



TITLE OF POLICY:

UNC-CH MHSPAS Program Policy on Physician Assistant Education Association (PAEA) End of Rotation Examinations

PURPOSE AND SCOPE:

Establishes the PAEA End of Rotation Examinations must be successfully completed during each of the seven core rotations for progression in and completion of the program. This policy is provided to students upon matriculation, during clinical phase orientation, reviewed during initial clinical phase advising meeting, and again in the case of unsuccessfully meeting program standards.

ARC-PA STANDARD REFERENCE(S):

A2.05: Principal faculty and the program director must be responsible for, and actively participate in the processes of: (d) evaluating student performance, (e) academic counseling of students, (f) assuring the availability of remedial instruction, (g) designing, implementing, coordinating, and evaluating the curriculum

A3.02: The program must define, publish, make readily available and consistently apply its policies and practice to all students.

A3.15: The program must define, publish, consistently apply and make readily available to students upon admission (a) any required academic standards, (b) requirements and deadlines for progression in and completion of the program, (c) policies and procedures for remediation and deceleration, (c) policies and procedures for withdrawal and dismissal

A3.17: Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation (c) of student performance while enrolled, (d) of remediation efforts and outcomes (e) of summaries of any formal academic/behavioral disciplinary action taken against a student, (f) that the student has met requirements for program completion.

B1.01: The curriculum must: (a) be consistent with the mission and goals of the program (b) be consistent with program competencies

B4.01: The program must conduct frequent, objective and documented evaluations of student performance for both didactic and supervised clinical practice experience competencies. The evaluations must align with what is expected and taught, as defined by the program's instructional objective and learning outcomes.

B4.02: The program must monitor and document the progress of each student in a timely manner and according to its defined and published policies and procedures, to identify and address any deficiency in meeting program competencies in (d) medical knowledge

RESPONSIBLE PARTY AND REVIEW CYCLE

This policy will be reviewed in odd-numbered years by the Clinical Affairs Committee.

PROGRAM SPECIFIC COMPETENCY

Acquire and demonstrate medical knowledge

METHOD OF ASSESSMENT

PAEA End of Rotation Standardized Examinations

DEFINITION(S)

Specialty or Core Rotation: Emergency Medicine, Family Medicine, Internal Medicine, Pediatrics, Psychiatry & Behavioral Health, Women's Health & Prenatal Care and Surgery

POLICY

The University of North Carolina at Chapel Hill Master of Health Sciences Physician Assistant Studies Program (UNC-CH MHSPAS) is a graduate level program that embraces student-centered adult learning as the major tenant of student's success. In keeping with this, students are responsible for meeting program learning outcomes and objectives. Students are responsible for reading appropriate chapters in the required text(s) in preparation for PAEA End of Rotation examinations and in completing PAEA End of Rotation examination remediation assignments. Students will be responsible for all expected learning objectives and learning outcomes.

Throughout the clinical phase of the program, students will be evaluated and expected to meet the highest standards of achievement in the established learning outcomes and expected competencies. The UNC-CH MHSPAS adheres to a multi-method and longitudinal global assessment program during the clinical phase. The use of multiple combinations of assessments will result in a portfolio demonstrating the student's performance during the clinical phase. This will allow for timely feedback of student's clinical performance and to assist in facilitating remediation during the clinical phase.

At the completion of each core rotation, UNC-CH MHSPAS students will complete a PAEA End of Rotation multiple-choice examination relevant to the completed <specialty> supervised clinical practice experience. PAEA End of Rotation exams are a set of objective, standardized evaluations intended to serve as one measure of the medical knowledge students gains during specific supervised clinical practice experiences based on the PAEA Core Tasks and Learning Objectives provided in the course syllabus. Questions on the exam are considered only a sample of all that might be included for the clinical experience, they are not intended to be all-inclusive, and may not reflect all content identified in the Topic Lists. It is important to note PAEA's goal is not to provide a list of all the topics that might be on the exams, but rather to provide students with a resource when preparing for the exams. PAEA and the UNC-CH MHSPAS recommends students review the Topic List, Blueprint, and Core Tasks and Objectives in conjunction when preparing for exams.

Exam Attendance

Attendance is required at all examinations during the clinical phase. There will be **NO** make-up examinations given except at the discretion of the Director of Clinical Education and **ONLY** after a valid reason has been identified. It is unacceptable to be late for an exam. Students must be in their seats and have their computers set up before the posted exam time. Students who will be late for the exam must notify the Clinical Team by text or phone as soon as possible. Tardy students may not take the exam until approved by the Clinical Team and the remote proctoring service.

Students more than 15 minutes late who have not contacted the Clinical Team, may not be allowed to take the exam and will receive a zero for the exam. Students will be referred to the UNC-CH MHSPAS Academic Excellence Committee (AEC) to determine if the student will remediate the SCPE or be dismissed from the program. If the committee determines the student will remediate the supervised clinical practice experience, the student will receive an incomplete in the rotation pending remediation.

The student will be placed on academic and/or professional probation. Failure to pass the remediation will result in failure of the supervised clinical practice experience and recommendation to the Academic Excellence Committee (AEC) for dismissal.

**For extenuating circumstances due to tardiness, situations will be reviewed on a case-by-case basis by the Clinical Affairs Committee.

Content

- The End of Rotation exam blueprints are two-dimensional, meaning they are organized by task and content area. Each End of Rotation exam is built to blueprint and topic list specifications.
- Questions encompass a representative sample of content topics and may not reflect all content topics identified in the topic lists.
- Questions developed for End of Rotation exams reflect the needs of a broad diversity of patients whom PAs will treat.
- Questions developed for End of Rotation exams cover the lifespan and reflect a variety of patient care settings with some specifications in the seven core areas:
 - Emergency Medicine
 - Full lifespan
 - Emergency department, urgent care
 - Family Medicine
 - Full lifespan
 - Ambulatory, urgent care, and long-term care
 - General Surgery
 - Full lifespan
 - Ambulatory, emergency department, inpatient, and perioperative
 - Internal Medicine
 - Adult and geriatric
 - Ambulatory, inpatient, and long-term care
 - Pediatrics
 - Infants, children, and adolescents
 - Ambulatory, emergency department, and inpatient
 - Psychiatry and Behavioral Health
 - Full lifespan
 - Ambulatory, emergency department, and inpatient
 - Women's Health and Prenatal Care
 - Adolescent and adult
 - Ambulatory, emergency department, inpatient, and perioperative

PAEA End of Rotation Assessment: Learning Objectives

PAEA Assessment's Core Tasks and Learning Objectives are assessed by all of the PAEA examinations. It is strongly recommended by the UNC-CH MHSPAS students review the following learning objectives in conjunction with the individual examination blueprints and topic lists (Available in Appendix A and B in each

specialty supervised clinical practice experience syllabus and in this document under the Resources section) in preparation for the PAEA End of Rotation examinations. UNC-CH MHSPAS students will possess the medical knowledge of the disease/disorders and core task in each PAEA specialty supervised clinical practice experience Topic List and Blueprint through clinical exposure and reading the required textbooks listed in the specialty supervised clinical practice experience syllabus.

A. HISTORY TAKING AND PHYSICAL EXAMINATION

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

***Interpret means to determine whether normal or abnormal, or determine the meaning of the finding relative to pathophysiologic processes and disease.**

B. DIAGNOSTIC STUDIES

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

C. DIAGNOSIS

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

- Select the most likely diagnosis based on historical information, physical examination findings, and laboratory and diagnostic study findings.

D. HEALTH MAINTENANCE

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

E. CLINICAL INTERVENTION

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

F. CLINICAL THERAPEUTICS

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

G. SCIENTIFIC CONCEPTS

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

Format

- Questions are typically presented in vignette format so that the exams can better assess students' capacity for problem-solving and critical thinking.
- Each End of Rotation exam consists of 120 multiple-choice questions, 100 of which are scored. The other 20 questions are unscored pretest questions to gather statistics, which aid in future exam construction. There is not a particular sequence in which exam questions are scored. When taking each PAEA End of Rotation Examination, expect every question to be scored.
- The End of Rotation exam contains two sections; each section consists of 60 questions.

Delivery

- PAEA End of Rotation exam are actively proctored and timed.
- PAEA End of Rotation exams are delivered in PAEA's secure, web-based platform, ExamDriver.
- UNC-CH MHSPAS has an established agreement between MonitorEDU, a third-party remote proctoring service, to proctor the PAEA End of Rotation examinations in accordance with the PAEA End of Rotation Assessment and MonitorEDU Policies and Procedures. The UNC-CH MHSPAS pays for the costs of the third-party remote proctoring service.

- MonitorEDU is approved by the Physician Assistant Education Association (PAEA) as a third-party proctoring service for PAEA Assessments
- MonitorEDU proctors are provided with the UNC-CH MHSPAS PAEA End of Rotation Assessment Policy, exam day instructions and have access to the PAEA ExamDriver to mark students present and actively monitor proctor screen and students.
- MonitorEDU proctors must adhere to the [PAEA Proctor Responsibilities](#) on pages 11-14 of the PAEA Assessment Exam Policies. The proctor must keep detailed notes of any investigation during the examination. In cases of confirmed inappropriate behavior of students, MonitorEDU will contact the Director of Clinical Education. The Clinical Affairs Committee will meet to investigate the incident and provide plans for addressing the issue to PAEA.
- MonitorEDU provides the UNC-CH MHSPAS with a detailed Proctored Report after each PAEA Assessment which includes date, proctor, any flags, student name, test administered, start time, end time and any notes. Discrepancies are reviewed by the UNC-CH MHSPAS Clinical Affairs Committee to ensure students adhered to all established policy and procedures. Discrepancies will be further evaluated and discussed with the student. Violations of the UNC-CH MHSPAS PAEA End of Rotation Examination Policy and/or PAEA Honor Court Violations will be referred to the UNC-CH MHSPAS Academic Excellence Committee (AEC) for further action. All reports will be maintained in the Clinical Affairs Committee Microsoft Teams site in the folder labeled Proctored Report.
- UNC-CH MHSPAS students are provided with the MonitorEDU [FAQ Sheet](#) for each scheduled PAEA End of Rotation Examination via an email from PAEA Exam Support Team. Information that is included in the FAQ Sheet for students is: how to connect with the proctor, instructions on preparation of the room, test connections, and [how to place the mobile camera](#).
- UNC-CH MHSPAS students are provided with the MonitorEDU [UNC Chapel Hill Test Page](#) to Connect with the Proctor for each scheduled PAEA End of Rotation Examination via an email from PAEA Exam Support Team.
- For optimal test-day performance and to prevent any delays in starting the PAEA End of Rotation Examination, students are required to review the [PAEA Assessment list of browser recommendations](#) and [compatibility test page](#)
- PAEA End of Rotation examinations are administered on the last Friday of each core rotation. The PAEA End of Rotation Exam starts at 9:00 am EST. Students must arrive NLT 8:50 am EST to get set up, test connectivity, and log in.
- UNC-CH MHSPAS students are allotted 2 hours to complete the exam (60 seconds per question), unless the student has prior approval on file with the UNC-CH MHSPAS for academic accommodations by the Accommodations, Resources and Services (ARS) Office.
- UNC-CH MHSPAS students who have approved academic accommodations must set up a testing date with ARS using the on-line scheduling system: <https://arsportal.unc.edu/> Exams must be scheduled by the student NLT 10 days prior to the PAEA End of Rotation Examination to ensure confirmation.
- Items are randomized for each student administration, within each section of the exam, and form assignments are randomized with each cohort to ensure exam security.
- All UNC-CH MHSPAS students must follow the UNC-CH MHSPAS PAEA End of Rotation Examination Policy

UNC-CH MHSPAS Program PAEA End of Rotation Assessment Policy

In order to maintain exam integrity and to maximize the exam administration process, the following rules apply to all UNC-CH MHSPAS students. The policy is made in conjunction with the [PAEA Assessment Policy](#), [MonitorEDU policy](#), and UNC-CH MHSPAS Policies to ensure adherence and exam integrity. (Extenuating circumstances may arise which would permit individual faculty discretion in applying these rules. They are mentioned below). UNC-CH MHSPAS students must acknowledge the [PAEA Assessment Exam Policies](#) located on pages 23 – 26 upon setting up their individual account and upon taking a PAEA Assessment Exam each time.

- 1) Students are required to follow pre-exam procedures prior to examination including computer updates, disabling firewalls, checking compatibility, etc... Failure to do so may result in exam delay and/or lost exam time.
- 2) Students are required to adhere to the [PAEA Assessment academic integrity instructions and procedures](#) for the exam as outlined on pages 23 – 26 of the PAEA Assessment Exam Policies.
- 3) UNC-CH MHSPAS students must adhere to the [PAEA Assessment content security instructions and procedures](#) as outlined on pages 23 – 26 of the PAEA Assessment Exam Policies.
- 4) UNC-CH MHSPAS students must adhere to all institutional and program academic integrity policies and procedures as well as proctor instructions.
- 5) UNC-CH MHSPAS students must provide a valid ID that includes the test taker(s) name and photograph to the remote proctor in order to be able to take the PAEA End of Rotation Examination.
- 6) UNC-CH MHSPAS students are required to arrive promptly at least 10 minutes **before** the designated time the exam begins. Faculty and proctors reserve the right to deny access to the examination after the exam has begun. IF arrival will be delayed, students must text & call the clinical team to arrange for a make-up testing date.
- 7) UNC-CH MHSPAS students are required to make sure the testing area is clean and only have the resources allowed as determined in the UNC-CH MHSPAS PAEA End of Rotation Assessment Policy.
- 8) The permitted resources allowed during assessments is a laptop computer, pen/pencil and one blank scratch sheet a paper which is required to be verified by the remote proctor for use during the exam. All other belongings, coffee mugs, water bottles, tissue boxes, etc... must be left outside the examination room.
- 9) UNC-CH MHSPAS students are required to make sure the test area is well lit and the room should be quiet with no outside disruptions.
- 10) No other person is allowed to be in the same room as the student during the PAEA Assessments. The UNC-CH MHSPAS students are given advance notice during the clinical phase orientation of all assessments during the clinical phase to ensure arrangements are made in a timely matter to prevent disturbance during the examination.

- 11) UNC-CH MHSPAS students are required to make sure no one else enters the room, to include children during the examination period. The UNC-CH MHSPAS students are given advance notice during the clinical phase orientation of all assessments during the clinical phase to ensure arrangements are made in a timely matter to prevent disturbance during the examination. If another person enters the room, the test will be terminated by the proctor and the student will be referred to the Clinical Affairs Committee and/or UNC-CH MHSPAS Academic Excellence Committee (AEC) for further action.
- 12) UNC-CH MHSPAS students are required to make sure their phone is fully charged and plugged into its charger as required by MonitorEDU for assessment monitoring. The phone must be in close proximity of the student for active monitoring.
- 13) No UNC-CH MHSPAS student is permitted to leave the room once the examination has begun, except at the discretion of the proctor for cases of an emergency. Use the restroom **prior** to the beginning of the examination. If a student leaves the room once the examination has begun (i.e., bathroom break), the examination will be terminated, and the student will be referred to the Clinical Affairs Committee and/or UNC-CH MHSPAS Academic Excellence Committee (AEC) for further action. A detailed report is provided to the UNC-CH MHSPAS by MonitorEDU and notes are made by the proctor. Any deviations from the policy without prior approval from the Director of Clinical Education will be subject to referral to the Academic Excellence Committee (AEC) for failure of the examination and/or dismissal from the program.
- 14) All examinations will be given via computer. Your laptop must be with you at every exam. **Should a student attempt to look at any screen other than the exam screen, a “lost focus” alert appears on the proctor’s screen. Similarly, should a student attempt to take a screen shot while taking an exam, a “inappropriate key stroke” alert appears on the proctor’s screen. These alerts will trigger the student’s exam to automatically pause until the proctor investigates the situation.**
- 15) Talking is not allowed during the examinations.
- 16) Wearing smart watches (Apple watches, etc..), exercise trackers (Fitbits, Garmins, etc...), and google glasses is not permitted during examinations. These items must be left outside of the examination room.
- 17) All students must take the examination on the designated date and in the designated time slot.
- 18) No questions will be answered during the exam. If a student experiences technical difficulty, he/she must raise his/her hand and the proctor will assist them.
- 19) Unless other accommodations have been approved, students will have 2 hours to complete each PAEA End of Rotation Examination. There are no breaks permitted during the examination.

Student Performance Report

UNC-CH MHSPAS students are provided with a student performance report in ExamDriver once the Clinical Team releases the exam scores. Exam scores will be released by the Clinical Team NLT 12 p.m. EST on the day of the exam or when all students have completed the PAEA End of Rotation exams, whichever scenario is **later**.

The student performance report will display the overall score based on a scaled score, content area and task area feedback with the student’s scale score and the national average score. Each student performance report also includes keyword feedback at the bottom of the page.

The comparative data in the “Feedback by Content Area” section are based on a reference population of test takers. The listed percentages in the “Content Blueprint” column reflect the percentage of questions targeted for inclusion on each exam form; however, the actual content percentage on the test may vary slightly from this target. The number listed in the “Your Performance” column reflects the individual students’ performance on the test questions in each content area. Like the total score, students’ performance in each content area ranges from 300 to 500. The “National Performance Average” column is the average score of a reference population of test takers from all PA education programs on items in each content area on the <specialty exam> End of Rotation examination. The information provided in the last column is provided as a point of reference to allow students compare their performance to their peers.

Academic Dishonesty Policy

Any duplication, copying, or distribution of content of any PAEA Assessments, including key-word feedback is considered an Honor Court Violation; this also includes any [PAEA Exam Honor Code Violations](#) (Page 24 – 25 of the PAEA Assessment Exam Policies). Students who are found violating any of these policies will be referred to the Academic Excellence Committee (AEC) for disciplinary action (i.e., failure of the course, dismissal) as described in the UNC-CH MHSPAS Student Handbook.

Grading

The PAEA End of Rotation exams follows the UNC Chapel Hill Graduate Studies [written examinations](#) criteria to maintain academic eligibility for further graduate work at the UNC Chapel Hill Graduate School. The PAEA End of Rotation exams are scored with a scale score (300-500) similar to the PANCE. This unified scale eliminates differences between forms. The UNC-CH MHSPAS Clinical Affairs Committee analyzed data consisting of historical cohort trends year over year, comparing historical cohort PAEA Exam Scores and PANCE Pass threshold, and PAEA Exam Score trends year over year, national trends year over year to determine program level performance bars and passing score requirements for the new scale score metric.

The PAEA End of Rotation exam scores are not curved or normalized. The PAEA End of Rotation exams scales scores are translated into Pass/Fail (scores are not based on a grading scale of 100). The following table outlines the performance bars for passing, remediation, and exam failure:

Scaled Score	
>410	P
385 – 409	Remediation
<385	F

PROCEDURES

UNC-CH MHSPAS students unsuccessfully meeting program standards as described above in the table (scoring below 410 on any PAEA End of Rotation Examination or scoring below 385 on any PAEA End of Rotation Examination) must adhere to the following UNC-CH MHSPAS Clinical Phase policies and procedures regarding remediation and/or other actions:

1. PAEA END OF ROTATION EXAM LOW PASS REMEDIATION:

A. First and Second Low Pass (<410):

- i. Student will meet with the Director of Clinical Education and Program Coordinator after the completion of the exam once the Director of Clinical Education and/or Program Coordinator has reviewed the exam scores. The Director of Clinical Education will email the student with a time and meeting link.
- ii. A Student Academic Encounter Form (SAEF) will be completed during the session.
- iii. Student must complete the following remediation assignment following the low pass:
 - Using the Individual Performance Report from the PAEA End of Rotation Exam, students will write a brief summary (1-2 short paragraphs) using CURRENT Medical Diagnosis and Treatment (CDMT)[Current Version]/CURRENT (Specialty) Diagnosis and Treatment [Current Version] for **each** of the keyword feedback items listed on their report. **For example, if the feedback item included “Pulmonology: History & Physical, Pneumonia”, one would need to outline the elements of the history (What symptoms are typical in pneumonia? What social, family or medical history is pertinent to help establish a diagnosis or identify risk factors?) and physical examination (What findings are likely to be present? What exam techniques are specific to this disease process?).**
 - For each keyword item, the student will need to list the page number along with the required textbook used. **For example: CURRENT Emergency Medicine Diagnosis and Treatment (2019), page 23-24.**
 - The paragraphs must be in the student’s own words. Copy and paste will not be accepted. Grammarly will be used to review the remediation assignment. If the student is found to have copied and pasted material, this will result in failure of remediation and referred to the UNC-CH MHSPAS Academic Excellence Committee for possible recommendation to the Honor Court.
 - Upon completion of the remediation assignment, the student will submit the assignment in the assignment section in Microsoft Classroom for the current course that is being remediated and email the Director of Clinical Education the assignment has been submitted.
 - **Upon completion of the remediation assignment and approval by the Director of Clinical Education, the student will be required to complete a 30-question multiple choice remediation quiz in Rosh Review Platform System** consisting of subcategories of the Individualized Performance Report with scores <410. Upon completion of the remediation quiz, the student will submit an acknowledgement in assignment section of Microsoft Classroom for the current course.
 - **The remediation assignment and remediation quiz are due NLT two (2) calendar days from the day of the meeting** with the Director of Clinical Education and Program Coordinator. Failure to submit the remediation assignment by 9 p.m.

(EST) on the second (2nd) calendar day will result in failure of remediation and referral to the UNC-CH MHSAPS Academic Excellence Committee.

- The student must score $\geq 80\%$ on the remediation quiz. If the student falls below an 80%, the student will meet with their advisor to discuss an individualized learning plan to review continued areas of weakness.
- iv. Student will complete a self-analysis on exam preparation and self-reflection on exam performance using the UNC-CH MHSPAS End of Rotation (EOR) Self-Analysis and ILP form NLT two (2) days after the exam.
- v. Student will develop a plan of action to improve outcomes on future exams using the UNC-CH MHSPAS End of Rotation (EOR) Self-Analysis and ILP form for the remainder of the clinical phase. Student will email the completed End of Rotation (EOR) Self-Analysis and ILP form to the Director of Clinical Education, Program Coordinator and Advisor NLT two (2) days after each exam.
- vi. Student will meet with their advisor to review the End of Rotation (EOR) Self-Analysis and ILP form NLT seven (7) days after each exam. Once the advisor and student agree with the ILP, to include plan for routine meetings, the student will email a signed copy to the Director of Clinical Education and Program Coordinator.
- vii. The ILP will serve as a formal process that will outline requirements of a student to improve academic performance. The ILP will be individualized for each student, but may include:
 - Routine meetings with faculty advisor at a frequency to be determined by the advisor
 - Detailed study/reading plan for each supervised clinical practice experience submitted to advisor during the first week of each subsequent rotation.
- viii. **Students will be required to complete 50 Rosh Review questions for each subsequent supervised clinical practice experience during weeks 1, 2, 3 for the remainder of the clinical phase.** The questions must be in the category of the current supervised clinical practice experience for that month. Students will need to take a screen shot of questions completed/score and submit the assignment in Microsoft Teams Classroom NLT 11:59 p.m. (EST) on Saturday of week 1, 2, 3.

B. Three or more Low Pass Scores / One Failed PAEA EOR exam w/ subsequent Low Pass (<410):

- i. Student will meet with the Director of Clinical Education and Program Coordinator after the completion of the exam once the Director of Clinical Education and/or Program Coordinator has reviewed the exam scores. The Director of Clinical Education will email the student with a time and meeting link.
- ii. Student will meet with UNC-CH MHSPAS Academic Excellence Committee and Advisor within seven (7) days of the exam to review current test performance, review current study habits, and modify the current ILP to improve outcomes on future exams, to include establish routine meetings between student and advisor during each supervised clinical practice experience. Student will also be placed on program academic warning / academic probation.
- iii. Elective rotation will be replaced to strengthen areas of weakness in core competencies.
- iv. A Student Academic Encounter Form (SAEF) will be completed during each session.
- v. Student must complete the following remediation assignment following the low pass:

- Using the Individual Performance Report from the PAEA End of Rotation Exam, students will write a brief summary (1-2 short paragraphs) using CURRENT Medical Diagnosis and Treatment (CDMT)[Current Version]/CURRENT (Specialty) Diagnosis and Treatment [Current Version] for **each** of the keyword feedback items listed on their report. **For example, if the feedback item included “Pulmonology: History & Physical, Pneumonia”, one would need to outline the elements of the history (What symptoms are typical in pneumonia? What social, family or medical history is pertinent to help establish a diagnosis or identify risk factors?) and physical examination (What findings are likely to be present? What exam techniques are specific to this disease process?).**
 - For each keyword item, the student will need to list the page number along with the required textbook used. **For example: CURRENT Emergency Medicine Diagnosis and Treatment (2019), page 23-24.**
 - The paragraphs must be in the student’s own words. Copy and paste will not be accepted. Grammarly will be used to review the remediation assignment. If the student is found to have copied and pasted material, this will result in failure of remediation and referred to the UNC-CH MHSPAS Academic Excellence Committee for possible recommendation to the Honor Court.
 - Upon completion of the remediation assignment, the student will submit the assignment in the assignment section in Microsoft Classroom for the current course that is being remediated and email the Director of Clinical Education the assignment has been submitted.
 - **Upon completion of the remediation assignment and approval by the Director of Clinical Education, the student will be required to complete a 30-question multiple choice remediation quiz in Rosh Review Platform System** consisting of subcategories of the Individualized Performance Report with scores <410. Upon completion of the remediation quiz, the student will submit an acknowledgement in assignment section of Microsoft Classroom for the current course.
 - **The remediation assignment and remediation quiz are due NLT two (2) calendar days from the day of the meeting** with the Director of Clinical Education and Program Coordinator. Failure to submit the remediation assignment by 9 p.m. (EST) on the second (2nd) calendar day will result in failure of remediation and referral to the UNC-CH MHSPAS Academic Excellence Committee.
 - The student must score ≥80% on the remediation quiz. If the student falls below an 80%, the student will meet with their advisor to discuss an individualized learning plan to review continued areas of weakness.
- vi. **Student will be required to complete 50 Rosh Review questions for each subsequent supervised clinical practice experience during weeks 1, 2, 3 for the remainder of the clinical phase.** The questions must be in the category of the current supervised clinical practice experience. Students will need to take a screen shot of questions completed/score and submit the assignment in Microsoft Teams Classroom NLT 11:59 p.m. (EST) on Saturday of week 1, 2, 3.
- vii. Student will be required to complete the specialty specific Rosh Review Rotation Practice Exam NLT 9:00 p.m. (EST) on the fourth Thursday of subsequent supervised clinical practice experiences.

2. PAEA END OF ROTATION EXAM FAILURE REMEDIATION:

A. First PAEA End of Rotation Exam Failure:

- i. Student will meet with the Director of Clinical Education and Program Coordinator after the completion of the exam once the Director of Clinical Education and/or Program Coordinator has reviewed the exam scores. The Director of Clinical Education will email the student with a time and meeting link.
- ii. Student will meet with UNC-CH MHSPAS Academic Excellence Committee and Advisor within seven (7) days of the exam to review current test performance, review current study habits, and develop/modify current plan of action to improve outcomes on future exams, to include establish routine meetings between student and advisor during each supervised clinical practice experience. A ILP between the student and advisor will be developed. Student will also be placed on program academic academic probation for remainder of clinical phase.
- iii. Student will receive an incomplete pending successful remediation.
- iv. A Student Academic Encounter Form (SAEF) will be completed during each session.
- v. Student must complete the following remediation assignment following the low pass:
 - Using the Individual Performance Report from the PAEA End of Rotation Exam, students will write a brief summary (1-2 short paragraphs) using CURRENT Medical Diagnosis and Treatment (CDMT)[Current Version]/CURRENT (Specialty) Diagnosis and Treatment [Current Version] for **each** of the keyword feedback items listed on their report. **For example, if the feedback item included “Pulmonology: History & Physical, Pneumonia”, one would need to outline the elements of the history (What symptoms are typical in pneumonia? What social, family or medical history is pertinent to help establish a diagnosis or identify risk factors?) and physical examination (What findings are likely to be present? What exam techniques are specific to this disease process?).**
 - For each keyword item, the student will need to list the page number along with the required textbook used. **For example: CURRENT Emergency Medicine Diagnosis and Treatment (2019), page 23-24.**
 - The paragraphs must be in the student’s own words. Copy and paste will not be accepted. Grammarly will be used to review the remediation assignment. If the student is found to have copied and pasted material, this will result in failure of remediation and referred to the UNC-CH MHSPAS Academic Excellence Committee for possible recommendation to the Honor Court.
 - Upon completion of the remediation assignment, the student will submit the assignment in the assignment section in Microsoft Classroom for the current course that is being remediated and email the Director of Clinical Education the assignment has been submitted.
 - **Upon completion of the remediation assignment and approval by the Director of Clinical Education, the student will be required to complete a 30-question multiple choice remediation quiz in Rosh Review Platform System** consisting of subcategories of the Individualized Performance Report with scores <410. Upon completion of the remediation quiz, the student will submit an acknowledgement in assignment section of Microsoft Classroom for the current course.
 - **The remediation assignment and remediation quiz are due NLT two (2) calendar days from the day of the meeting** with the Director of Clinical Education and

Program Coordinator. Failure to submit the remediation assignment by 9 p.m. (EST) on the second (2nd) calendar day will result in failure of remediation and referral to the UNC-CH MHSAPS Academic Excellence Committee.

- The student must score $\geq 80\%$ on the remediation quiz. If the student falls below an 80%, the student will meet with their advisor to discuss an individualized learning plan to review continued areas of weakness prior to taking the 2nd attempt PAEA EOR exam.
- vi. Upon successful completion of remediation assignment and remediation quiz, the student will take the 2nd attempt of the PAEA End of Rotation exam NLT 3 days from successful completion of the remediations sessions. The student must score a ≥ 385 to successfully pass the supervised clinical practice experience.
- vii. Student scores < 410 on the second attempt PAEA End of Rotation exam, the student will meet with the Director of Clinical Education and Program Coordinator to discuss remediation of the low pass second attempt. A Student Academic Encounter Form (SAEF) will be completed during the session.
- viii. Student unsuccessfully passes the second attempt PAEA End of Rotation exam, the student will be referred to the UNC-CH MHSPAS Academic Excellence Committee.
- ix. **Student will be required to complete 50 Rosh Review questions for each subsequent supervised clinical practice experience during weeks 1, 2, 3 for the remainder of the clinical phase.** The questions must be in the category of the current supervised clinical practice experience. Students will need to take a screen shot of questions completed/score and submit the assignment in Microsoft Teams Classroom NLT 11:59 p.m. (EST) on Saturday of week 1, 2, 3.
- x. Student will be required to complete the specialty specific Rosh Review Rotation Practice Exam NLT 9:00 p.m. (EST) on the fourth Thursday of subsequent supervised clinical practice experiences.

B. Second PAEA End of Rotation Exam Failure:

- i. Student will be referred to the UNC-CH MHSPAS Academic Excellence Committee for not meeting the UNC Chapel Hill Graduate School Academic Eligibility Requirements.

RESOURCES

- [Emergency Medicine End of Rotation Exam Topic List](#)
- [Emergency Medicine End of Rotation Exam Blueprint](#)
- [Family Medicine End of Rotation Exam Topic List](#)
- [Family Medicine End of Rotation Exam Blueprint](#)
- [General Surgery End of Rotation Exam Topic List](#)
- [General Surgery End of Rotation Exam Blueprint](#)
- [Internal Medicine End of Rotation Exam Topic List](#)
- [Internal Medicine End of Rotation Exam Blueprint](#)
- [Pediatrics End of Rotation Exam Topic List](#)
- [Pediatrics End of Rotation Exam Blueprint](#)
- [Psychiatry & Behavioral Health End of Rotation Exam Topic List](#)
- [Psychiatry & Behavioral Health End of Rotation Exam Blueprint](#)
- [Women's Health End of Rotation Exam Topic List](#)
- [Women's Health End of Rotation Exam Blueprint](#)

PUBLISHED

- UNC MHSPAS Policies and Procedures web page: <https://www.med.unc.edu/ahs/unc-pa/students/policies-proceedures/>
- UNC MHSPAS Student Handbook

HISTORY OF APPROVAL AND UPDATES

Initially Approved by Clinical Affairs Committee on January 1, 2019

Approved by Clinical Affairs Committee on January 1, 2021