical students, and PA students):

- **Maximum 80 hours/week** (this may be averaged over a 4-week period. i.e. 100 hours one week, 60 hours the next week, etc., for an average of 80 hours/week).
- **Not more than one in every 3rd day on-call.**
- **Continuous duty not to exceed 28 consecutive hours.** 24 hours on-call, and an additional 4 hours for didactic activities, transfer care of patients, or work in the out-patient clinics. No new patient may be accepted for admission after 24 hours of continuous duty. This does not count pre-round time.
- **24 hours off per 7-day period.** Can be averaged over 4 weeks. For example, students may work 14 days straight but then have two days off. Post-call days do NOT count as a day off. A day off is free of any clinical activities.
- **Post-call: minimum of 12 hours off-duty before starting next shift.**

Students should anticipate working some evenings, weekends, holidays, or “on-call” shifts on various rotations and must not refuse to work during these times if it is deemed necessary by the preceptor. **University holidays do not apply to students’ schedules during the clinical year, and preceptors are not obligated to grant days off to students on holidays or weekends (but may do so at their discretion).** Keep in mind that PA students only have one year to receive all of their clinical training prior to graduation, so it behooves them to make the most of the time and privilege granted to them of working at clinical sites; the more time spent at a given clinical site, the greater the opportunities available for enhancing one’s learning, skills, and understanding of the overall practice of medicine.

Documentation

If allowed by the preceptor and/or medical facility, the PA student is permitted to write in the patient’s medical chart. All entries are expected to be signed in the following format:

Signature: First Name _ Last Name PA-S

Print: First Name _ Last Name PA-S

Time (Military/24hour format) & Date

Contact #

The preceptor should review all PA student notes written in the medical record and countersign.

We encourage preceptors, who do not allow students to make direct entries into the medical chart, to periodically have the PA student write up H&P, Progress, or SOAP notes for evaluation.

Prescription Writing

The PA Student may assist in the writing of a prescription or assist the assigned preceptor or designee with electronic transmission of a prescription. The preceptor or assigned designee must sign all prescriptions. PA Students are **NOT** permitted to prescribe medications. **MORE SPECIFICALLY, THE PA STUDENTS NAME IS NOT TO APPEAR ON THE PRESCRIPTION.**

Performing Procedures

The SJU's PA Program encourages all our preceptors to teach and allow our students to practice procedures (while under supervision). Prior to starting the clinical phase of their education, The PA student has demonstrated competence, by way of simulation clinical skills lab, in the following procedures:

1. Nasogastric tube placement
2. Bladder catheterization
3. Urinalysis
4. Casting/Splinting
5. Joint injection/Arthrocentesis
6. Suturing/Stapling
7. Incision and Drainage
8. Surgical Knot tying
9. Suture/Staple removal
10. IM, SC, intradermal injection
11. Venipuncture
12. Intravenous line (peripheral)
13. Glucose Testing
14. Wound Dressing
15. Cerumen Removal
16. Performing an EKG

The PA student can learn and perform other procedures not listed above (under supervision).

Responsibilities of the Student

- Learn unobtrusively from all persons involved in the clinical rotation
- Make the patient the beneficiary of all activities
- Do not pose as a primary medical provider or advisor-counselor to the patient except to relay information as directed by authorized professionals. Students must not misrepresent themselves as a physician, physician assistant or any healthcare provider other than a physician assistant student (even if they hold other credentials, such as RN, EMT, etc.).
- Students must provide the site with all necessary records and perform any in-services required by the site.
- It is the responsibility of the student to report to clinical sites promptly and stay the assigned times designated by the preceptor. (See policy on lateness/absences)
- Students must submit to the Program all required assignments and forms by their designated due date.
- Students must log all patient encounters and procedures daily.
- Notify the Director of Clinical Education if the assigned preceptor will be off site (on vacation or absent) and a substitute preceptor is not assigned
- Notify the Director of Clinical Education if the student will be away from their assigned clinical site for any reason (illness, reassignment, etc.)

Expected Progression of PA student

PA students are trained to take detailed histories, perform physical examinations, give oral presentations of findings, and develop differential diagnoses. As the year continues, they should be able to more effectively formulate an assessment and plan collaboratively with the preceptor. If the preceptor deems it necessary, students initially may observe patient encounters. However, by the end of the first week, students should actively participate in evaluating patients. As the preceptor feels more comfortable with the student's skills and abilities, the student should be allowed progressively increasing supervised autonomy.

RESPONSIBILITIES OF THE PA PROGRAM

- Adequately prepare the student for the supervised clinical practice experience.
- Assign students to clinical sites that will provide a quality learning experience.
- Provide the preceptor with the respective syllabus and a set of learning objectives
- Provide the preceptor with a fact sheet about the student
- Ensure a current affiliation agreement is in place
- Provide documentation of student malpractice insurance.
- Provide the preceptor/site with health, criminal, child abuse clearances as required for the students in the PA Program.
- Continuously monitor students throughout their clinical year.
- The Director of Clinical Education will be responsible for assigning a final grade to each student for all rotations
- The Director of Clinical Education will interact with preceptors on a regular basis and will be available to address any issues or concerns

Site Visits

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

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

Site visits will be well-defined and scheduled by the program. Students will inform their preceptor at the beginning of the rotation if a site visit will be scheduled. The Family Medicine I rotation will be subject to a site visit.

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

Student Evaluations

The PA student is required to have Mid-Rotation and Final-Rotation evaluations completed by the preceptor. The Final Evaluation is worth 35% of their rotation grade. The PA Program asks that you periodically meet with the student to discuss their strengths and weaknesses, along with how they are progressing in their rotation.

The PA Program has adopted a standard evaluation form which will be given to the preceptor. The preceptor is responsible for assessing performance and discussing it with the student. The PA student will be evaluated on core medical knowledge necessary for patient care, ability to obtain a medical history, and perform an appropriate physical examination. The evaluation will be utilized to ensure that the student is meeting all of the Learning Outcomes and Instructional Objectives in the syllabi. Included in the evaluation will be the student's ability to organize, develop a differential diagnosis and management plan, present cases, and demonstrate a rapport with patients and other health care workers. Dependability, attitude, and work ethic are also part of the evaluation. The following Goals will be measured by specific Learning Outcomes and Instructional Objectives by the preceptor:

- Goal 1: Medical Knowledge
- Goal 2: Clinical Reasoning and Problem-Solving Abilities
- Goal 3: Clinical and Technical Skills
- Goal 4: Interpersonal and Communication Skills
- Goal 5: Professional Behavior

The preceptor evaluation for total of 35%

All evaluations are to be returned to the PA Program electronically upon completion of the rotation. Some preceptors may request input from other providers/clinicians the student has come in contact with to complete a composite evaluation. Students must obtain an 80% (B) or better on the preceptor evaluation to successfully complete the rotation. Anyone who is unsuccessful in meeting the minimum score on the preceptor evaluation will be required to repeat the rotation. A student must receive a passing grade on this evaluation to be eligible to pass the clinical rotation. This form is to be completed by the preceptor. It will assess the students on the instructional objectives that are listed in the course syllabus. If a student receives an averaged failing grade for the professionalism components, the student is not eligible to pass the rotation. A passing grade is an 80%. An 80% is represented by a 3/5 on the Rubric Likert scale or aka "proficient"). The preceptor will select a grade per item line on a Likert scale from 1-5, which correspond to % points as listed on the evaluation form.

In the case the Mid Evaluation have a Non-Passing score the student will undergo remediation to make improvement for the Final Evaluation.

Remediation Following a Mid-Rotation Evaluation Score Below 3

If a student receives a score of 2 or below on any competency domain or evaluation item on the Mid-Rotation Evaluation, this is considered failing and indicative of insufficient progress toward meeting rotation expectations. In such cases, the student will be required to undergo a formal remediation process to address the identified deficiencies.

The remediation process will include the following:

Discussion and Planning:

-A meeting involving the student, preceptor, and Director of Clinical Education will be conducted to review the areas of concern, clarify expectations, and establish specific, measurable goals for improvement.

-Written Remediation Plan (SALAMI):

The student must complete a SALAMI (Self-Assessment, Learning plan, and Monitoring for Improvement) document that outlines:

-Reflection on performance and areas needing improvement

-Action steps and strategies to address deficiencies

Timeline and accountability measures for continued progress

Continued Monitoring:

The preceptor will assess whether the student demonstrates adequate improvement over the remainder of the rotation. Failure to demonstrate sufficient progress may result in failure of the clinical course, referral to the Student Progress Committee, or additional academic action as outlined in the Student Handbook.

All remediation steps must be completed and documented within the timeframe specified by the Director of Clinical Education to be eligible for course progression.

PRECEPTOR RESOURCES

Practices are becoming busier each and every day. Your office or inpatient facility provides an increasingly valuable learning environment for our students, future healthcare providers. How can you integrate these learners into your daily practice without interfering with your day-to-day responsibilities? The following are a few resources to help preceptors handle these challenges. If our Program can provide you with any additional information, please do not hesitate to contact us.

The One-Minute Preceptor: A Method for Efficient Evaluation and Feedback

The one-minute preceptor is a strategy for efficiently structuring an interaction with a learner. It consists of the following steps:

1. Get a learner commitment

So, what do you think is going on with this patient?

How would you like to treat this patient?

Why do you think the patient came today?

What would you like to accomplish on this visit?

2. Probe for supportive findings/evaluate the thinking leading to that commitment

How did you reach that conclusion?

What makes you...?

What findings support your diagnosis?

What else did you consider?

3. Reinforce what was correct/give positive feedback

I agree with your interpretation.

I am pleased that you included...that aspect of the physical exam.

I appreciate your consideration of the patient's financial situation in prescribing...

4. Constructive guidance about errors or omissions/give negative feedback

I disagree with...the scope of your differential diagnosis.

What else do you think you might have included?

Including the abdominal exam would have been important

A more effective way to...

5. Teach a general principle/clarify the "take home" lesson

So, in general, it's important to remember...

It is always important to think about...

In general, taking a little extra time...

Why don't you read up on this tonight and report back tomorrow...

Adapted by the Physician Assistant Program, Oregon Health Sciences University, Portland, with credit to the Department of Family Medicine, University of Washington, Seattle.

Reference: Nether JO, Gordon KC, Meyer B, Stevens N. A Five-Step "Microskills" Model of Clinical Teaching. J AM Bd of Fam Pract July-Aug, 1992; Vol. 5 No. 4, 419-424

FORMS

Preceptor Application Process

Thank you for your interest in becoming a preceptor for our PA Students. Please understand that you will be making a tremendous impact on both our students and society by letting our students gain meaningful clinical experience under your supervision.

Healthcare Providers who are interested in serving as preceptors, please:

- Review the Clinical Preceptor Manual in order to understand the type of medical settings, patient population, and procedures students require
- Complete the Application for Preceptorship
- Mail and/or fax the signed Application for Preceptorship to:

Dr Maria Long DMSc, MHSc, MEd, PA-C
Director of Clinical Education
Department of Physician Assistant Studies

Saint Joseph's University
600 South 43rd Street, Box 27
Philadelphia, PA 19104

Cell: 609-346-1887
Fax: 215-596-7147
Phone: 215-596-7143

- Your application will be reviewed by the Physician Assistant Program, who will:
 - Evaluate and verify information provided on the Application for Preceptorship
 - Contact preceptor to set up a site visit
 - Send a letter of confirmation

Thank you in advance for your time and consideration!

The PA Program Faculty

Application for Preceptorship

Preceptor Name (Last), (First): [Click here to enter text.](#)

Check MD DO PA NP

Professional Data:

State Medical License Number: [Click here to enter text.](#) **State:** [Click here to enter text.](#)

Board/NCCPA Certified: [Click here to enter text.](#)

Date Certified/Recertified: [Click here to enter text.](#)

Medical/PA/NP School: [Click here to enter text.](#)

Year Graduated: [Click here to enter text.](#)

Hospital/Clinic/Practice Name: [Click here to enter text.](#)

Street Address: [Click here to enter text.](#)

City: [Click here to enter text.](#) **State:** [Click here to enter text.](#) **Zip Code:** [Click here to enter text.](#)

Telephone: [Click here to enter text.](#) **Facsimile:** [Click here to enter text.](#)

Practice Contact: [Click here to enter text.](#)

Contact Phone: [Click here to enter text.](#)

Practice Website: [Click here to enter text.](#) Email: [Click here to enter text.](#)

Office/Clinic Hours and Days Monday_____ Tuesday_____ Wednesday_____ Thursday_____ Friday_____ Saturday_____ Sunday_____

[Click here to enter text.](#)

Written communication via Facsimile Email

Practice Specialty:

- Family Medicine Women's Health Emergency Medicine Internal Medicine
 Pediatrics Surgery Behavioral Health Elective

I can offer elective rotation(s) or subspecialties in: [Click here to enter text.](#)

Please check the primary type of practice:

- Private Solo Practice Private Group Practice Hospital Clinic
 Other: [Click here to enter text.](#)

Is your practice facility a State or Federally designated:

- Rural Health Clinic Rural Hospital Public Health Agency Federally Qualified Health Center
 Other State or Federally funded clinic or health facility: [Click here to enter text.](#)

Describe the demographics of your patient population: [Click here to enter text.](#)

Average number of patients you see per day: [Click here to enter text.](#)

Will students be able to record their findings in the patient's medical record? Yes No

Are Physician Assistants and/or Nurse Practitioners currently employed at your Practice? Yes No

How many rotation cycles are you willing to participate in per year? [Click here to enter text.](#)

(Family Medicine 2- five-week consecutive rotations; all others 5 weeks for a total of 9 rotations)

How many students per rotation? [Click here to enter text.](#)

Where and to whom do the students report on the first day of the rotation?

[Click here to enter text.](#)

Students will be asked to contact their preceptors a week in advance. Whom should they contact?

[Click here to enter text.](#)

Preceptor Signature: _____ **Date:** _____

Please attach a copy of each preceptor's Curriculum Vitae, National/Board Certification, current license, as well as the site's liability insurance certificate and policy with regard to injuries.