University of the Sciences

SAMSON COLLEGE OF HEALTH SCIENCES

DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

Physician Assistant
Student Handbook

ACADEMIC YEAR
2021-2022

Updated November 4, 2021

The PA Student Handbook

The faculty and administration of the University of the Sciences PA program have developed this Physician Assistant Student Handbook to provide specific guidelines, rights, and responsibilities regarding the PA program. This handbook is designed to supplement existing University policies and procedures, including those set forth in the University Catalog and University Student Handbook. We encourage every student to become familiar with, and refer to, those and other University publications for further information.

Any questions regarding policies contained within this handbook should be directed to the Director of the PA program. Although every effort has been made to make this handbook as complete and up to date as possible, circumstances will occur that the handbook does not cover, and changes will be necessary due to changes within the PA program. Changes or additions to the handbook will become effective immediately, and students will be notified in writing, in a timely manner.

When the handbook does not cover a specific circumstance or the interpretation is ambiguous, the Program Director will make the necessary decision or interpretation. The fact that written policies are not in the handbook should not be interpreted as an absence of a policy or regulation. If students have questions, they should discuss them with the Program Director.

Please note that if there is any conflict between the specific policies and procedures set forth in this handbook and general University policies and procedures, the policies and procedures of the University shall supersede the policies of the PA program.

*New policies approved after publication of this handbook may add to or supersede those contained herein. This document was last updated ***November 2021***

All policies are derived from the *Accreditation Standards for PA Education, 5th edition©*

Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)

Accreditation Status

The ARC-PA has granted Accreditation-Provisional status to the University of the Sciences Physician Assistant Program sponsored by the University of the Sciences.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

A program must be accredited during all or part of the time a student is enrolled for that student to be considered a graduate of an "accredited program". Only graduates of an accredited program are eligible to sit for the Physician Assistant National Certifying Examination (PANCE) prepared by and administered by the National Commission on Certification of Physician Assistants (NCCPA).
The website for the ARC-PA is www.arc-pa.org.

As part of the licensing process in most states, including Pennsylvania, both successful completion of an accredited program and passing the PANCE are required to practice medicine as a physician assistant. Specific information regarding the licensing process can be obtained by contacting the licensing authority in the state in which you intend to practice.

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GENERAL INFORMATION

All program policies contained within this handbook apply to all students, principal faculty, instructional Faculty, MedicalDirector, Clinical Preceptors, and the Program Director, regardless of location.

MISSION STATEMENT

The Mission of the University of the Sciences Physician Assistant Program is to educate future physician assistants with a foundation in primary care, with a focus on interprofessional health care and exposure to underserved and diverse populations.

GOALS

1) Matriculate qualified applicants who will successfully complete the Master of Science Degree in Physician Assistant Studies.

2) Prepare students with a foundation in primary care with the knowledge, skills, and attitudes to function as entry-level members of the health care team in varied clinical settings and disciplines.

3) Engage students in interprofessional medical education that will enable them to adapt to the changing health care environment with a focus on evidence-based practice.

4) Model an interdisciplinary approach to medicine which utilizes effective oral and written communication between members of the health care team and patient.

5) Facilitate and cultivate the development of professional, moral and ethical attitudes essential to the role of a PA.

6) Educate students in a patient-centered environment which promotes critical thinking and medical problem-solving skills.

7) Prepare students for the successful completion of the PANCE.

SPONSORSHIP

On February 7, 2012, the Pennsylvania Department of Education approved the University of the Sciences PA Program. The University of the Sciences is accredited by The Middle States Commission on Higher Education.

PROGRAM ADMINISTRATION

The University of the Sciences PA Program is administered by the department personnel listed below.

The program administration is responsible for class selection, curriculum design and development, student and course evaluation, student advising, and other matters relevant to the PA program.

It is important to the faculty of the University of the Sciences PA Program that there is continual and open communication between students, faculty, and staff. It is our intention that all department personnel be available for student consultation as required.

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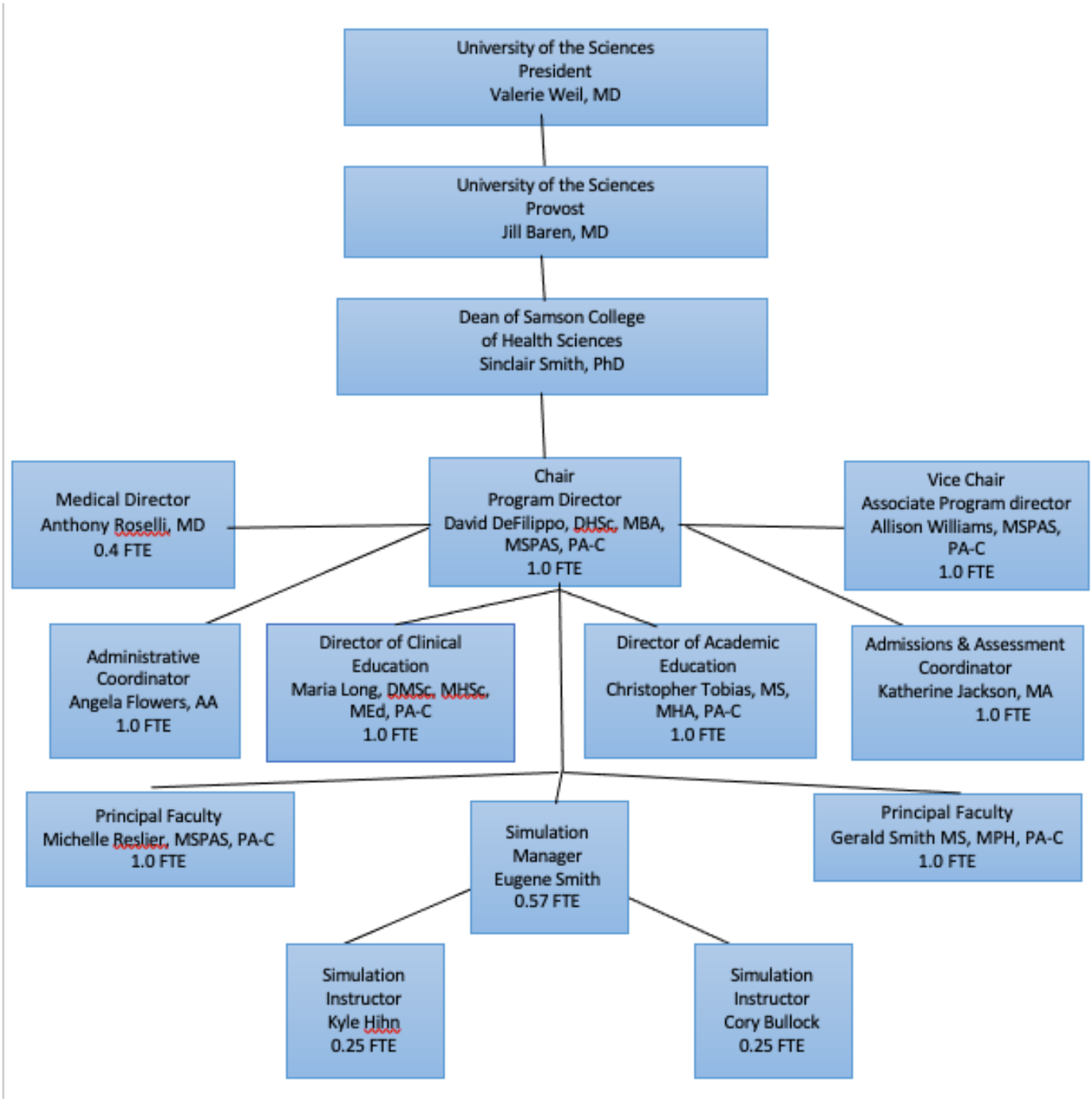
Organizational Chart



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Administrative Organization of the Physician Assistant Program

The program director, faculty, and the administrative staff conduct the day-to-day operations of the program. The program faculty are responsible for class selection, curriculum design and development, student and course evaluation, student advising, and other matters relevant to the program.

It is important to the faculty of USciences Physician Assistant program that there is continual and open communication between students, faculty and staff. It is our intention, therefore, that all department personnel be available for student consultation. The PA faculty is responsible for:

- Developing the mission statement for the program.
- Selecting applicants for admission to the PA program.
- Providing student instruction.
- Evaluating PA student performance.
- Giving academic counseling to PA students.
- Assuring the availability of remedial instruction.
- Designing, implementing, coordinating and evaluating curriculum.
- Administrating and evaluating the program.

In addition to the core faculty of the program and the full-time basic science and clinical faculty of the USciences Physician Assistant Program will engage a number of highly qualified part-time and adjunct faculty to provide their expertise to the students' education and experience. Using a highly collaborative and interdisciplinary approach to teaching serves to extend the benefit of their experience to the students in the Physician Assistant Program.

HISTORY OF THE PA PROFESSION

In the 1960s, during the wake of a large number of military corpsmen re-entering the civilian population, Eugene Stead, then chairman of the Department of Medicine at Duke University, recognized the need for a midlevel health practitioner, whose function would be of a generalist, primary care nature. He intended this midlevel health practitioner to complement the services and skills of physicians, often times in more remote areas, and areas of high need. Collaboration was taking place among organized physician groups, educators, the United States government, and medical regulatory bodies in establishing a foundation for the components of the needed PA profession.

In 1965, four ex-Navy corpsmen were enrolled in the first PA program - a two-year, intensive, generalist-model program at Duke University. Following this lead, training programs began to proliferate in the United States - many supported by grants from federal and private foundations.

With the increase in the number of PA training programs came a need to develop a program evaluation mechanism. In 1971, the American Medical Association (AMA) Committee on Allied Health Education and Accreditation (CAHEA) developed training program guidelines and implemented a program accreditation mechanism, in an effort to maintain consistency throughout PA programs. Simultaneously,

the recognition of a need for an agency to represent the professional interests evolved, and the American Academy of PAs (AAPA) was established. Soon after, the Association of PA Programs, APAP, (currently known as the **PA Education Association**) was formed to provide a forum for the exchange of information between educators.

In 1972, the National Board of Medical Examiners (NBME) and the AMA convened representatives from fourteen different organizations, including the AAPA and PAEA, to discuss the need for establishing an independent certifying authority for the PA profession. Three years later, the National Commission on Certification of PAs (NCCPA) was formed to fulfill that role.

NCCPA is the only nationally recognized certifying body for PAs in the United States. Established as a not-for-profit organization in 1975, NCCPA is dedicated to assuring the public that certified PAs meet professional standards of knowledge and clinical skills. All U.S. states, the District of Columbia and the U.S. territories rely on NCCPA certification criteria for initial licensure, or regulation of PAs. More than 65,000 PAs have been certified by NCCPA.

To attain certification, PAs must graduate from an accredited PA program and pass the PA National Certifying Exam (PANCE). PANCE is a multiple-choice test that comprises 360 questions that assess basic medical and surgical knowledge.

After passing PANCE, PAs become NCCPA-certified, which entitles them to use the PA-Certified (PA-C) designation until the expiration of their first cycle (approximately two years). To maintain NCCPA certification and retain the right to use the PA-C designation beyond the expiration of their initial certification, they must follow a multifaceted process, involving documentation of continuing medical education (CME) hours every two years and successful completion of a recertification exam in the ninth or tenth year of a ten-year certification maintenance cycle.

CODE OF ETHICS & VALUES OF THE PHYSICIAN ASSISTANT

Code of Ethics
(American Academy of Physician Assistants)
https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf
The PA profession has revised its code of ethics several times since the profession began. Although the fundamental principles underlying the ethical care of patients have not changed, the societal framework in which those principles are applied has. Economic pressures of the health care system, social pressures of church and state, technological advances, and changing patient demographics continually transform the landscape in which PAs practice. Previous codes of the profession were brief lists of tenets for PAs to live by in their professional lives. This document departs from that format by attempting to describe ways in which those tenets apply. Each situation is unique. Individual PAs must use their best judgment in each situation

while considering the preferences of the patient and the supervising physician, clinical information, ethical concepts, and legal obligations. Four main bioethical principles broadly guided the development of these guidelines: autonomy, beneficence, nonmaleficence, and justice. Autonomy, strictly speaking, means self-rule. Patients have the right to make autonomous decisions and choices, and PAs should respect these decisions and choices. Beneficence means that PAs should act in the patient's best interest. In certain cases, respecting the patient's autonomy and acting in their best interests may be difficult to balance. Nonmaleficence means to do no harm, to impose no unnecessary or unacceptable burden upon the patient. Justice means that patients in similar circumstances should receive similar care. Justice also applies to norms for the fair distribution of resources, risks, and costs. PAs are expected to behave both legally and morally. They should know and understand the laws governing their practice. Likewise, they should understand the ethical responsibilities of being a health care professional. Legal requirements and ethical expectations will not always agree. The law describes minimum standards of acceptable behavior, and ethical principles delineate the highest moral standards of behavior.

When faced with an ethical dilemma, PAs may find the guidance they need in this document. If not, they may wish to seek guidance elsewhere 1 possibly from a supervising physician, a hospital ethics committee, an ethicist, trusted colleagues, or other AAPA policies. PAs should seek legal counsel when they are concerned about the potential legal consequences of their decisions. The following sections discuss ethical conduct of PAs in their professional interactions with patients, physicians, colleagues, other health professionals, and the public. The "Statement of Values" within this document defines the fundamental values that the PA profession strives to uphold. These values provide the foundation upon which the guidelines rest. The guidelines were written with the understanding that no document can encompass all actual and potential ethical responsibilities, and PAs should not regard them as comprehensive.

Statement of Values of the PA Profession

- PAs hold as their primary responsibility the health, safety, welfare, and dignity of all human beings.
- PAs uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice.
- PAs recognize and promote the value of diversity.
- PAs treat equally all persons who seek their care.
- PAs hold in confidence the information shared in the course of practicing medicine.
- PAs assess their personal capabilities and limitations, striving always to improve their medical practice.
- PAs actively seek to expand their knowledge and skills, keeping abreast of advances in medicine.

- PAs work with other members of the health care team to provide compassionate and effective care of patients.
- PAs use their knowledge and experience to contribute to an improved community.
- PAs respect their professional relationship with physicians.
- PAs share and expand knowledge within the profession.

PROGRAM TECHNICAL STANDARDS

Part of the mission of University of the Sciences (USciences) states that, through academic and personal development, our graduates will gain the intellectual, cultural, and ethical understanding and awareness necessary to become leaders and innovators in a global society.

Along with the University, the PA program strives to create a safe and welcoming environment that embraces diversity and inclusion. The University of the Sciences recognizes that a diverse campus community is essential to enriching intellectual exchanges, enhancing cultural understanding, and promoting equality of opportunity with mutual respect. In accordance with university policy and as delineated by Federal and Pennsylvania law, the University does not discriminate in admission, educational programs, employment, or administration against any individual on the basis of that individual's gender, gender identity, age, handicap or disability, race, color, religion, national origin, veteran status, sexual orientation, pregnancy, or in violation of federal, state or local laws or executive orders.

The USciences PA Program MSPAS degree signifies that the graduate is prepared for entry into the practice of medicine. It shows that the graduate must have the skills and knowledge to function in a broad variety of clinical situations and to render a wide spectrum of patient care. It is essential for good patient care to require minimum standards for the education of the physician assistant. The minimum standards required for the education of the physician assistant is essential for quality care of the patient. In the admission process, the University must judge not only the scholastic accomplishments and potential of the applicant, but also consider the applicant's current physical and emotional status, cumulative and progressive disability, and drug-induced impairments that may pose obstacles to the safe application of the student's knowledge and skills, which may also impede interaction between patients and co-workers.

Candidates for the PA program must possess the intellectual ability to learn, integrate, analyze and synthesize data. They must have functional use of the senses of vision, hearing, equilibrium and taste. Their exteroceptor (touch, pain, and temperature) and proprioceptor (position, pressure, movement, stereognosis, and vibratory) senses must be sufficiently intact to enable them to carry out all the activities required to complete the activities described below. Candidates must have sufficient motor function capabilities to meet the demands of the PA program and the demands of total patient care. Additionally, they must be able to complete the didactic and clinical curriculum in its entirety while maintaining professional interactions and behavior.

The candidate for the PA program must possess ability, aptitude and skills in five areas: observation, communication, motor, intellectual, behavioral and social.

1. **Observation:** The candidate must be able to observe demonstrations and experiments in the basic

sciences, visual presentations in lectures and laboratories, laboratory evidence and microbiologic cultures, microscopic studies of microorganisms, and tissues in normal and pathologic states. A candidate should be able to observe a patient accurately and completely at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by a sense of smell.

2. **Communication:** A candidate should be able to speak, hear, and observe patients in order to elicit information, perceive non-verbal communication, and describe changes in mood, activity and posture. A candidate should be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing. Communication in oral and written form with the health care team must be effective and efficient.
3. **Motor:** Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. A candidate should be able to carry out basic laboratory tests (urinalysis, CBC, wet mount, gram stain, etc.), carry out diagnostic and therapeutic procedures (phlebotomy, venipuncture, placement of catheters and tubes), and read ECG's and X-rays. A candidate should have motor function sufficient to execute motor movements reasonably required to provide general care and emergency treatment for patients. Examples of emergency treatment reasonably required of a physician assistant are cardiopulmonary resuscitation, the administration of intravenous medications, the application of pressure to arrest bleeding, the opening of obstructed airways, the suturing of simple wounds and the performance of simple obstetrical maneuvers. Such skills require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.
4. **Intellectual** (Conceptual, Integrative and Quantitative Abilities): These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, which is the critical skill demanded of PA's, requires all these abilities. The candidate must be able to comprehend three-dimensional relationships, and understand the spatial relationships of structures, especially as they relate to the human body.
5. **Behavioral and Social Attributes:** A candidate should possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates should be able to tolerate physically taxing workloads, and to function effectively under stress. They should be able to adapt to change, function effectively within challenging/stressful environments, to display flexibility, and to learn to function in the face of uncertainty inherent in the clinical problems of many patients. Successful candidates should be able to demonstrate the personal qualities of compassion, integrity, and empathy, possess strong interpersonal skills and are highly motivated.

DISABILITY SUPPORT SERVICES POLICY

University of the Sciences recognizes that a diverse campus community is essential to enriching intellectual exchanges and enhancing cultural understanding and, as such, values equality of opportunity, mutual respect, and an appreciation of diversity. Therefore, the University is committed to providing reasonable accommodations to all members of the University community who have documented disabilities.

Two pieces of legislation, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), prohibit discrimination against qualified individuals with disabilities in the programs, services, and activities of public entities, including postsecondary institutions. Therefore, the University has both a legal obligation and an ethical commitment to provide reasonable accommodations for otherwise qualified individuals. This applies to virtually all aspects of campus activities, including employment, academic studies, student programming, and services provided to the community at large. The University's reasonable accommodation process is intended to provide reasonable support to meet the individual needs of this diverse population, which includes faculty, staff, prospective and enrolled students, and others involved in the University's services and programs. Accommodations may be altered based on the individual's needs; changes in the law; or changes in the University's curriculum, programs, job requirements, or services.

STUDENT ACCOMMODATIONS

Academic Accommodations
Whitecar Hall – Suite 1110
215.596.7480
www.usp.edu/dss

USciences supports the educational endeavors of all students, including students with disabilities. ADA defines a disability as a mental or physical impairment that substantially limits one or more major life activities. If you believe that you have a disability that may impact your ability to fulfill your course or degree requirements, and you would like more information on applying for an accommodation under ADA, please contact the Program Coordinator of Student Accommodations who serves as 504 Coordinator at 215-596-8758 or OSA@usciences.edu .

DIVERSITY, THE PHYSICIAN ASSISTANT PROFESSION, & USCIENCES PA PROGRAM

The University of the Sciences Physician Assistant Program strives to create PAs who accurately reflect the population that they are graduating to serve. A diverse student body, faculty, and staff serves to enrich all our experiences, both as educators and as students. An important aspect to the policy is that higher-up University officials and the administration will support and carry out our diversity goals. The PA program will be actively involved in the University-level Diversity Task Force.

As a program, we understand that everyone is unique, and that differences serve to enrich all our lives. Race, ethnicity, gender, sexual orientation, socio-economic status, physical abilities, and religious beliefs, and others, all create an incredible, diverse society. We recognize the importance of diversity of health care providers to reflect the patient population and the role that awareness, respect, and understanding have on excellent patient care.

The plan to achieve our goals of increasing diversity not only involves steps to recruit a diverse pool of

applicants, faculty, and staff; but also working to prepare regional high school and college students to become outstanding PA applicants, and to ensure their success once matriculated.

UNIVERSITY DIVERSITY STATEMENT

USciences aspires to achieve our mission and vision and live our values with academic excellence through diversity. We acknowledge:

- Systemic racism as a critical public health concern and a need to be a part of movement from beyond acceptance to change agent and further recognize the role Higher Education can play as an equalizer
- A commitment for our University Community to better reflect the diversity of our city in order to maximize diverse thoughts, perspectives, and perceptions and better achieve our innovation, leadership, and excellence goals
- The need for our University Community to feel safe and secure, while maintaining freedom of expression; and to value, respect, and celebrate the unique contributions all individuals bring

As such, our approach to address these issues involves three core focus areas of Community, Student Body and Academics, and Workforce.

DIVERSITY, EQUITY, AND INCLUSION COUNCIL MISSION STATEMENT

The mission of the Diversity, Equity and Inclusion Council is to cultivate the USciences' values

of respect, diversity, and inclusiveness. The Council informs, advises, and guides the Campus Community on ways to promote a diverse, equitable, and inclusive University.

POLICY ON DIVERSITY

The University of the Sciences Physician Assistant Program will work to enrich our experiences, and grow both personally and as a program, with the following steps:

Recruitment and retention of a diverse group of applicants

- Community outreach with high school students in the greater Philadelphia area
- Open house marketing to local high school students in the greater Philadelphia area
- Advising local high school students
- Inviting local high school students to explore science opportunities and foster excitement of the field
- University student clubs/organizations

Consideration for diversity in the application process during the screening process

- Underrepresented in Medicine
- First Generation College
- Economically Disadvantaged
- Military or Peace Corps

Recruitment and retention of a diverse faculty and staff

- University/HR involvement in marketing
- Cultural awareness training and education
- Involve, mentor, and consider former students for future academic roles after graduation
- Invite guest lecturers with diverse professional and personal backgrounds
- Advertise in minority PA chapters/ groups and other organizations that will diversify our pool of candidates.
- Embed Diversity Equity and Inclusion into organizational culture

Use our curriculum to create culturally aware PAs including learning objectives related to:

- Exploring personal implicit bias
- Racism in medicine
- Clinical bioethics
- Cultural awareness
- LGBTQIA health
- Health equity
- Health literacy
- Considerations for care of marginalized, underrepresented, and minority populations
- Respecting patient's wishes
- Respecting cultural, religious, or spiritually-based decisions for health care
- Access to care
- Socioeconomics of health care

- Community resources
- Social determinants of health
- Physical determinants of health
- Interprofessional education events

Establish mission-oriented and community connections that support DEI:

- Community outreach educational events
- Provide health screening events to the regional community
- Student and faculty driven community service with local/regional affiliations, churches, groups, and other partnerships/organizations.
- Utilize PA week to provide community service opportunities and outreach
- Martin Luther King Day of Service events
- Build upon relationships with Gateway health and the Foundation of International Medical Relief of Children (FIMRC)

Liability Insurance Coverage for Physician Assistant Students

USciences administers its liability insurance program through the risk management and insurance department. Thefollowing addresses liability coverage for physician assistant students enrolled in the USciences Physician Assistant Program, as it relates to curricular and non-curricular activities.

Coverage during Curricular Program Activities
USciences provides students with liability coverage for programs taken for curricular credit whether at an affiliated institution, or while on an external rotation if they are registered as a student. Liability coverage is also provided when an external rotation is taken for curricular credit at an institution that is not affiliated. Further questions regarding student activities, summer work projects or volunteer activities should be directed to Office ofStudent Affairs. Further questions about curricular issues should be directed to the Physician Assistant Program office.

Professional Liability (Malpractice) Insurance – During clinical rotations, all students will be covered under their own student policy offered by Health Care Providers Service Organization (HPSO), (claims-made and occurrence-based), which they will purchase individually (this cost is included in the mandatory student fee assessments). They will also be covered under a separate limited (claims-made only) professional liability policy provided by the University. It is expected that all incidents involving students and patients will be reported immediately by e-mail to the Director of Clinical Education and (at request) in writing to the University of the SciencesPA Program. If the PA Student is involved in care of a patient and an incident occurs, it is expected the PA Program is notified within 24 hours. Examples of incidents involving patients include, but are not limited to the following:

- Fatality
- Major paralytic conditions, such as paraplegia or quadriplegia
- Second or third-degree burns to 25% or more of the body
- Amputation, permanent loss of use or permanent loss of sensation of a major extremity
- Head or brain injuries resulting in coma, behavioral disorders, personality changes, seizures, aphasia, or permanent disorientation
- Loss of sight in one or both eyes, and/or loss of hearing
- Injury resulting in incontinence of bowel or bladder
- Allegations of Sexual molestation, sexual assault, or rape
- Bodily injury resulting from patient care

The PA Program may recommend reporting the incident to the University's Risk Management Department after filling out the incident reporting form.

Coverage during Student Organization Activities
USciences provides liability coverage to student organizations of a professional nature but not to social and/or sports organizations unless those social organizations are taking part in a professionally related activity like healthscreenings. Examples of professional student organizations include Student Government Associations, FIMRC, etc.

Any student organization undertaking an activity in the community must first obtain approval from the PA program. The student organization is asked to consult with the Office of Student Affairs about the need for an informed consent waiver form. In general, any activity undertaken with minors (under 18 years of age) needs an individual informed consent waiver form to be signed by the participant's

parent or legal guardian. The signed forms will be kept on file in the Office of Student Affairs. A student organization undertaking an approved group program in the community (such as training on self-breast examination with a church group) is required to routinely communicate to the group that the information is presented as community service information and notprescribed medical treatment. Only approved community activities will have liability coverage provided by USciences. Liability alleged to result from non-approved community activities is not covered.

Coverage during Research/Volunteer Work Activities

Students working on research or as a medically related volunteer at USciences, whether in a paid or volunteer

capacity, are provided coverage under the University's liability insurance policy. Examples of this include studentsworking on a research project in a clinical department at USciences.

Personal Health Insurance

Personal health insurance coverage is required for admission into and completion of the University of the Sciences PA Program. Students must maintain a valid health insurance policy throughout their course of study in this program. Failure to maintain a valid insurance policy will result in removal from clinical rotations until proof of compliance is provided, which in turn may result in delay of graduation from the program. At the initiation of and throughout the clinical year, students will be required to show proof of a valid health insurance policy. Any costs incurred through illness, injury (either on or off-site during the program), and/or a hospitalization during attendance at the PA Program is the students' sole financial responsibility.

PA COMPETENCIES - Competencies for the Physician Assistant Profession

Introduction

This document defines the specific knowledge, skills, and attitudes that physician assistants (PA) in all clinical specialties and settings in the United States should be able to demonstrate throughout their careers. This set of competencies is designed to serve as a roadmap for the individual PA, for teams of clinicians, for health care systems, and other organizations committed to promoting the development and maintenance of professional competencies among PAs. While some competencies are acquired during the PA education program, others are developed and mastered as PAs progress through their careers.

The PA professional competencies include seven competency domains that capture the breadth and complexity of modern PA practice. These are: (1) knowledge for practice, (2) interpersonal and communication skills, (3) person-centered care, (4) interprofessional collaboration, (5) professionalism and ethics, (6) practice-based learning and quality improvement, and (7) society and population health.

The PA competencies reflect the well-documented need for medical practice to focus on surveillance, patient education, prevention, and population health.

These revised competencies reflect the growing autonomy of PA decision-making within a team- based framework and the need for the additional skills in leadership and advocacy.
As PAs develop greater competency throughout their careers, they determine their level of understanding and confidence in addressing patients' health needs, identify knowledge and skills that they need to develop, and then work to acquire further knowledge and skills in these areas.
This is a lifelong process that requires discipline, self-evaluation, and commitment to learning throughout a PA's professional career.

Background

The PA competencies were originally developed in response to the growing demand for accountability and assessment in clinical practice and reflected similar efforts conducted by other health care professions. In 2005, a collaborative effort among four national PA organizations produced the first Competencies for the Physician Assistant Profession. These organizations are the National Commission on Certification of Physician Assistants, the Accreditation Review Commission on Education for the Physician Assistant, the American Academy of PAs, and the Physician Assistant Education Association (PAEA, formerly the Association of Physician Assistant Programs). The same four organizations updated and approved this document in 2012.

Methods

This version of the Competencies for the Physician Assistant Profession was developed by the Cross- Org Competencies Review Task Force, which included two representatives from each of the four national PA

organizations. The task force was charged with reviewing the professional competencies as part of a periodic five-year review process, as well as to "ensure alignment with the Core Competencies for New PA Graduates," which were developed by the Physician Assistant Education Association in 2018 to provide a framework for accredited PA programs to standardize practice readiness for new graduates.
The Cross-Org Competencies Review Task Force began by developing the following set of guiding principles that underpinned this work:

1. PAs should pursue self- and professional development throughout their careers.
2. The competencies must be relevant to all PAs, regardless of specialty or patient care setting.
3. Professional competencies are ultimately about patient care.
4. The body of knowledge produced in the past should be respected, while recognizing the changing healthcare environment.
5. The good of the profession must always take precedence over self-interest.

The task force reviewed competency frameworks from several other health professions. The result is a single document that builds on the Core Competencies for New PA Graduates and extends through the lifespan of a PA's career.

The competencies were drawn from three sources: the previous Competencies for the Physician Assistant Profession, PAEA's Core Competencies for New PA Graduates, and the Englander et al article Toward a Common Taxonomy of Competency Domains for the Health Professions and Competencies for Physicians which drew from the competencies of several health professions. The task force elected not to reference the source of each competency since most of these competencies were foundational to the work of multiple health professions and are in the public domain. The task force acknowledges the work of the many groups that have gone before them in seeking to capture the essential competencies of health professions.

Competencies

1. Knowledge for Practice

Demonstrate knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. PAs should be able to:

- Demonstrate investigative and critical thinking in clinical situations.
- Access and interpret current and credible sources of medical information.
- Apply principles of epidemiology to identify health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for individuals and populations.
- Discern among acute, chronic, and emergent disease states.
- Apply principles of clinical sciences to diagnose disease and utilize therapeutic decision-making, clinical problem-solving, and other evidence-based practice skills.
- Adhere to standards of care, and to relevant laws, policies, and regulations that govern the delivery of care in the United States.
- Consider cost-effectiveness when allocating resources for individual patient or population- based care.
- Work effectively and efficiently in various health care delivery settings and systems relevant to the PA's clinical specialty.
- Identify and address social determinants that affect access to care and deliver high quality care in a value-based system.
- Participate in surveillance of community resources to determine if they are adequate to sustain and improve health.
- Utilize technological advancements that decrease costs, improve quality, and increase access to health care.

2. Interpersonal and Communication Skills

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. PAs should be able to:

- Establish meaningful therapeutic relationships with patients and families to ensure that patients' values and preferences are addressed and that needs, and goals are met to deliver person-centered care.
- Provide effective, equitable, understandable, respectful, quality, and culturally competent care that is

responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.
- Communicate effectively to elicit and provide information.
- Accurately and adequately document medical information for clinical, legal, quality, and financial purposes.
- Demonstrate sensitivity, honesty, and compassion in all conversations, including challenging discussions about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics.
- Demonstrate emotional resilience, stability, adaptability, flexibility, and tolerance of ambiguity.
- Understand emotions, behaviors, and responses of others, which allows for effective interpersonal interactions.
- Recognize communication barriers and provide solutions.

3. Person-centered Care

Provide person-centered care that includes patient- and setting-specific assessment, evaluation, and management and health care that is evidence-based, supports patient safety, and advances health equity. PAs should be able to:

- Gather accurate and essential information about patients through history-taking, physical examination, and diagnostic testing.
- Elicit and acknowledge the story of the individual and apply the context of the individual's life to their care, such as environmental and cultural influences.
- Interpret data based on patient information and preferences, current scientific evidence, and clinical judgment to make informed decisions about diagnostic and therapeutic interventions.
- Develop, implement, and monitor effectiveness of patient management plans.
- Maintain proficiency to perform safely all medical, diagnostic, and surgical procedures considered essential for the practice specialty.
- Counsel, educate, and empower patients and their families to participate in their care and enable shared decision-making.
- Refer patients appropriately, ensure continuity of care throughout transitions between providers or settings, and follow up on patient progress and outcomes.
- Provide health care services to patients, families, and communities to prevent health problems and to maintain health.

4. Interprofessional Collaboration

Demonstrate the ability to engage with a variety of other health care professionals in a manner that optimizes safe, effective, patient- and population-centered care. PAs should be able to:

- Work effectively with other health professionals to provide collaborative, patient-centered care while maintaining a climate of mutual respect, dignity, diversity, ethical integrity, and trust.
- Communicate effectively with colleagues and other professionals to establish and enhance interprofessional teams.
- Engage the abilities of available health professionals and associated resources to complement the PA's

professional expertise and develop optimal strategies to enhance patient care.
- Collaborate with other professionals to integrate clinical care and public health interventions.
- Recognize when to refer patients to other disciplines to ensure that patients receive optimal care at the right time and appropriate level.

5. Professionalism and Ethics

Demonstrate a commitment to practicing medicine in ethically and legally appropriate ways and emphasizing professional maturity and accountability for delivering safe and quality care to patients and populations. PAs should be able to:

- Adhere to standards of care in the role of the PA in the health care team.
- Demonstrate compassion, integrity, and respect for others.
- Demonstrate responsiveness to patient needs that supersedes self-interest.
- Show accountability to patients, society, and the PA profession.
- Demonstrate cultural humility and responsiveness to a diverse patient populations, including diversity in sex, gender identity, sexual orientation, age, culture, race, ethnicity, socioeconomic status, religion, and abilities.
- Show commitment to ethical principles pertaining to provision or withholding of care, confidentiality, patient autonomy, informed consent, business practices, and compliance with relevant laws, policies, and regulations.
- Demonstrate commitment to lifelong learning and education of students and other health care professionals.
- Demonstrate commitment to personal wellness and self-care that supports the provision of quality patient care.
- Exercise good judgment and fiscal responsibility when utilizing resources.
- Demonstrate flexibility and professional civility when adapting to change.
- Implement leadership practices and principles.
- Demonstrate effective advocacy for the PA profession in the workplace and in policymaking processes.

6. Practice-based Learning and Quality Improvement

Demonstrate the ability to learn and implement quality improvement practices by engaging in critical analysis of one's own practice experience, the medical literature, and other information resources for the purposes of self-evaluation, lifelong learning, and practice improvement. PAs should be able to:

- Exhibit self-awareness to identify strengths, address deficiencies, and recognize limits in knowledge and expertise.
- Identify, analyze, and adopt new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.
- Identify improvement goals and perform learning activities that address gaps in knowledge, skills, and attitudes.
- Use practice performance data and metrics to identify areas for improvement.
- Develop a professional and organizational capacity for ongoing quality improvement.

- Analyze the use and allocation of resources to ensure the practice of cost-effective health care while maintaining quality of care.
- Understand of how practice decisions impact the finances of their organizations, while keeping the patient's needs foremost.
- Advocate for administrative systems that capture the productivity and value of PA practice.

7. **Society and Population Health**
   Recognize and understand the influences of the ecosystem of person, family, population, environment, and policy on the health of patients and integrate knowledge of these determinants of health into patient care decisions. PAs should be able to:

- Apply principles of social-behavioral sciences by assessing the impact of psychosocial and cultural influences on health, disease, care seeking, and compliance.
- Recognize the influence of genetic, socioeconomic, environmental, and other determinants on the health of the individual and community.
- Improve the health of patient populations
- Demonstrate accountability, responsibility, and leadership for removing barriers to health.

Developed in 2018 by PAEA, Adopted by ARC-PA, NCCPA, and PAEA 2021

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES & COMPETENCIES

The University of the Sciences PA Program learning outcomes and competencies were developed referencing the competencies from PAEA, AAPA, ARC-PA, and NCCPA to address clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal and communication skills, medical knowledge, and professional behaviors; the NCCPA Content Blueprint for entry level medical content and tasks; the ARC-PA Standards and the most common diseases and skills used in medicine.

At the completion of the program the PA student will be able to:

1. Demonstrate proficiency of the clinical and technical skills necessary to enter clinical practice with a focus on those skills beneficial to a family practice provider.
2. Integrate clinical reasoning skills, medical decision-making, and problem-solving abilities through all aspects of patient care. Formulate robust differential diagnoses and determine appropriate next steps, assessments, prognoses, and develop well-reasoned acute and chronic treatment plans.
3. Develop strong interpersonal and interprofessional communication skills with an emphasis on a person/patient-centered approach to medicine. Demonstrate competency in written, oral, and electronic forms of communication. Identify when a referral is indicated and work effectively with physicians and other healthcare professionals as a member of an interprofessional patient-centered

health care team.

4. Possess and apply a thorough biomedical, and clinical science knowledge along with a core medical knowledge via a person/patient-centered approach that focuses on the understanding, analyzing, and evaluation of acute and/or chronic diseases/conditions that occur throughout the lifespan; distinguishing the definitions, etiologies, risk factors, epidemiology, pathophysiology, signs and symptoms, diagnostics, treatments (pharmacotherapies and non-pharmacotherapies), assessments, plans, complications, health promotion/counseling, disease prevention/monitoring, and prognoses of these diseases/conditions that are essential for practice and patient care.
5. Demonstrate professional behaviors in all aspects of patient care and have a robust knowledge of cultural awareness and humility, diversity equity and inclusion, social and physical determinants of health, bioethics, healthcare policy, reimbursement, coding/billing, end of life care, health policy and legal issues as they relate to patient care.

STANDARDS OF PROFESSIONAL CONDUCT FOR THE PA STUDENT

As health care practitioners, PAs are required to conform to the highest standards of ethical and professional conduct. PA students are also expected to adhere to the same high ethical and professional standards required of PAs.

The American Academy of PAs (AAPA) has identified four primary bioethical principles, i.e., autonomy, beneficence, nonmaleficence and justice, which form the foundation of the Statement of Values of The PA Profession. The Statement of Values provides a guideline for ethical conduct by PAs. The Guidelines for Ethical Conduct required of PAs can be found at the American Academy of PAs website:

https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf. In addition to the AAPA's guidelines, The National Commission of Certification of PAs (NCCPA) recently adopted a code of conduct for certified PAs, and certifying PA students. NCCPA's code of conduct "outlines the principles that all certified or certifying PAs are expected to uphold." A complete discussion can be found at: http://www.nccpa.net/Code-Of-Conduct?mID=114.

The Accreditation Review Commission on Education for the PA (ARC-PA), the accrediting body for PA programs, recognizes that "the role of the PA demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills and the capacity to react to emergencies in a calm and reasoned manner. 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 are essential attributes."

In addition to understanding and complying with the principles and standards promulgated by the American Academy of PAs, The National Commission on Certification of PAs, and the Accreditation Review Commission on Education for the PA, PA students are required to understand and comply with the policies, procedures and rules of the graduate PA program and the University (see the USciences Student Handbook: http://www.usciences.edu/studenthandbook/ and the policies, procedures, and

rules of each clinical site to which the student is assigned. Furthermore, PA students are required to conduct themselves in a manner that complies with the following principles and standards. Any alleged violations of the following principles and standards may result in a referral to The Office of Student Conduct and or the Student Progress Committee.

Respect

PA students are expected to treat all patients, faculty, staff, clinical preceptors, health care workers, and fellow students with dignity and respect. For example:

- PA students must recognize and embrace their role as a member of a team and interact with others on the team in a cooperative and considerate manner.
- PA students train closely with other students, including the physical examinations of fellow students, and discussion groups that may reveal personal information. Students must maintain and exhibit respect for the privacy and confidentiality of fellow students.
- Students should offer constructive criticism or suggestions in a thoughtful and reasoned manner that fosters respect and trust.
- When confronted with conduct by another member of the team that may be inappropriate, students are not to respond angrily; rather, they must remain calm and respectful and respond in accordance with the standards of professional conduct required of PA students.

Flexibility

Although every effort is made to provide training activities at times and places scheduled in advance, PA students often will be required to be flexible due to changes in the schedule. For example, instructors who are also practicing clinicians may not have a regular schedule and, accordingly, flexibility is required

of the PA student. Lectures or clinical sessions may, at times, need to be rescheduled with short notice. In addition, clinical sites create the student schedules for the clinical year and such schedules may require PA students to work weekends, overnights, and on-call.

GUIDELINES FOR ETHICAL CONDUCT FOR THE PA PROFESSION (AAPA)

(Adopted 2000, amended 2004, 2006, 2007, 2008 and reaffirmed 2013)

INTRODUCTION

The PA profession has revised its code of ethics several times since the profession began. Although the fundamental principles underlying the ethical care of patients have not changed, the societal framework in which those principles are applied has. Economic pressures of the health care system, social influences of church and state, technological advances, and changing patient demographics continually transform the landscape in which PAs practice.

Previous codes of the profession were brief lists of tenets for PAs to live by in their professional lives. This document departs from that format by attempting to describe ways in which those tenets apply, as each situation is unique. Individual PAs must use their best judgment in a given situation while considering the preferences of the patient and the supervising physician, clinical information, ethical concepts, and legal obligations.

Four main bioethical principles broadly guided the development of these guidelines: autonomy, beneficence, nonmaleficence, and justice.

- Autonomy, strictly speaking, means self-rule. Patients have the right to make autonomous decisions and choices, and PAs should respect these decisions and choices.

- Beneficence means that PAs should act in the patient's best interest. In certain cases, respecting the patient's autonomy and acting in their best interests may be difficult to balance.

- Nonmaleficence means to do no harm, to impose no unnecessary or unacceptable burden upon the patient.

- Justice means that patients in similar circumstances should receive similar care. Justice also applies to norms for the fair distribution of resources, risks, and costs.

PAs are expected to behave both legally and morally. They should know and understand the laws governing their practice. Likewise, they should understand the ethical responsibilities of being a healthcare professional. Legal requirements and ethical expectations will not always be in agreement. Generally speaking, the law describes minimum standards of acceptable behavior, and ethical principles delineate the highest moral standards of behavior.

When faced with an ethical dilemma, PAs may find the guidance they need in this document. If not, they may wish to seek guidance elsewhere - possibly from a supervising physician, a hospital ethics committee, an ethicist, trusted colleagues, or other AAPA policies. PAs should seek legal counsel when they are concerned about the potential legal consequences of their decisions.

The following sections discuss ethical conduct of PAs in their professional interactions with patients, physicians, colleagues, other health professionals, and the public. The "Statement of Values" within this document defines the fundamental values that the PA profession strives to uphold. These values provide the foundation upon which the guidelines rest. The guidelines were written with the understanding that no document can encompass all actual and potential ethical responsibilities, and PAs should not regard them as comprehensive.

STATEMENT OF VALUES OF THE PA PROFESSION

- PAs hold as their primary responsibility the health, safety, welfare, and dignity of all human beings

- PAs uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice
- PAs recognize and promote the value of diversity
- PAs treat equally all persons who seek their care
- PAs hold in confidence the information shared in the course of practicing medicine
- PAs assess their personal capabilities and limitations, striving always to improve their medical practice
- PAs actively seek to expand their knowledge and skills, keeping abreast of advances in medicine
- PAs work with other members of the health care team to provide compassionate and effective care of patients
- PAs use their knowledge and experience to contribute to an improved community
- PAs respect their professional relationship with physicians
- PAs share and expand knowledge within the profession

THE PA AND PATIENT (PA Role and Responsibilities)

PA practice flows out of a unique relationship that involves the PA, the physician, and the patient. The patient–PA relationship is based on mutual respect and an agreement to work together regarding medical care. In addition, PAs practice medicine with physician supervision; therefore, the care that a PA provides is an extension of the care of the supervising physician. The patient-PA relationship is also a patient–PA–physician relationship.

The principal value of the PA profession is to respect the health, safety, welfare, and dignity of all human beings. This concept is the foundation of the patient–PA relationship. PAs have an ethical obligation to see that each of their patients receives appropriate care. PAs should be sensitive to the beliefs and expectations of the patient. PAs should recognize that each patient is unique and has an ethical right to self-determination.

PAs are professionally and ethically committed to providing nondiscriminatory care to all patients. While PAs are not expected to ignore their own personal values, scientific or ethical standards, or the law, they should not allow their personal beliefs to restrict patient access to care. A PA has an ethical duty to offer each patient the full range of information on relevant options for their health care. If personal moral, religious, or ethical beliefs prevent a PA from offering the full range of treatments available, or care the patient desires, the PA has an ethical duty to refer a patient to another qualified provider. That referral should not restrict a patient's access to care. PAs are obligated to care for patients in emergency situations and to responsibly transfer patients if they cannot care for them.

PAs should always act in the best interests of their patients and as advocates when necessary. PAs should actively resist policies that restrict free exchange of medical information. For example, a PA should not withhold information about treatment options simply because the option is not covered by insurance. PAs should inform patients of financial incentives to limit care, use resources in a fair and efficient way, and avoid arrangements or financial incentives that conflict with the patient's best interests.

The PA and Diversity

The PA should respect the culture, values, beliefs, and expectations of the patient.

Nondiscrimination

PAs should not discriminate against classes or categories of patients in the delivery of needed health care. Such classes and categories include gender, color, creed, race, religion, age, ethnic or national origin, political beliefs, nature of illness, disability, socioeconomic status, physical stature, body size, gender identity, marital status, or sexual orientation.

Initiation and Discontinuation of Care

In the absence of a pre-existing patient–PA relationship, the PA is under no ethical obligation to care for a person unless no other provider is available. A PA is morally bound to provide care in emergency situations and to arrange proper follow-up. PAs should keep in mind that contracts with health insurance plans might define a legal obligation to provide care to a certain patient.

A PA and supervising physician may discontinue their professional relationship with an established patient as long as proper procedures are followed. The PA and physician should provide the patient with adequate notice, offer to transfer records, and arrange for continuity of care if the patient has an ongoing medical condition. Discontinuation of the professional relationship should be undertaken only after a serious attempt has been made to clarify and understand the expectations and concerns of all involved parties.

If the patient decides to terminate the relationship, they are entitled to access appropriate information contained within their medical record.

Informed Consent

PAs have a duty to protect and foster an individual patient's free and informed choices. The doctrine of informed consent means that a PA provides adequate information that is comprehendible to a competent patient or patient surrogate. At a minimum, this should include the nature of the medical condition, the objectives of the proposed treatment, treatment options, possible outcomes, and the risks involved. PAs should be committed to the concept of shared decision making, which involves assisting patients in making decisions that account for medical, situational, and personal factors.

In caring for adolescents, the PA should understand all of the laws and regulations in their jurisdiction that are related to the ability of minors to consent to or refuse health care. Adolescents should be encouraged to involve their families in health care decision making. The PA should also understand

consent laws pertaining to emancipated or mature minors. (See the section on Confidentiality.)

When the person giving consent is a patient's surrogate, a family member, or other legally authorized representative, the PA should take reasonable care to assure that the decisions made are consistent with the patient's best interests and personal preferences, if known. If the PA believes the surrogate's choices do not reflect the patient's wishes or best interests, the PA should work to resolve the conflict. This may require the use of additional resources, such as an ethics committee.

Confidentiality

PAs should maintain confidentiality. By maintaining confidentiality, PAs respect patient privacy and help to prevent discrimination based on medical conditions. If patients are confident that their privacy is protected, they are more likely to seek medical care and more likely to discuss their problems candidly.

In cases of adolescent patients, family support is important but should be balanced with the patient's need for confidentiality and the PA's obligation to respect their emerging autonomy. Adolescents may not be of age to make independent decisions about their health, but providers should respect that they soon will be. To the extent they can, PAs should allow these emerging adults to participate as fully as possible in decisions about their care. It is important that PAs be familiar with and understand the laws and regulations in their jurisdictions that relate to the confidentiality rights of adolescent patients. (See the section on Informed Consent.)

Any communication about a patient conducted in a manner that violates confidentiality is unethical. Written, electronic, and verbal information may be intercepted or overheard by a third party, therefore, the PA should always be aware of anyone who might be monitoring communication about a patient.

PAs should choose methods of storage and transmission of patient information that minimize the likelihood of data becoming available to unauthorized persons or organizations. Computerized record keeping and electronic data transmission present unique challenges that can make the maintenance of patient confidentiality difficult. PAs should advocate for policies and procedures that secure the confidentiality of patient information.

The Patient and the Medical Record

PAs have an obligation to keep information in the patient's medical record confidential. Information should be released only with the written permission of the patient or the patient's legally authorized representative. Specific exceptions to this general rule may exist (e.g., worker's compensation, communicable disease, HIV, knife/gunshot wounds, abuse, and substance abuse). It is important that PAs be familiar with and understand the laws and regulations in their jurisdiction that relate to the release of information. For example, stringent legal restrictions on release of genetic test results and mental health records often exist.

Both ethically and legally, a patient has certain rights to know the information contained in their medical record. While the chart is legally the property of the practice or the institution, the information in the chart is the property of the patient. Most states have laws that provide patients access to their medical records. The PA should know the laws and facilitate patient access to the information.

Disclosure

A PA should disclose to their supervising physician information about errors made in the course of caring for a patient. The supervising physician and PA should disclose the error to the patient if such information is significant to the patient's interests and well-being. Errors do not always constitute improper, negligent, or unethical behavior, but failure to disclose them may.

Care of Family Members, Friends, Colleagues, and Co-workers

Treating oneself, co-workers, close friends, family members, or students whom the PA supervises or teaches may be unethical or create conflicts of interest. For example, it might be ethically acceptable to treat one's own child for a case of otitis media but it probably is not acceptable to treat one's spouse for depression. PAs should be aware that their judgment might be less than objective in cases involving friends, family members, students, and colleagues and that providing "curbside" care might sway the individual from establishing an ongoing relationship with a provider. If it becomes necessary to treat a family member or close associate, a formal patient-provider relationship should be established, and the PA should consider transferring the patient's care to another provider as soon as it is practical. If a close associate requests care, the PA may wish to assist by helping them find an appropriate provider.

There may be exceptions to this guideline, for example, when a PA runs an employee health center or works in occupational medicine. Even in those situations, the PA should be sure they do not provide informal treatment but provide appropriate medical care in a formally established patient-provider relationship.

Genetic Testing

Evaluating the risk of disease and performing diagnostic genetic tests raise significant ethical concerns. PAs should be informed about the benefits and risks of genetic tests. Testing should be undertaken only after proper informed consent is obtained. If PAs order or conduct the tests, they should assure that appropriate pre- and post-test counseling is provided.

PAs should be sure that patients understand the potential consequences of undergoing genetic tests − from impact on patients themselves, possible implications for other family members, and potential use of the information by insurance companies or others who might have access to the information. Because of the potential for discrimination by insurers, employers, or others, PAs should be particularly aware of the need for confidentiality concerning genetic test results.

Reproductive Decision Making

Patients have a right to access the full range of reproductive health care services, including fertility treatments, contraception, sterilization, and abortion. PAs have an ethical obligation to provide balanced and unbiased clinical information about reproductive health care.

When the PA's personal values conflict with providing full disclosure or providing certain services such as sterilization or abortion, the PA need not become involved in that aspect of the patient's care but should refer the patient to a qualified provider who is willing to discuss and facilitate all treatment options. The PA fulfills their ethical obligation to ensure the patient's access to all legal options by referring patients to the appropriate qualified provider(s).

End-of-Life

Among the ethical principles that are fundamental to providing compassionate care at the end-of-life, the most essential is recognizing that dying is a personal experience and part of the life cycle.

PAs should provide patients with the opportunity to plan for end-of-life care. Advance directives, living wills, durable power of attorney, and organ donation should be discussed during routine patient visits.

PAs should assure terminally ill patients that their dignity is a priority and that relief of physical and mental suffering is paramount. PAs should exhibit non-judgmental attitudes and should assure their terminally ill patients that they will not be abandoned. To the extent possible, patient or surrogate preferences should be honored, using the most appropriate measures consistent with their choices, including alternative and non-traditional treatments. PAs should explain palliative and hospice care and facilitate patient access to those services. End-of-life care should include assessment and management of psychological, social, and spiritual or religious needs.

While respecting patients' wishes for particular treatments, when possible, PAs also must weigh their ethical responsibility, in consultation with supervising physicians, to withhold futile treatments and to help patients understand such medical decisions.

PAs should involve the physician in all near-death planning. The PA should only withdraw life support with the supervising physician's agreement and in accordance with the policies of the health care institution.

THE PA AND INDIVIDUAL PROFESSIONALISM

Conflict of Interest

PAs should place service to patients before personal material gain and should avoid undue influence on their clinical judgment. Trust can be undermined by even the appearance of improper influence. Examples of excessive or undue influence on clinical judgment can take several forms. These may include financial incentives, pharmaceutical or other industry gifts, and business arrangements involving

referrals. PAs should disclose any actual or potential conflict of interest to their patients.

Acceptance of gifts, trips, hospitality, or other items is discouraged. Before accepting a gift or financial arrangement, PAs might consider the guidelines of the Royal College of Physicians, "Would I be willing to have this arrangement generally known?" or of the American College of Physicians, "What would the public or my patients think of this arrangement?"

Professional Identity

PAs should not misrepresent directly or indirectly, their skills, training, professional credentials, or identity. PAs should uphold the dignity of the PA profession and accept its ethical values.

Competency

PAs should commit themselves to providing competent medical care and extend to each patient the full measure of their professional ability as dedicated, empathetic health care providers. PAs should also strive to maintain and increase the quality of their health care knowledge, cultural sensitivity, and cultural competence through individual study and continuing education.

Sexual Relationships

It is unethical for PAs to become sexually involved with patients. It also may be unethical for PAs to become sexually involved with former patients or key third parties. Key third parties are individuals who have influence over the patient. These might include spouses or partners, parents, guardians, or surrogates.

Such relationships are generally unethical because of the PA's position of authority, and the inherent imbalance of knowledge, expertise, and status. Issues such as dependence, trust, transference, and inequalities of power may lead to increased vulnerability on the part of the current or former patients or key third parties.

Gender Discrimination and Sexual Harassment

It is unethical for PAs to engage in or condone any form of gender discrimination. Gender discrimination is defined as any behavior, action, or policy that adversely affects an individual or group of individuals due to disparate treatment, disparate impact, or the creation of a hostile or intimidating work or learning environment.

It is unethical for PAs to engage in or condone any form of sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Such conduct has the purpose or effect of interfering with an individual's work or academic performance, or creating an intimidating, hostile or offensive work or academic environment
- Accepting or rejecting such conduct affects or may be perceived to affect professional decisions

concerning an individual

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's training or professional position

THE PA AND OTHER PROFESSIONALS

Team Practice

PAs should be committed to working collegially with other members of the health care team to assure integrated, well-managed, and effective care of patients. PAs should strive to maintain a spirit of cooperation with other health care professionals, their organizations, and the general public.

Illegal and Unethical Conduct

PAs should not participate in or conceal any activity that will bring discredit or dishonor to the PA profession. They should report illegal or unethical conduct by health care professionals to the appropriate authorities.

Impairment

PAs have an ethical responsibility to protect patients and the public by identifying and assisting impaired colleagues. “Impaired” means being unable to practice medicine with reasonable skill and safety because of physical or mental illness, loss of motor skills, or excessive use or abuse of drugs and alcohol.

PAs should be able to recognize impairment in physician supervisors, PAs, and other health care providers and should seek assistance from appropriate resources to encourage these individuals to obtain treatment.

Physician-PA Relationship

Supervision should include ongoing communication between the physician and the PA regarding patient care. The PA should consult the supervising physician whenever it will safeguard or advance the welfare of the patient. This includes seeking assistance in situations of conflict with a patient or another health care professional.

Complementary and Alternative Medicine

When a patient asks about an alternative therapy, the PA has an ethical obligation to gain a basic understanding of the alternative therapy being considered, or being used, and how the treatment will affect the patient. If the treatment would harm the patient, the PA should work diligently to dissuade the patient from using it, advise other treatment, and perhaps consider transferring the patient to another provider.

THE PA AND THE HEALTH CARE SYSTEM

Workplace Actions

PAs may face difficult personal decisions to withhold medical services when workplace actions (e.g., strikes, sick-outs, slowdowns, etc.) occur. The potential harm to patients should be carefully weighed against the potential improvements to working conditions and, ultimately, patient care that could result. In general, PAs should individually and collectively work to find alternatives to such actions in addressing workplace concerns.

PAs as Educators

All PAs have a responsibility to share knowledge and information with patients, other health professionals, students, and the public. The ethical duty to teach includes effective communication with patients so that they will have the information necessary to participate in their health care and wellness.

PAs and Research

The most important ethical principle in research is honesty. This includes ensuring subjects' informed consent, following treatment protocols, and accurately reporting findings. Fraud and dishonesty in research should be reported so that the appropriate authorities can take action.

PAs involved in research must be aware of potential conflicts of interest. The patient's welfare takes precedence over the desired research outcome. Any conflict of interest should be disclosed.

In scientific writing, PAs should report information honestly and accurately. Sources of funding for the research must be included in the published reports.

Plagiarism is unethical. Incorporating the words of others, either verbatim or by paraphrasing, without appropriate attribution is unethical or may have legal consequences. When submitting a document for publication, any previous publication of any portion of the document must be fully disclosed.

PAs as Expert Witnesses

The PA expert witness should testify to what they believe to be the truth. The PA's review of medical facts should be thorough, fair, and impartial.

The PA expert witness should be fairly compensated for time spent preparing, appearing, and testifying. The PA should not accept a contingency fee based on the outcome of a case in which testimony is given or derive personal, financial, or professional favor in addition to compensation.

THE PA AND SOCIETY

Lawfulness

PAs have the dual duty to respect the law and to work for positive change to laws that will enhance the health and well-being of the community.

Executions

PAs, as health care professionals, should not participate in executions because to do so would violate the ethical principle of beneficence.

Access to Care / Resource Allocation

PAs have a responsibility to use health care resources in an appropriate and efficient manner so that all patients have access to needed health care. Resource allocation should be based on societal needs and policies, not the circumstances of an individual patient–PA encounter. PAs participating in policy decisions about resource allocation should consider medical need, cost-effectiveness, efficacy, and equitable distribution of benefits and burdens in society.

Community Well Being

PAs should work for the health, well-being, and the best interest of both the patient and the community. Sometimes there is a dynamic moral tension between the well-being of the community in general and the individual patient. Conflict between an individual patient's best interest and the common good is not always easily resolved. In general, PAs should be committed to upholding and enhancing community values, be aware of the needs of the community, and use the knowledge and experience acquired as professionals to contribute to an improved community.

CONCLUSION

The American Academy of PAs recognizes its responsibility to aid the PA profession as it strives to

provide high quality, accessible health care. PAs wrote these guidelines for themselves and other PAs. The ultimate goal is to honor patients and earn their trust while providing the best and most appropriate care possible. At the same time, PAs must understand their personal values and beliefs and recognize the ways in which those values and beliefs can impact the care they provide.

American Academy of PAs Guidelines for Ethical Conduct for the PA Profession. Retrieved from https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf

PROFESSIONAL AGENCIES AND REGULATORY BODIES

ACCREDITATION REVIEW COMMISSION ON EDUCATION FOR THE PA, INC. (ARC-PA)

The Accreditation Review Commission on Education for the PA (ARC-PA) is the recognized accrediting agency that protects the interests of the public and PA profession by defining the standards for PA education and evaluating PA educational programs within the territorial United States to ensure their compliance with those standards.

The ARC-PA encourages excellence in PA education through its accreditation process, by establishing and maintaining minimum standards of quality for educational programs. It awards accreditation to programs through a peer review process that includes documentation and periodic site visit evaluation to substantiate compliance with the Accreditation Standards for PA Education. The accreditation process is designed to encourage sound educational experimentation and innovation and to stimulate continuous self-study and improvement.
http://www.arc-pa.org

AMERICAN ACADEMY OF PHYSICIAN ASSISTANTS (AAPA)

The AAPA is the national professional organization of PAs. Its membership includes graduate and student PAs as well as affiliate membership for physicians and PA educators. The Academy provides a wide range of services for its members from representation before federal and state governments and health related organizations, public education, pamphlets and brochures, insurance and financial programs, and employment assistance.

As an AAPA member, you also receive multiple publications, free record keeping and reporting of CME requirements, and are entitled to a membership discount for the annual spring conference. Student PA Societies are an integral part of the AAPA and make up a body referred to as the Student Academy of the American Academy of PAs (SAAAPA). The Student Academy meets yearly at the national spring conference to elect officers and representatives. The USciences PA Program encourages each of you to take an active interest in this process.

The national organization represents you and as such deserves your support during your student years and as a graduate. Therefore, the PA program requires your active student membership during your course of study.

www.aapa.org

PENNSYLVANIA SOCIETY OF PHYSICIAN ASSISTANTS (PSPA)

The Pennsylvania Society of Physician Assistants (PSPA) was established in 1976. As a growing nonprofit organization, the PSPA strives to be representative of all PAs within the Commonwealth of Pennsylvania. The goals and objectives of the Society are to enhance quality medical care to the people of Pennsylvania through a process of continuing medical education, both to the membership and to the

public; to provide loyal and honest service to the public and to the medical profession; to promote professionalism among its membership; and to promote understanding of the PA profession.

The PSPA is a constituent chapter of the American Academy of Physician Assistants (AAPA). The Society sends delegates to the AAPA House of Delegates, which meets annually to perform policy making activities under the Academy's bylaws. The elected Board of Directors of the Society includes the president, president-elect, secretary, treasurer, and six Board members. Two of the six Board members are student members.

There are standing committees in the Society that perform its many functions. Each committee has a Board approved chairperson and is comprised of interested members from the various regions in the state. The Society encourages members to become involved by volunteering some time and energy to one of these important committees. Our vision is to be the leading force for all PAs in the Commonwealth of Pennsylvania by advocating for the PA profession, for excellence in health care, and for access to quality care for our patients.

The state organization represents you and as such deserves your support during your student years and as a graduate. Therefore, the PA program requires your active student membership during your course of study.
www.pspa.net

NATIONAL COMMISSION ON CERTIFICATION OF PHYSICIAN ASSISTANTS (NCCPA)

All graduates of PA programs accredited by the Accreditation Review Commission on Education for the PA (ARC-PA) are eligible to sit for the national certifying exam (PANCE) offered by the NCCPA.

Registration applications are completed during the senior year of the PA program. Most states require graduates to take and successfully pass the national boards to continue employment. Please refer to the link below for exam scheduling requirements.

Once certified through the NCCPA, each graduate must obtain and report 100 hours of CME every two years. Recertification exams are also required every ten years in addition to the CME requirement.
www.nccpa.net

STATE LICENSURE

The majority of states have regulations governing PAs. Each student who is considering employment in a specific state should review the regulations so they are familiar with them.

Many states require licensure through the State Board of Medicine prior to the start of employment. Students are encouraged to check with the specific State Board of Medicine for current requirements and to receive an application.

PENNSYLVANIA

Board of Medicine, PO Box 2649, Harrisburg, PA 17105-2649, (717) 783-1400
https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Medicine/Pages/default.aspx
Board of Osteopathic Medicine, PO Box 2649, Harrisburg, PA 17105-2649, (717)-783-4858
https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/OsteopathicMedicine/Pages/default.aspx

PROFESSIONAL PUBLICATIONS

Journal of the American Academy of Physician Assistants (JAAPA) http://journals.lww.com/jaapa	The Clinical Advisor www.clinicaladvisor.com
Clinician Reviews www.clinicianreviews.com	News line for Physician Assistants https://www.news-line.com/home.lasso?-token.profession=pa

ACADEMIC CALENDAR

Academic Calendar*
2021 – 2022

FALL 2021

Didactic Year:
Orientation: Tuesday, 8/24/21 – Friday, 8/27/21
First Day of Classes: Monday, 8/30/21
Labor Day: Monday, 9/6/21 – No Classes
Thanksgiving Break: Wednesday, 11/24/21 – Sunday, 11/28/21 – No Classes
Winter Break: Saturday, 12/18/21 – Sunday 1/2/22

Clinical Year:

First Day of Rotation 1: Tuesday, 8/30/21
Labor Day: Monday, 9/6/21 – No Classes

Call Back Days: Thursday, 9/30/21 – Friday, 10/1/21
First Day of Rotation 2: Monday, 10/4/21
Call Back Days: Thursday, 11/4/21 – Friday, 11/5/21
First Day of Rotation 3: Monday, 11/8/21
Thanksgiving Break: Thursday, 11/25/21 – Friday, 11/26/21
Call Back Days: Thursday, 12/9/21 – Friday, 12/10/21
Rotations 1-3 Wrap-up Week: Monday 12/13 – Friday 12/17
Winter Break: Saturday, 12/18/21 – Sunday, 1/2/22

SPRING 2022

Didactic Year:
First Day of Class: Monday, 1/3/2022
MLK Day of Service: Monday, 1/17/22
Spring Recess: Saturday, 4/23/22 – Sunday, 5/1/22

Clinical Year:
First Day of Rotation 4: Monday, 1/3/22
Call Back Days: Thursday, 2/3/22 – Friday, 2/4/22
First Day of Rotation 5: Monday, 2/7/22
Call Back Days: Thursday, 3/10/22 – Friday, 3/11/22
First Day of Rotation 6: Monday, 3/14/22
Call Back Days: Thursday, 4/14/22 – Friday, 4/15/22
Spring Recess: Monday, 4/18/22 – Friday, 4/22/22

SUMMER 2022

Didactic Year:
First Day of Class: Monday, 5/2/22
Memorial Day: Monday, 5/30/22 – No Classes
Juneteenth (Observed): Monday, 6/20/22 - No Classes
Independence Day (Observed): Monday, 7/4/21 – No Classes
Orientation to Clinical Rotations, Thursday, 8/19/22 – Friday 8/20/22
Summer Break: Saturday, 8/20/22 – Sunday, 8/28/22

Clinical Year:
First Day of Rotation 7: Monday, 4/25/22
Call Back Days: Thursday, 5/26/22 – Friday 5/27/22
Memorial Day: Monday, 5/30/22 – No Classes
Rotations 4-7 Wrap-up Week: Tuesday 5/31/22 – 6/3/22
Summative Written Evaluation: 6/2/22

First Day of Rotation 8: Monday, 6/6/22
Juneteenth (Observed): Monday, 6/20/22 - No Classes

Independence Day: Monday, 7/4/22 – No Classes
Call Back Days: Thursday, 7/7/22 – Friday, 7/8/22
First Day of Rotation 9: Monday, 7/11/22
Call Back Days: Thursday, 8/11/22 – Friday, 8/12/22
Program Wrap-up/Remediation/Summative/Capstone Week 1: Monday, 8/22/22 – Friday, 8/26/22
Program Wrap-up/Remediation/Summative/Capstone Week 2: Monday, 8/29/22 – Friday, 9/2/22
Graduation: September 9, 2022

**The calendar listed here is subject to change based upon the needs of the program in ensuring the students meet all requirements and competencies for graduation. As much notice as possible will be given to the student when changes are made.*

Estimated Direct and Indirect Costs

Investing in a high-quality, high-value USciences education is the first step to a successful career in one of today's most in-demand science and healthcare professions. That value is evident in the successful outcomes of our graduates–who are proven everywhere they go.

It helps to understand the value of a USciences education when you understand the cost of attendance, which consists of both direct and indirect costs. Direct costs are those that will appear on your USciences tuition bill, and are required to be paid to the University, such as tuition, housing and meal plan costs. Indirect costs include expenses for which you are not billed by USciences but are still necessary and will vary, such as books, supplies, transportation, personal costs, and possibly off-campus room and meal expenses.

These are projected costs for the class entering 2021. Tuition, fees, and costs are subject to change. Diagnostic instrument and supply costs are dependent on personal selection of equipment.

Tuition and Fees*

Year	Tuition
Year 1	$50,000
Year 2	$50,000

* The Comprehensive Fee is a fee that supports a series of ancillary services and expenses including but

not limited to: recreational facilities, student events & programs, student associations & groups, and technology.

Other Costs

Item	Year 1	Year 2
University Health Insurance*	$2,232	$2,232
Bloodborne Pathogen Certification	$15	$15
HIPAA Training	$25	$25
AAPA/PSPA Membership Fees	$125	$125
Stethoscope & Equipment	$250	---
Laptop Computers	Approx. $1,000, varies with model	---
Background and Drug Screenings	Up to $500 – varies with State of residence	Up to $500 – varies with State of residence
Transportation and housing for clinical rotations	---	varies with location
BLS/ACLS Certification	$40	---
Surgireal Package	$130+ shipping/taxes	
Textbooks/Resources	$1,300 (Approximate)	$1,000 (Approximate)
N95 Fit testing	----	$50-70 – varies upon location

* Students must only purchase University Health Insurance if they do not already have private coverage.

All full time students are required to have insurance. For more information, please see the Student Health Insurance Policy (SHIP). Amount shown is 2021-22 cost.

The University Administration reserves the right to make changes in tuition, fees, and room and board charges.

Financial Aid

Information regarding Financial Aid is available from our Financial Aid Office.

Loan Repayment Programs & National Health Service Corps

Federal loan repayment programs that target specific populations with inadequate medical care are also available to PA students. Information about these programs can be obtained through the University, the American Academy of Physician Assistants, the public library, or the National Health Service Corps web page.

TUITION REFUND POLICY

Please refer to the University of the Sciences Student Handbook for tuition refund policies

https://www.usciences.edu/student-life/student-handbook.html

Please note all costs subject to change at any time. Additionally, the program is not responsible for any changes in the tuition or financial aid of students who must repeat a course or semester, nor is it responsible for changes made while a student is on leave of absence.

PA Program Technology Requirements

The laptop that you purchase for use during the PA program must meet the minimum requirements for the following:

- TolTech Anatomy Software: http://www.toltech.net/customer-support/anatomy-software/
- ExamSoft/Examplify programming: Device specific information can be found here: https://examsoft.force.com/emcommunity/s/article/Examplify-Minimum-System-Requirements
- Smartphone with camera and video capabilities and the Zoom application.

PLEASE NOTE:
You will be required to take PAEA end-of rotation shelf exams, PACKRAT, and end-of-

curriculum exam via ExamDriver on a laptop computer; the software is not supported on ipads/tablets.

COURSES OF STUDY – CURRICULUM PLAN

Fall I		Spring I	
Human Anatomy	4	Pathophysiology	3
Human Physiology	3	History/Physical II and Clinical Skills	3
History/Physical I	3	Clinical Medicine I	4
Pharmacology I	3	Pharmacology II	3
PA History	1	Diagnostics I	2
Genetics for PAs	1	Introduction to Research/EBM	2
Psychosocial Medicine	2		
Total:	***17***	***Total:***	***17***

Summer I		Fall II	
Clinical Medicine II	4	5 week Family Medicine Rotation I	5
Diagnostics II	2	5 week Family Medicine Rotation II	5
Research Methods, Design and Implementation	3	5 week Internal Medicine Rotation	5
Pediatrics	2	Professional Practice Issues I	1
Emergency Medicine	2		
Surgery	2		
Women's Health	2		
Total:	***17***	***Total:***	***16***

Spring II		Summer II	
5 week Women's Health Rotation	5	5 week Emergency Medicine Rotation	5
5 week Behavioral/Mental Health Rotation	5	5 week Elective Rotation	5
5 week Surgery Rotation	5	5 week Pediatrics Rotation	5
Professional Practice Issues II	1	Issues in Geriatrics II	1
Issues in Geriatrics I	1	Professional Practice Issues III	1
		Capstone	2
Total:	***17***	***Total:***	***19***

Total Curriculum	***103***

COURSE DESCRIPTIONS

Year 1 - FALL I

PHA 501 - Human Anatomy:
This is a one-semester course with focus on the study of functional and applied human anatomy. Each topic will utilize lecture and lab experiences which include prosected human cadaver specimens. When appropriate, clinical and surgical correlations are made from diagnostic and operative points of view. Instruction is primarily in lecture and laboratory format. Textbooks, atlases, computer software programs, and other visual aids are available for study. Applied learning based on clinically relevant cases will be emphasized. The objectives are met in Human Anatomy by employing a variety of didactic approaches. Faculty presentations in lectures will immediately be correlated with cadaver laboratory experiences. Sessions often will end with a brief anatomically orientated problem-solving session or case study. Sessions will not only provide specific information regarding both acute and chronic conditions across the life span, but also serve as models for how data should be organized, interpreted, and integrated.
4 credits
(Co-requisites: PHA 502, 503, 504, 505, 506, 507)

PHA 502 - Human Physiology:
This course will provide students with a detailed overview of the fundamental aspects of human physiology, including the normal function of the human body and its major organ systems for patients across the life span. Understanding the normal physiologic processes will serve as a foundation for understanding altered health states and their therapeutic interventions.
3 credits
(Co-requisites: PHA 501, 503, 504, 505, 506, 507)

PHA 503 – History and Physical I:
This is the first of two sequential courses designed to provide students with the fundamental grounding and cognitive knowledge to prepare them for their clinical role in patient-centered care. The course will serve as an introduction to physical examination techniques, patient counseling, documentation, and communication skills used to conduct age-appropriate, culturally sensitive histories. The course will progress to acquiring the skills, knowledge, and sensitivity needed to communicate and intervene effectively in diverse patient encounters. This is a combined lecture and lab course using teaching methods to include small group demonstrations and practice sessions. This course will instruct the students on the normal history and physical exam and prepare them for the problem-focused techniques they will learn in later clinical medicine courses. Students will also be involved in active

learning with simulation lab experiences. At the completion of this course, students will have obtained the necessary skills to elicit a comprehensive or directed history, perform a complete or directed physical exam, and develop a comprehensive oral and written description of the entire patient encounter.
3 credits

(Co-requisites: PHA 501, 502, 504, 505, 506, 507)

PHA 504 - Pharmacology I:
This is the first of two courses designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Drugs will be discussed by class with attention given to specific drugs, indications, contraindications, dosage, mechanism of action, side effects, similarities, and differences. Emphasis will be placed on the more common drugs in treatment of common diseases including ophthalmologic diseases, disorders of the ears, nose and throat, dermatologic disorders, infectious diseases to include antibiotics and antivirals, and respiratory, cardiovascular, hematologic, and oncologic diseases. Additionally, students will learn about prescribing medications across the life span, including dosing and dose considerations for pediatrics, geriatrics, and patients with chronic disease. Learning to prescribe will include instruction on reducing error, mandatory reporting, prescription databases and facilitating adherence to a treatment plan. Lastly, students will learn the impact of pharmacology on preventive medicine with instruction on travel medicine and safety, and the legal, political, social and preventive implications of vaccinations.
3 credits
(Co-requisites: PHA 501, 502, 503, 505, 506, 507)

PHA 505 - PA History:
This course will give the new PA student the history, roots and models of the Physician Assistant profession in medicine and look at the expected future role of the PA in medicine both in the United States and globally. Students will then explore the physician-PA relationship and the role of the PA within the medical team today. Professionalism, successful student behaviors, and stress management will also be addressed. Students will also be introduced to the state and national professional organizations and the resources they offer and learn about the certification and continuing medical education process. Students will also receive instruction on intellectual honesty and professionalism. Public health, epidemiology, associated disparities and the importance of preventive medicine are all addressed in this course.
1 credit
(Co-requisites: PHA 501, 502, 503, 504, 506, 507)

PHA 506 - Genetics:
This one-credit course will provide PA students with a review of the structure & function of the human genome, genes, chromosomes, DNA, inheritance patterns, and genes associated with human disease. Genetics of common complex disorders and pharmacogenetics will also be covered. Additionally,

student will explore social, legal and ethical considerations of genetics. Fundamentals of Biochemistry are also explored.
1 credit
(Co-requisites: PHA 501, 502, 503, 504, 505, 507)

PHA 507 - Psychosocial Medicine:
This 2-credit course will examine the factors that influence a patient's development and identify factors that aid in integrating psychosocial and behavioral perspectives into the practice of medicine. PA students will explore aspects of their own personalities and biases and evaluate how these aspects may affect interaction with their patients. Students will develop sensitivity for working with culturally diverse patient populations and outline health care disparities among minority groups. Studentswill also learn the psychosocial factors of illness and aging and the importance of end- of-life care. Students will learn to elicit medical information with sensitivity, accuracy and in challenging situations. Students will also examine human sexuality, gender identity and associated medical issues. Students will also learn risk factors for sexual assault and domestic violence.
2 credits
(Co-requisites: PHA 501, 502, 503, 504, 505, 506)

Year 1 – SPRING I

PHA 521 - Pathophysiology:
This course is designed to provide students with an overview of the pathophysiology of the various organ systems of the human body. An understanding of the pathophysiology of disease and disease states is necessary to apply basic science knowledge to a clinical situation. This course will concentrate on the basic pathophysiologic understanding of disease and its clinical manifestations and will not emphasize areas of diagnosis or treatment.
3 credits
(Pre-requisites: PHA 501, 502, 503, 504, 505, 506, 507)
(Co-Requisites: PHA 522, 523, 524, 525, 526)

PHA 522 – History and Physical II and Clinical Skills:
This is the second of two sequential courses and is designed to move the student from the normal history and physical exam to a problem-focused history and physical exam in concert with abnormal findings and pathologies found in various organ systems. In addition, students will learn advanced skills required in clinical practice. This course incorporates knowledge from the History and Physical I course, and concurrent first semester courses, including Clinical Medicine I and Diagnostics I. Building on this, the goals of this course are to have students gain the necessary skills to develop a problem-oriented, clinical approach to the evaluation, diagnosis and management of common clinical conditions. Students will also be involved in active learning with simulation lab experiences. Students will review the indications, contraindications, procedural steps, potential complications and post-procedural care of the outlined clinical skills. Students will actively participate in skills sessions to learn the clinical skills.
3 credits
(Pre-requisites: PHA 501, 502, 503, 504, 505, 506, 507)

(Co-Requisites: PHA 521, 523, 524, 525, 526)

PHA 523 - Clinical Medicine I:
This 4-credit course is the first of two designed to educate the student with diseases encountered in primary care medicine. The course will cover the etiology, epidemiology, pathophysiology, clinical findings, diagnostic studies and pharmacologic and non-pharmacologic treatment/management plans for each disease. The topics covered include: Infectious Disease, Pulmonary, Cardiovascular, Hematological, Dermatological, and EENT diseases and disorders. Additionally, students will be expected to integrate knowledge from prior courses within each unit. Instruction includes clinical applications and considerations relating to geriatric patients. The course will be lecture format, along with a supervised clinical long-term care experience that links the didactic phase with clinical phase. Knowledge from prior course work will be applied in the form of clinical reasoning conferences (CRC). During these sessions, small groups will work through a common patient presentation by creating a differential diagnosis and utilizing teamwork to evaluate each case. Students will also be involved in active learning with simulation lab experiences. Patient education and patient counseling are integrated with smoking cessation, infectious disease safety, cardiovascular risk-factors, and through the discussion of both prevention/screening and management plans of each applicable disease.
4 credits
(Pre-requisites: PHA 501, 502, 503, 504, 505, 506, 507)
(Co-Requisites: PHA 521, 522, 524, 525, 526)

PHA 524 - Pharmacology II:
This is the second of two courses designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Drugs will be discussed by class with attention given to specific drugs, indications, contraindications, dosage, mechanism of action, side effects, similarities, and differences. Each unit will provide instruction on effective communication with patients with regards to patient education and patient safety. Emphasis will be placed on the more common drugs in treatment of common diseases including gastrointestinal, genitourinary, endocrine, neurological, musculoskeletal, psychiatric, and behavioral. Students will learn about current issues with opiates and associated management issues of opiates. This will include instruction on the history of the opioid epidemic, underlying addiction pathophysiology, alternative pain management methods for acute and chronic pain, interprofessional management of patients with substance abuse disorder, Medication Assisted Therapy, and barriers to care including socioeconomic factors and regulation of controlled substances.
3 credits
(Pre-requisites: PHA 501, 502, 503, 504, 505, 506, 507)
(Co-Requisites: PHA 521, 522, 523, 525, 526)

PHA 525 - Diagnostics I:
This 2-credit course is the first of two courses providing students with insight into the use of laboratory and radiographic studies that aid clinicians in the diagnosis, treatment, and management of both acute and chronic diseases across the life span. Diagnostic studies utilized in urgent and emergent clinical scenarios are discussed, and students will learn the appropriate preventive medicine settings that

diagnostic testing might assist in. Students will be instructed in the selection, indication, and interpretation of laboratory tests and radiographic studies. Emphasis will be placed on the importance of provider-patient communication when discussing the risks and benefits of diagnostic testing, as well as discussing the medical decision making and the results with the patient. Students will also be provided the corresponding patient safety information, when applicable.

2 credits
(Pre-requisites: PHA 501, 502, 503, 504, 505, 506, 507)
(Co-Requisites: PHA 521, 522, 523, 524, 526)

PHA 526 - Introduction to Research/Evidence Based Medicine:
This course is the first of two required courses in the Physician Assistant research sequence. The course provides an introduction to the research process and its relationship to evidence-based practice. Students will obtain a basic understanding of theory-based research, methodological and ethical considerations in the design of research, and ways of evaluating evidence for practice. Additionally, students will be introduced to concepts of epidemiology.
2 credits
(Pre-requisites: PHA 501, 502, 503, 504, 505, 506, 507)
(Co-Requisites: PHA 521, 522, 523, 5234, 525)

Year 1 - SUMMER I

PHA 541 – Clinical Medicine II:
This 4-credit course is the second of two designed to educate the student with diseases encountered in primary care medicine and other settings. The course will cover the etiology, epidemiology, pathophysiology, clinical findings, diagnostic studies and pharmacologic and non-pharmacologic treatment/management plans for each disease. The topics covered include: Gastrointestinal, Genitourinary, Endocrine, Neurological, Musculoskeletal, and Psychiatric/Behavioral diseases and disorders. Additionally, students will be expected to integrate knowledge from prior courses within each unit. Knowledge from prior course work will be applied in the form of clinical reasoning conferences (CRC). During these sessions, small groups will work through a common patient presentation by creating a differential diagnosis and utilizing teamwork to evaluate each case. Students will also be involved in active learning with simulation lab experiences. Patient education and patient counseling are integrated with discussions related to nutrition and health, diabetes prevention and management, colon cancer, alcohol abuse, injury prevention, rehabilitation, mental health awareness, and through the discussion of both prevention/screening and management plans of each applicable disease.
4 credits
(Pre-requisites: PHA 521, 522, 523, 524, 525, 526)
(Co-Requisites: PHA 542, 543, 544, 545, 546, 547)

PHA 542 - Diagnostics II:
This 2-credit course is the second of two courses designed to provide the student with knowledge of laboratory testing as an adjunct to the proper diagnosis, treatment and management of both acute and

chronic disease processes across the life span. Diagnostic studies utilized in urgent and emergent clinical scenarios are discussed, and students will learn the appropriate preventive medicine settings that diagnostic testing might assist with. The course will use slides, specimens, and clinical case studies to encourage critical thinking with corresponding proper decision making. Students will be instructed in the indication, selection, and interpretation of laboratory tests and diagnostic radiology. Students will learn

the importance of communicating with patients with regard to medical decision making and discussing results. Students will also be provided the corresponding patient safety information, when applicable.
2 credits
(Pre-requisites: PHA 521, 522, 523, 524, 525, 526)
(Co-Requisites: PHA 541, 543, 544, 545, 546, 547)

PHA 543 - Research Methods, Design & Implementation:
Building on the first research course and using experiences from clinical skills courses, students are required to design and implement a research project. Students will frame a research question, write a research proposal and prepare to implement a project. This activity will provide students with the ability to translate clinical problems into research protocols by incorporating published research and class learning with clinical cases.
3 credits
(Pre-requisites: PHA 521, 522, 523, 524, 525, 526)
(Co-Requisites: PHA 541, 542, 544, 545, 546, 547)

PHA 544 - Pediatrics:
This course introduces students to the fundamentals of pediatric medicine to include newborns, infants, children and adolescents. Topics include normal growth and development, preventive care and anticipatory guidance, immunizations, common pediatric illnesses, other diseases limited to the pediatric population and special considerations for this population.
2 credits
(Pre-requisites: PHA 521, 522, 523, 524, 525, 526)
(Co-Requisites: PHA 541, 542, 543, 545, 546, 547)

PHA 545 - Emergency Medicine:
This course focuses on the specialty of emergency medicine including an understanding of pre-hospital care (EMS), the relationship between the ER and inpatient services and the ER as a primary care setting. Emphasis is placed on the skills required to work in the ER. BLS & ACLS accreditation will be required for successful completion of this course. Social and community aspects of emergency medicine is also reviewed, as well as considerations for pediatric and geriatric patients. Students will learn important communication skills between pre-hospital care, with attending physicians, ER staff, consultants and admitting teams. Focus will be placed on the appropriate gathering of relevant, focused information in order to appropriately screen for and manage urgent and emergent cases. Students will learn comprehensive encounter management from initial triage, intradepartmental management, referrals, admission and discharge. Students will participate in clinical reasoning conferences of potentially life-threatening scenarios in order to work through a differential diagnosis in a team-based manner. Students will also be involved in active learning with simulation lab experiences.

2 credits
(Pre-requisites: PHA 521, 522, 523, 524, 525, 526)
(Co-Requisites: PHA 541, 542, 543, 544, 546, 547)

PHA 546 - Surgery:

This course is designed to provide students with an overview of the surgical specialty for patients across the life span. The management of acute surgical problems, critical illness, solid organ malignancies, and elective surgery procedures will be discussed as well as pre-op & post-op care of surgical patients. Laboratory sessions will teach technical skills such as universal precautions, sterile technique, suturing, and minor surgical procedures. Students will also be involved in active learning with simulation lab experiences.
2 credits
(Pre-requisites: PHA 521, 522, 523, 524, 525, 526)
(Co-Requisites: PHA 541, 542, 543, 544, 545, 547)

PHA 547 - Women's Health:
This 2-credit course provides an introduction to women's health issues across the life span including diagnosis, management, and treatment of commonly encountered medical issues in both gynecology and reproductive & obstetric health. Students will also be involved in active learning with simulation lab experiences.
2 credits
(Pre-requisites: PHA 521, 522, 523, 524, 525, 526)
(Co-Requisites: PHA 541, 542, 543, 544, 545, 546)

Year 2 - FALL II*

PHA 651 – Family Medicine Rotations I
This course is the 1st in a series of two 5-week rotations in an outpatient setting at a family medicine office. The goal of this rotation is to educate the PA student in the diagnosis, management and treatment of both acute and chronic illness for the patient in the primary care setting. Experience is provided at the level of a primary care PA and will include becoming familiar with the primary care provider's role in overall patient health, prevention of disease and screenings, wellness, and coordination of care within the health care system.
5 credits
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)

PHA 652 – Family Medicine Rotations II
This course is the 2nd in a series of two 5-week in an outpatient setting at a family medicine office. The goal of this rotation is to educate the PA student in the diagnosis, management and treatment of both acute and chronic illness for the patient in the primary care setting. Experience is provided at the level of a primary care PA and will include becoming familiar with the primary care provider's role in overall patient health, prevention of disease and screenings, wellness, and coordination of care within the health care system.

5 credits
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)

PHA 653 - Internal Medicine Rotation:
This five-week rotation provides the PA student with the practical experience necessary to interpret and integrate information obtained through the comprehensive history and physical examination; to formulate diagnoses; to develop effective treatment plans; and to provide patient management throughout the hospital course. In addition, the students will learn the indications, limitations and methodology of in-patient diagnostic procedures and therapeutic regimes common to internal medicine. Students are expected to see both adults and geriatric adults in this rotation.
5 credits
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)

PHA 601 - Professional Practice Issues I:
The first of a series of three professional practice courses will introduce the PA student to the health care system, the involved documentation and the importance of leadership in the medical field. This course will teach students about electronic medical records, including tips and tribulations of electronic health records and the importance of patient safety and privacy as it pertains to electronic medical record keeping. Students will also learn billing, coding and reimbursement. Students will be introduced the US Health care System and Health Policy. This course contains instruction on the importance of leadership in medicine and PA advocacy and the important considerations of patient disposition, including patient education, safety, and suggestions of preventive medicine.
1 credit
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)

Year 2 – SPRING II*

PHA 655 - Women's Health Rotation:
This five-week rotation provides the PA student with practical clinical experience in evaluation and management of normal and abnormal conditions in women's health. In addition, students will learn to provide pre-natal and postpartum care, gynecologic care family planning, health education and counseling.
5 credits
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)

PHA 656 - Behavioral/Mental Health Rotation:
This 5-week rotation provides the PA student with experience in a behavioral and mental health facility (inpatient and/or outpatient). The student will also be provided with practical clinical experience in identification, evaluation, management and referral of patients presenting with common and/or emergent psychiatric, behavioral, and mental health conditions. Students will learn to recognize and treat acute and chronic health disorders, and affective and cognitive disorders throughout the lifespan.
5 credits
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)

PHA 657 - Surgery Rotation:
This five-week rotation provides the PA student with practical clinical experience in data gathering,

evaluation and management of general surgical problems encountered in the hospital. Students participate in the management of surgical patients during the pre-operative phase, assist during surgery and provide post-operative care, including post-operative screening for complications.
5 credits
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)

PHA 602 - Issues in Geriatrics I:
The Issues in Geriatrics I course is the first of two sequential courses, and will provide the student with a broad overview of the principles of geriatric medicine from the perspective of the primary care practitioner. Major geriatric syndromes commonly encountered in clinical practice will be introduced, providing the student with practical knowledge regarding the care of geriatric patients. Students will review the physiologic changes of aging and the considerations of a geriatric patient encounter. Additionally, the student will learn how to screen for elder abuse and quality of life concerns.
1 credits
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)

PHA 603 - Professional Practice Issues II:
This is the second of three courses and will address the legal aspect of medical care. These courses will review HIPAA, HITECH, EMTALA, informed consent, the Civil Rights Act of 1964, the Genetic Information Non-discrimination Act. Students will also explore governance & guidelines for licensure/credentialing. Malpractice, including common causes and risk mitigation, will be discussed. The concepts of end-of-life care and communication with the patient and family are reviewed in the context of a patient's Power of Attorney, advance directives, and patient rights and responsibilities. Health policy and the political process that directly relates to these laws is also covered, as are the barriers that are potentially generated from this process.
1 credit
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)

Year 2 – SUMMER II*

PHA 658 - Emergency Medicine Rotation
This five-week rotation provides the Physician Assistant student with practical clinical experience by working in an Emergency Department setting. This enables the student to develop focused and systematic approach to the diagnosis and treatment of common medical and surgical emergencies. This rotation also teaches the student about the indications, limitations and methodology of emergency room diagnostic procedures and therapeutic regiments. In addition, this rotation provides students with the opportunity to formulate organized and complete emergency room records, problem lists and management plans. Recognizing the acuity level with appropriate triaging of presenting patients and utilization of socioeconomic and patient safety considerations when determining patient disposition of admission or discharge is paramount for the student to meet the goals of this course.

5 credits
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)

PHA 654 - Pediatrics Rotation:
This five-week rotation provides the PA student with clinical experience in diagnosis, evaluation and management of pediatric patients. Emphasis is placed on the recognition of normal as well as abnormal findings, diagnosis and management of common acute and chronic childhood illnesses, assessment of developmental milestones, immunizations and well-child care from birth through adolescence. Students should also focus on communication with parents, particularly with anticipatory guidance and communicating the management plan.
5 credits
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)

PHA 660 - Elective Rotation:
This five-week rotation provides the PA student with practical clinical experience by working in a medical setting of their choice. This enables the student to develop focused and systematic approach to the diagnosis and treatment of common medical issues in that specialty. In addition, this rotation provides students with the opportunity to formulate organized and complete medical records, problem lists and management plans. Each student will research and present an interesting case that they were involved in evaluating and managing.
5 credits
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)

PHA 605 - Issues in Geriatrics II:
The Issues in Geriatrics II course is the second of two sequential courses and will provide the student with a broad overview of the principles of geriatric medicine from the perspective of the primary care practitioner. Major geriatric syndromes commonly encountered in clinical practice will be introduced, providing the student with practical knowledge regarding the care of geriatric patients. This course has been designed to promote interprofessional education and practice. PA students will be expected to work with students from other health-related disciplines, including but not limited to physical therapy, occupational therapy, health and wellness, and pharmacology. Students will review the concerns of polypharmacy and dose adjustment and other geriatric safety concerns and living environments.
1 credit
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)

PHA 606 - Professional Practice Issues III:
This is the third of three courses and will address the ethical considerations of a PA who practices with the knowledge, appreciation and application of ethical concepts that allow for sensitivity regarding the emotional, cultural, spiritual and socioeconomic aspects of patient care. The student will explore their own implicit bias and analyze how this could prevent quality care for all patients of varying backgrounds. Preparation for becoming a PA who is a competent, caring provider includes studying disparities in health care, the professional aspects of impaired providers, potential boundary issues of a care provider, and the PAs role in quality assurance. The course ends with a professional skills unit, in which the PA student will be actively involved in professional development through PANCE registration, preparing a

professional Curriculum Vitae, interpersonal skills for interviewing, and introduction to the employment contract.

1 credit
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)

PHA 604 - Capstone:
This 2-credit course encompasses three integrative elements. The first element outlines study skills that aid the student in preparing for the PANCE Exam. The second element consists of a comprehensive written exam, OSCE, and demonstration of clinical skills. The third integrative element will provide the student with the opportunity to share their research projects with colleagues, faculty, and the University at large.
2 credits
(Pre-requisites: PHA 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661)

**The Clinical Rotation courses listed here for Fall II, Spring II, Summer II (PHA 651-660) are not necessarily the order in which students should expect to be assigned a clinical rotation schedule. The courses listed here are for example purposes only. Clinical year students should expect 3 clinical rotations per semester. Students may be assigned their clinical rotations in any order, however, all effort will be made to ensure students take PHA 651 and 652 back to back.*

INSTITUTIONAL RESOURCES

CLASSROOMS

All didactic courses are taught at the University of the Sciences classrooms and/or virtually. IPEX 237 is the main lecture hall for all in-person classroom activities unless otherwise indicated by the course director or syllabus. The Simulation lab (IPEX 230) will be the main location for all skills-based training, practicals, workshops, and OSCEs, and patient encounters. Clinical rotation location varies by assignment.

LIBRARIES & TEXTS

The J.W. England Library is located on the USciences campus, Woodland Avenue at South 43rd Street, Philadelphia, PA. The library holds many supplemental texts and periodicals, and provides students with access to a wide spectrum of electronic information resources, online information retrieval systems, and the Internet. Copiers and printers are available on the premises. The service desk can provide information detailing library hours and circulation policies. For more information, visit: www.usciences.edu/library.

Orientation to the J.W. England Library will take place throughout the PA program curriculum. These orientations will not only encompass the physical holdings of the library, but will also include an overview of the electronic and online search capabilities. Various courses in the curriculum will require

students to find references outside of required and supplemental texts.

Required texts will be available through the online USciences BookStore, electronically, and housed in program offices located on the USciences campus. Students may have access to those texts during normal office hours. Other supplemental texts will also be available in the program office. Please inquire of the program faculty to ensure the location(s) of a specific text as well as borrowing rules.

INSTRUCTIONAL AIDS

The program has a number of models, audio-visual aids, and computer software programs available to students. Holdings include breast exam models, prostate exam models, male and female foley catheter models, IV and suture arms, anatomy, dermatology, medicine and pharmacology software, EKG software, and history and physical exam video access, in addition to a fully equipped simulation lab.

Writing Center

Located in Alumni Hall Room 108, The Writing Center provides free one-on-one writing assistance, group tutoring sessions, and online tutoring.

Peer tutors and faculty members assist you at any stage of a writing assignment or project—from brainstorming ideas to polishing syntax and style. We can assist with any of your writing needs for all courses and disciplines. This includes, but is not limited to, essays for the first-year writing sequence (WR 100, 101, and 102), lab reports, class assignments, and even personal statements for graduate school applications.

Services Offered

- **Individual Appointments**: One-on-one conversations about a specific writing project
- **Writing Labs**: Group discussions and tutorials on different aspects of the writing process
- **Drafting Support**: Guidance, support, and feedback throughout the research and writing process
- **Online Tutoring Sessions**: Get the same personal attention as traditional face-to-face conferencing with a trained graduate level tutor

We support students at every stage of the writing process including:

- Brainstorming at the start of an assignment
- Developing and sustaining an argument
- Clarifying your paper's organization, transition, and flow
- Using APA style and citations
- Incorporating research and sources effectively
- Crafting personal statements for internships, scholarships, or graduate school applications
- Drafting cover letters for job applications

Make an Appointment

- Stop by Alumni Hall (4216-6 Woodland Ave)

- Email us
- Call 215-596-8909
- Schedule online

University Technology Resources

Learning Management System

Desire2Learn (D2L) is the primary learning management system at the University of the Sciences. D2L is a single, highly customizable, and integrated system with tools for hosting online courses, sorting and

managing course material, collaborating on documents and projects, conducting live synchronous online classes and accessing the success of students and courses.

Collaboration (G Suite)

G Suite (aka Google Apps for Education) gives all faculty, students and staff a state-of-the-art communication and collaboration platform to supplement our existing e-learning infrastructure. We have the ability to share and collaboratively edit documents compatible with Word, Excel and PowerPoint.

Lecture Capture (Panopto)

Lecture capture allows instructors to record what happens in their classrooms and make it available electronically through our D2L Brightspace LMS. The recorded content includes a video of the presenter, their slide materials, and often additional images of accompanying documents. Panopto can also be used by faculty on their desktop computers or laptops to record screencasts and learning modules to supplement lectures.

Mobile Learning (USciences App)

The USciences Mobile app for iOS and Android offers instant access to the OneCampus portal, important contact phone numbers, the Devil's Advocate (student organizations and events), Athletics, the D2L Brightspace learning management system, Workday (for employees), and more.

Several of our programs currently use iPads for both classroom instruction and for mobile access to course content. The iPad offers an array of educational tools for students and faculty including access to D2L Brightspace LMS for iOS and Android. There are also apps for interactive textbooks, anatomy diagrams, newsletters, and professional organizations.

Web Conferencing (Virtual Classroom and Zoom)

There are currently two web conferencing platforms utilized at USciences for web meetings, eLearning,

and webinars - Virtual Classroom by Bongo, and Zoom. These technologies allow faculty and staff to connect with students and colleagues to host live "virtual" meetings, almost anywhere and on any device. Both can also be used on mobile devices - in a browser or as a separate app.

Technology Training Center

The Technology Training Center (TTC) is located in the McNeil Science and Technology Center, room 151. It was established to meet the technology needs of faculty and staff through hands-on learning and demonstrations. The center is equipped with 12 computers, as well as two 60" flat panel displays for instruction. The TTC provides the USciences community with a dedicated workspace for educational technology training.

STUDENT RIGHTS

Basic Rights

Enrollment in the PA program provides the student with some basic rights.

The student has the right to competent, knowledgeable instructors who conduct themselves in a professional manner in their interactions with students in the scholastic setting. If a student is experiencing difficulty with an instructor, and cannot resolve it directly with the instructor, the student should contact the Program Director. If a student is unable to resolve an issue with the Program Director, the student may contact the Dean of the College or The Office of Student Conduct & Grievances to discuss if the grievances process is an appropriate avenue for resolution. Students who progress their concerns/difficulties outside of this stepwise progression and supersede this process unnecessarily or repeatedly may be subject to professionalism review.

Classrooms should be able to provide the proper educational environment for student learning. Classrooms and other facilities should also have available current instructional materials and modern equipment that meets the technical training needs of the PA student.

Instructors must maintain a classroom environment that is conducive to, and compatible with, the learning environment. Students who disrupt that environment will be asked to leave the classroom or clinical area. If a student persists in disruptive behavior, disciplinary action may be initiated.

Rights to Privacy

Student records are protected from unauthorized access and release by the Family Educational Rights and Privacy Act of 1974 (FERPA).

Students will be granted access to their own permanent student file after completion of a Student Request for File Access form, located at the end of this handbook. Students may inspect and review files in the PA program office during regular office hours. At no time may information be removed from a

student's permanent file. Students will not be allowed to photocopy, or otherwise duplicate information found in their file. All evaluations and minutes of meetings regarding a student, such as Student Progress Committee meetings, become part of the student's official program record, which is maintained by the Department of Physician Assistant Studies as required by ARC-PA. Students who wish to challenge the content of records may do so in one of two ways:

1. A letter may be placed in the student record indicating the student's objections to a given entry.

2. A student may request a review regarding an entry with the Student Progress Committee.

Release of student records by the program to outside parties is granted only upon

submission of a written Consent for Release of Confidential Information by the student.

Program faculty and the USciences PA Program employees, preceptors, and administrative staff who have direct involvement with the education of the student are provided access and may review student records without written consent of the student at the discretion of the Program Director.

ADVISING POLICY

Each student will be assigned to a faculty advisor. Advisors will conduct mandatory, once-per-semester advising meetings via video/telephone conference or in person. At this time, progress in meeting the PA program objectives, both academic and behavioral, will be discussed. These sessions are an opportunity to assess strengths, identify areas for improvement, and to develop plans to capitalize on strengths and improve weaker areas.

The advising process is highly beneficial to the success of the student. Advisor meetings will also occur on an as-needed basis, which can be at the request of the student or the advisor. Other mandatory meetings may include disciplinary meetings, remediation meetings, and research project planning.

P1a. Attendance & Punctuality
P1c. Respect for Peers/Attentive Listening
P1d. Respect for Topic & Subject of Study
P1f. Maintains Professional Appearance and Hygiene
P1g. Professional Communication
P1h. Respects Programmatic Decisions
P1i. Adheres to Institutional Policies & Procedures
P1k. Conference (Classroom) Professionalism
P2c. Maintains Academic Integrity

P2.d Following Directions
PBL18a. Accepting Constructive Criticism
PBL18c. Taking Responsibility for One's Own Learning
PBL18d. Self-Assessment & Awareness
SB19a. Ability to Work in a Team

Advisor Responsibilities

- Meet with the student at least once per semester in both the didactic and clinical phases of the program:
    - Invite the student in semester week 5 to schedule the once-per-semester advising meeting
    - Assess student using ***Professionalism Evaluation Form*** and discuss this with the student
    - Review the ***Advising Self-Assessment Form*** with the student
    - Discuss strengths and areas for improvement
- Meet with students who are identified as "at-risk" (scoring trends below 80% but above passing - 70%).
- Create and guide program-level remediation for the following: PACKRAT, Summative Examination remediation, Capstone Graduate Project
- Refer students to appropriate services, including but not limited to, the Student Health and Counseling Center (SHAC), the Center for Academic Excellence, Student Early Intervention Response Team (SEIRT), etc., as needed
- Advise student for the Capstone Research Project
- Suggest improvements in time management and study skills, as needed
- Meet with the student if problems arise, e.g. academic or professional difficulties
- Know the student's grades, skills, and professional conduct
- Assist the student in meeting the instructional objectives, learning outcomes, and competencies of the program
- Record once-per-semester meetings with ***Student Advising Form*** and file on SharePoint in student's file
- Record all other meetings with the ***Advising Note*** and file on SharePoint in student's file
- Follow-up with the student regarding progress of any proposed plans
- Report students unable to meet progression in the program to the Student Progress Committee at each semester's end.

Student Responsibilities

- Timely reply to invitations to the once-per-semester advising meeting before the end of week 5 with a proposed date and time of their advising meeting. It is the student's responsibility to schedule the meeting. Meetings should be held before the end of week 6

- Discuss areas of strengths and areas for improvement with the faculty advisor
- Complete the ***Advising Self-Assessment Form*** prior to the start of the meeting
- Help plan a course of action to remediate deficiencies and capitalize on strengths

- Meet with faculty advisor on an as-needed basis when problems arise
- Make an honest effort to follow the plans devised from the session
- Follow up with the advisor if a specific action is required
- Have a basic familiarity with all University and Program policies and guidelines or know where to locate the appropriate policy or guideline.

Each student is assigned a faculty advisor who will serve as a guide and supporter throughout the student's tenure in the program. Because the student is frequently the first to know of academic difficulties or personal problems that are adversely affecting performance, the student is expected to communicate with the advisor promptly. Communication is an important aspect of professional development. Although the student is expected to handle situations to the best of the student's own ability, there may be times when it is advisable to make the faculty advisor aware that a difficult situation exists. Talking with an advisor maintains a channel of communication in the event that changes in the student's status must be made.

The faculty, staff, the program director, and the medical director must not participate as health care providers for students in the program, except in emergency situations. If a student has a medical problem, they should be seen in the USciences Student Health Center (SHAC) or see the outside provider of their choice. If a student has problems that require counseling, they need the help of a professional counselor and should visit the USciences Student Health and Counseling (SHAC) for mental health services.

PROFESSIONAL MENTORS & MEMBERSHIPS

The PA program recognizes the importance of professional role-modeling. To this end the program recommends and fosters relationships between its students and PAs working in the community. This relationship may take various forms, from a one-time professional advisement session, completion of master's capstone projects, to shadowing or participation in an elective rotation. The program conducts scheduled social events during which students may meet and network with a larger group of PAs. The PA program requires students to become a student member of the American Academy of Physician Assistants, https://www.aapa.org/student-central/student-member-resources/ and the Pennsylvania Society of PAs, http://pspa.net/membership/membership-levels/ . Students and faculty are also recommended to attend professional PSPA and AAPA conferences, providing students with networking opportunities with other PAs and health care practitioners.

STUDENT MENTOR PROGRAM

The Mentor Program is a student-run organization that utilizes upperclassmen to establish a relationship with incoming PA students. The goal of this program is to orient new students to the rigors and demands of PA education. This mentor relationship may help acclimate new students to appropriate study methods, helpful resources, information pertaining to professional organizations such as AAPA and PSPA, as well as information regarding rotations.

Student Wellness Policy

The stresses of a demanding program may cause the student to experience symptoms of physical and/or mental difficulties. The following mechanisms have been established to deal with the impaired student:

Mental Health Wellness Statement:

USciences encourages students to recognize that academic success requires students to be emotionally and physically well. If you are having difficulty coping with stress associated with the classroom or are experiencing other personal issues, please go to USciences Health and Counseling (SHAC) located on the first floor of Whitecar Hall or call 215.596.8536, or email shac@usciences.edu. Additional emotional support is available 24/7 and can be obtained by contacting the National Suicide Prevention Hotline at 800.273.8255 or by texting "Go" to the Crisis Text Line 741-741. The services listed above are all free and confidential.

Policies on Alcohol and Other Drugs

Drugs and Alcohol

PA students must comply with the University's Drug and Alcohol Policy and all other applicable policies and procedures concerning the use of drugs (except prescribed medications) and alcohol on campus or at clinical sites. Students are prohibited from appearing on campus or at any clinical site while under the influence of alcohol or any drug that may affect performance or judgment.

Substance Abuse Evaluation and Treatment

Whitecar Hall – Suite 1200
215-596-8536

The University facilitates two modes of response to concerns involving students and substance abuse: 1) voluntary assistance, and 2) the Substance Abuse Policy.

Voluntary: Any student who is concerned about his or her substance use may voluntarily seek an initial assessment in Student Health and Counseling (SHAC), as well as a referral for an external substance abuse evaluation and follow-up treatment. An appointment may be scheduled by calling SHAC at 215-596-8536.

Substance Abuse Policy: This policy reflects the institution's concern about any member of the University family who may be experiencing a problem with alcohol and/or drug abuse (referred to hereafter as substance abuse). The aim of the policy is to encourage and support the recovery of all impaired members of the University community. The Substance Abuse Policy is initiated by the Dean of

Students in conjunction with the college dean. The Dean of Students will assist the student in obtaining an evaluation from an independent clinical expert and coordinating any recommended aftercare program. The Dean of Students receives the evaluation as well as recommendations for treatment and aftercare services for policy participants and coordinates the treatment component of the policy. Clinical decisions regarding the diagnosis and treatment are made by external experts. Questions concerning the Substance Abuse Policy should be directed to the Dean of Students at 215-596-8950. For more information, see Substance Use Disorder Policy (from the University Student Handbook).

Sanctions for Alcohol & Drug Violations

A level system is used to classify alcohol and drug violations. The Director of Student Conduct and Grievances (or designee) will tentatively determine the applicable level prior to the commencement of any hearing. This tentatively determined level may change based on the information presented during the hearing process and will be affirmed prior to sanctioning if the student is found responsible or accepts responsibility for the violation(s).

There are three levels for alcohol and drug violations. In general, Level 1 violations are those which represent 'low risk use' and are considered minor in nature, whereas Level 3 violations are of a more serious nature and represent 'severe risk use'. Levels are selected based on a number of factors, including, but not limited to: the nature and seriousness of the offense, the age of the student, impact on the community, and previous conduct history of the student.

In addition to the sanctions listed above, a student may be required to participate in online and/or group workshops, complete a Substance Abuse Evaluation, and may be referred to the Dean of Students for the initiation of the Drug and Alcohol Abuse Policy.

Medical Amnesty Policy

The University of the Sciences is committed to ensuring our students' health, safety, and well-being. To that end, the University seeks to reduce barriers for students who may need to seek emergency assistance for themselves or other students when alcohol or other drugs may be involved. To achieve this goal, the University has adopted the following medical amnesty policy:

- Any student who actively seeks to contact a member of the University Staff or certified emergency medical personnel for a medical emergency where their or another person's health or safety may be in jeopardy will not be referred to the Office of Student Conduct as it relates to alcohol or other drugs.
- Recognized University organizations, student groups, or students that may be hosting or sponsoring an event who actively seek to contact a member of the University Staff or certified emergency medical personnel for a medical emergency where a member or guest of that organization has their health or safety in jeopardy will not be referred to the Office of Student Conduct as it relates to alcohol or other drugs.

Students that commit other University or criminal violations (i.e., vandalism, disorderly conduct,

possession of false identification, sale to minors) associated with the incident may be referred to the Office of Student Conduct. No part of this policy will preempt any civil or criminal charges/proceedings brought forth by non-University parties. While individuals who invoke the medical amnesty policy for themselves or other fellow students will not be referred to the Office of Student Conduct as it relates to alcohol or other drugs, individuals may be required, depending on the circumstances, to complete educational and/or health requirements as deemed necessary by the Office of the Dean of Students. These educational and/or health requirements may include, but are not limited to, an on-line or in-person educational program, a substance abuse evaluation, independent treatment as warranted, and/or appropriate follow-up with Student Health and Counseling (SHAC). Students who fail to complete required programs will be charged with an alleged violation of the Code of Student Conduct.
Students are allowed to invoke this policy as needed; however, repeated use of the policy may give rise to the need for further action by the University to ensure the health, safety and well-being of a member of the community.

Organizations or students hosting or sponsoring an event have a duty to maintain a safe environment for their members and guests. Please refer to the guidelines outlined in the Alcohol Use Policy in the Student Handbook. Any student organizations or students that fail to act appropriately during a medical emergency may be charged with an alleged violation of the Code of Student Conduct.

Alcohol Use Policy

The goal of the Alcohol Use policy at University of the Sciences is to foster alcohol awareness and responsible drinking practices, for students who choose to drink, and to promote the health and safety of the faculty, staff, and students. With the growing problems of alcohol and drug abuse in

our society the University seeks to encourage a campus social life that does not emphasize the role of alcoholic beverages in either private or group activities. This policy allows those of legal age an opportunity to develop responsible behaviors for the use of alcohol.

1. The possession and consumption of alcoholic beverages on the University campus and at University-related events off campus are regulated by the laws of the Commonwealth of Pennsylvania. These laws make it unlawful for persons under 21 years of age to purchase, attempt to purchase, consume, possess, or transport any alcoholic beverages. It is also unlawful to serve, sell, or furnish alcoholic beverages to persons under 21 years of age.

2. Any University-related organization or student(s) holding a function on or off campus will be subject to the following guidelines:

a. If alcohol is to be served, the host's supervisor or advisor must be notified in writing in advance of the event. At this time, a process to screen minors must be described, and an individual must be designated to be responsible for compliance with the policy.
b. If alcohol is to be served and underage persons may be present, a process must be in place to screen minors. During the social function while alcoholic beverages are available,

the sponsor or the designee must be in attendance and must observe the area where alcoholic beverages are served and prohibit underage persons from obtaining alcoholic beverages.
c. If alcohol is to be served, food and nonalcoholic beverages must also be available in a prominent place and in adequate amounts. Alcoholic beverages must be clearly labeled as such.
d. Grain alcohol and alcohol that is more than 150 proof or 75% alcohol by volume is hereby prohibited.
e. Visibly intoxicated persons must not be served alcohol.
f. Advertising to members of the University campus for any social functions or campus events must not refer to the availability of alcoholic beverages, either specifically or in code. "Advertising" defined here includes flyers and posters as well as all social media announcements, email, and text.
g. No student government funds may be used to purchase or supply alcohol.

3. Alcoholic beverages are prohibited at all times in the residence halls. Violations will be subject to student conduct procedures as outlined in the Residence Life Handbook.

4. Consumption of alcoholic beverages is prohibited in public areas of the campus, except under special circumstances with approval of the President.

5. Violations of this policy may be adjudicated through the Student Conduct Process.

Drug-Free Environment Policy

Recognizing the wide variety of health risks associated with the use of alcohol and other drugs, the University is committed to maintaining a drug-free environment for its employees and students. Because of our special responsibility as an educator in health sciences, we have implemented a campus-wide program to increase awareness concerning alcohol and substance abuse. The Alcohol Use Policy provides information on the regulated, legal use of alcohol for University organizations. The Substance Abuse Policy provides information on available counseling, rehabilitation, and assistance programs for those experiencing problems with alcohol or other drugs.

The University prohibits the unlawful manufacturing, distribution, dispensing, possession, or use of a controlled substance on the University campus. Controlled substances may be appropriately used in a supervised classroom or research setting. Federal law requires compliance with this policy to maintain a person's status with the University. The law also requires that the institution be notified of any criminal drug statute conviction for a violation occurring in the workplace and/or a University-sponsored clerkship or traineeship site. Students must notify the Dean of Students and their college dean within five days of any such conviction.

Anyone so convicted must participate satisfactorily in an approved drug abuse assistance or rehabilitation program to resume his or her status with the institution. The University's Student Conduct Policy and Substance Abuse Policy outline additional information and requirements for disclosure and continued enrollment or employment.

In addition to any legal sanctions imposed in conjunction with the unlawful use of alcohol or controlled substances, violations of this policy will also be subject to appropriate internal action whether remedial, rehabilitative, and/or disciplinary. If the offender is an employee, the appropriate action will be determined by the Supervisor and the Director of Human Resources. If the offender is a student, the case will be referred to the Dean of Students and/or the Office of Student Conduct for resolution.

Drug Screen Policy

Students who are required to participate in experiential education as part of their academic program may be required to complete a drug screen and provide documentation of a negative drug screen as a condition of participation in experiential learning. Students must sign a release to have this information reported to the assigned experiential learning site and the University. The type of drug screen required may vary dependent upon each experiential site; therefore students should

coordinate with their respective college's experiential learning coordinator for more detailed information.

Students who have a positive drug screen or fail to comply with this policy may not be able to complete their experiential learning assignment. Students who test positive for drugs or fail to comply with this policy are responsible for any additional costs or delays in their experiential education that may result; this may include delayed progression in their program, a delay in graduation, and/or the inability to successfully complete their program. Any student who has a positive drug screen will be referred to the University Substance Use Disorder Policy).

For more information, refer to the University Student Handbook.

PROVIDER POLICY & STUDENT MEDICAL RECORDS

At no point in time may principal faculty, the Program Director, or the medical director participate as health care providers for students in the program, except in an emergency situation. If a student has a medical problem, they should be seen in the USciences Student Health Center, local emergency department, or see the outside provider of their choice. If a student has problems that require counseling, and need the help of a professional counselor, they should visit the USciences Counseling to mental health services (SHAC). The Usciences PA program, faculty and staff do not have access to student health records but requires students to submit proof of meeting program health screening and

immunization requirements, which may be maintained and released by the program by written permission of the student.

Counseling & Medical Services

University of the Sciences Student Health and Counseling Center (SHAC) operates Monday – Friday for medical services (215-596-8980) and counseling services (215-596-8536). For more information regarding the University's health and counseling services, please see the University of the Sciences Student Handbook at:
https://www.usciences.edu/student-life/student-handbook/student_handbook.pdf

Members of the program faculty will work closely with the Office of the Dean of Students to support students who may be experiencing a psychological or physical emergency.

POLICY ON UNIVERSAL PRECAUTIONS & SAFETY

Universal Precautions and Safety Education

All students must be present for all training related to universal precautions and student safety prior to engaging in any related activities. Please see below for procedures and care after exposure, and information regarding financial responsibility of such events.

Universal Precautions

Students are responsible for following OSHA Guidelines for universal precautions at clinical rotation sites, including the use of protective gloves, eyewear, and clothing, the proper use and disposal of sharps, regular handwashing/hand sanitation, PPE use, and other precautionary measures. These guidelines will be presented in the PA Professional Issues didactic modules and pre-clinical training activities prior to starting clinical rotations.

Any documented allergies to latex products should be reported to the preceptor and the Director of Clinical Education. Each student is responsible to supply any latex-free products they may need, if they are not otherwise available at a given clinical site.

Universal Precautions Guidelines:

1. Avoid direct contact with blood, body fluids, secretions, excretions, mucous membranes, non-intact skin, and lesions
2. Avoid injuries from all "sharps"
3. Avoid direct contact with items, objects, and surfaces contaminated with blood, body fluids, secretions,

and excretions
4. Dispose of all "sharps" promptly in special puncture-resistant containers
5. Dispose of all contaminated articles and materials in a safe manner, as prescribed by law

In Practice, using Universal Precautions also requires:

1. Wash hands frequently and thoroughly, especially if they become contaminated with blood, body fluids, secretions, and excretions
2. Depending on job duties and risk of exposure, use appropriate barriers, which may include gloves, gowns, aprons, caps, shoe covers, leggings, masks, goggles, N95 masks, and face shields
3. Bag all specimens before transport to the laboratory

These barriers are to be used to protect:

- Skin, especially non-intact skin (where there are cuts, chapping, abrasions, or any other break in the skin)
- Mucous membranes, especially eyes, nose and mouth

NOTE: *These items of protective apparel, including gloves, are to be removed after each use and PROPERLY disposed of. Gloves, etc. are NOT to be worn from one patient or activity to another*

Student Incident Reporting – Needlestick/Bloodborne Pathogen Exposure Policy

1. Ultimately, *the student is responsible for initiating care after exposure* to possible bloodborne pathogens. Students may consult their private physician or the "Environmental Health and Radiation Safety Department" for guidance and assistance.

2. Students involved in a chemical/hazardous substance exposure should not go to Student Health (SHAC) as they are not equipped to handle these incidents and it could delay needed medical care. Students are advised to go to the nearest Emergency department in such instances.

3. While there is no guarantee or requirements for such, many of the clinical sites utilized by the University of the Sciences Physician Assistant Program can and will arrange for immediate medical care of students in the event of accidental injury or illness (costs incurred may be charged to the student's personal health insurance policy). However, they are not obligated to take responsibility for subsequent costs involved in follow-up care, treatment, counseling, hospitalization, preventive care, etc.

4. If exposed (i.e. needle-stick injuries, splashing of body fluids on exposed mucous membranes, inhalation exposure, etc.)., students should take the following steps:

- Using gloves, remove and dispose of all contaminated personal protective equipment (PPE). Wash the exposed area thoroughly with soap and running water. Use non-abrasive, antibacterial soap, if possible.

If blood is splashed in the eyes or mucous membranes, flush the affected area with running water for *at least* 15 minutes.

- Many clinical facilities will initiate some aspect of post-exposure procedure(s) with a student. There is no mandatory requirement for them to do so, and any costs incurred following such a plan is the student's responsibility. Students should ascertain costs (if any) in advance of accepting such services.

- Students may also contact their personal primary care provider or seek immediate care at an Emergency Room.

5. The Director of Clinical Education must also be notified within 24 hours via e-mail of any exposure/possible exposure (i.e., needle-stick injuries, splashing of body fluids on exposed mucousmembranes, inhalation exposure, etc.).

6. All costs for treatment and follow-up are the student's sole responsibility. All students are required to purchase needle stick insurance through the University.

7. In the event of an accident/injury, students must fill out the following forms:

   - University of the Sciences "Environmental Health and Radiation Safety (EHRS)" Department, IncidentReport Form, found on the google page of the EHRS website:

   https://www.usciences.edu/administrative-offices/environmental-health-radiation-safety/index.html

   - USciences PA Program Incident Reporting Form found in the appendix of this document, and on the shared google drive

8. The PA program recommends reporting the incident to the University's Risk Management Department:

   https://www.usciences.edu/administrative-offices/risk-management.html

Bloodborne Pathogen Policy and Training

In any situation involving possible exposure to blood or potentially infectious materials, students should always practice Universal Precautions and try to minimize exposure by wearing protective barrier devices (i.e., gloves, splash goggles/face shields, gowns, pocket mouth-to-mouth resuscitation masks, etc.). For moreinformation on University of Science's Bloodborne Pathogen Exposure Control Plan, visit: https://sites.google.com/usciences.edu/ehrs/safety-manuals/bloodborne-pathogens-exposure-control-plan?authuser=1

All students will need to complete online video training on Bloodborne Pathogen Exposure prior to

starting clinical rotations, which can be accessed at the following site:
https://www.redcross.org/take-a-class/classes/bloodborne-pathogens-training-online/05447631.html

Students are required for pay for this training which is included in their mandatory student fees.

Public Safety and Security

- Students are required to review the University of the Sciences Public Safety Website which can be found here:

  https://www.usciences.edu/student-life/public-safety/index.html

- If a student encounters any issues with safety, they may contact the following:

  - Emergency Dispatch: 215-596-7000 or 911
  - Non-Emergent Dispatch: 215-895-1117

  - Campus Walking Escort: 215-895-1117
  - Penn Transport Services: 215-898-RIDE (7433)

- The University has contracted with the University of Pennsylvania to provide bus and shuttle services to and from various location on and off campus.

  a. Hours are 3 am- 7pm
  b. Please call 215-898-RIDE (7433)

- Emergency call boxes are located throughout the entire campus

- USciences Mobile App with Public Safety applications should be downloaded by all students

- Students will attend an orientation session from the University of the Sciences Public Safety Department

- In the event of a public safety incident; in addition to contacting the University of the Sciences Public Safety and/or law enforcement, the student must fill out a USciences PA Program Incident Reporting form, found in this Handbook.

General Evacuation Plan During an Emergency

In the event of an emergency, the USciences Department of Public Safety has the authority to evacuate campus buildings. An evacuation of a building does not automatically result in a cancellation of classes or the closing of all or part of the University. Only the University President or his designee has the authority to approve cancellation of classes or closing of the University.

What to Do

At the sound of the alarm, remain calm, evacuate immediately through the nearest exit, alert others, proceed to assembly points (safe zones), move away from the building, and follow the instructions of the emergency responders.

Assist individuals with disabilities to the nearest fire tower and wait for assistance. In the event that an individual with disabilities is in the fire tower, notify a Public Safety Officer or first responder so rescue arrangements can be coordinated.

Do not return to an evacuated building until the "all clear" signal is given by the Department of Public Safety, who will be working in conjunction with city, state, and federal support agencies to ensure that it is safe to resume normal operations.

Remember: Silencing of the alarm does not mean the emergency is over.

Shelter-in-Place

You may be instructed to shelter-in-place due to an accidental release of chemical, biological, or radiological contaminants, the intentional release of chemical, biological,or radiological contaminants due to a terrorist incident, a natural disaster, or for personal protection because of a criminal incident. Normally evacuation is the most common protective action taken when an airborne hazard, such as smoke or noxious odor, is found in a building. In most cases, existing general evacuation plans apply to evacuation in response to these types of incidents.

However, a general evacuation may not be the best course of action for an external hazardous materials incident, particularly one that is widespread, such as a tanker car chemical explosion. Since a general evacuation will most likely expose individuals to thehazardous conditions and a rapid evacuation may not be possible, individuals are encouraged to shelter-in-place.

You can achieve a greater level of protection by sheltering-in-place rather than riskingdirect exposure to the hazardous conditions. You can also achieve a higher level of protection by taking shallow breaths and covering your nose and mouth with a damp cloth.

In all emergencies, follow the instructions provided through the Emergency Notification System and, if possible and safe to do so, use a computer to find out more information orturn on a TV or radio. Most importantly, remain calm.

COVID-19 SAFETY GUIDELINES

As we continue to navigate the COVID-19 pandemic, it is important to remember that:

- All individuals, regardless of vaccination status, are required to wear masks indoors on campus.

- USciences mandates that all students, faculty, and staff are vaccinated against COVID-19.
- Practice good hygiene by frequently washing hands.
- Conduct a daily health check before coming to campus.

The COVID-19 pandemic is ever changing, for the latest updates please follow this link: https://www.usciences.edu/student-life/student-health-and-counseling/covid-19/index.html

COVID-19 Campus-Wide Guidelines

For the most up-to-date guidelines please follow this link COVID-19 Return to Campus Guidelines regularly for updates.

Contact Numbers and Links

Resource	Phone Number	Link/Email
SHAC/Medical	215-596-8980	shac@usciences.edu;
SHAC/Medical	215-596-7133	student-healthinfo@usciences.edu
SHAC/Counseling Center/SHIP	215-596-8536	shac@usciences.edu
Dean of Students' Office	215-596-8950	
Public Safety Dispatch	215-895-1117	d.dispatcher@usciences.edu
Public Safety Emergency Line	215-596-7000 Also Dial 9-1-1	
Environmental Health/ Radiation Safety (EHRS)	215-596-8925 215-596-8843 or 267-295-3141	
EAP	800-252-4555	HigherEdEAP.com
EthicsPoint	888-266-0218	EthicsPoint
HR Director	267-939-1651	rroberts2@usciences.edu

If we all follow the rules, we will help to ensure that our learning environment is as safe as possible. Students who are ill, regardless of symptoms, vaccination status or diagnosis, should **not** come to campus for classes or activities and should contact SHAC. If students are ill, but able to virtually participate in courses they may do so. Students should not contact the Office of Student Health for "sick notes."

The COVID-19 pandemic has refocused the need for both mental and physical personal wellness. The University encourages students who are ill to take the time to focus on their health. Additionally, if

needed students may reach out to their college dean's office to inquire about leave of absence options including short-term leave of absence (up to 10 business days), a personal leave of absence, or a medical leave absence. We firmly believe to learn you must be healthy.

USciences COVID-19 Information

- Information about the University's status, FAQs, and links to governmental sites are available on our COVID-19 webpage.

- Reporting link for COVID-19 exposures/infections/positive tests: COVID-19 Screening Form.
- COVID-19-related campus messages are posted at the USciences Public Safety Emergency Blog.
- Status of campus operations, as well as tips for working and studying remotely are posted at the Working Remotely website. Wellness tips are posted at the Office of Health and Wellness google site.
- Employees may access and explore ESI's Employee Assistance Program (EAP) for a variety of resources, including emotional well-being, work-life balance, legal resources, financial education, pet help, as well as a variety of training resources.
- Information about health and counseling services is posted at the SHAC google site.
- Information on Pennsylvania travel restrictions and quarantine requirements are available at the PA Department of Health website

For the protection of students, faculty, and staff, the following guidelines are required for safe participation in learning activities taking place in the Physician Assistant lab spaces on campus

- Students must be prepared with required personal protective equipment (PPE) to include face mask, face shield/goggles). Students will not be permitted to participate in any on-campus activity without the required PPE
- **If any student is found not following University COVID-19 protocols at any time, the student will be asked to leave and will not be able to make up the session. Graded components will result in automatic failures according to the absentee policy. No warnings will be given before students will be asked to leave the premises**
- Students are not to remove their PPE until they are near their vehicle
- Students should avoid congregating in large groups.
- Students must refrain from eating while in the classroom or in labs spaces.
- Students should refrain from touching their face, and should cough/sneeze into their flexed elbow.
- The student will wash their hands or use hand sanitizer before entering the exam room and before exiting the exam room. (See CDC Guidelines for Handwashing below)
- Students will be responsible for cleaning lab spaces, the program will supply cleaning materials.

CDC Guidelines for Handwashing

https://www.cdc.gov/handwashing/when-how-handwashing.html

Follow Five Steps to Wash Your Hands the Right Way

Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs.

Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.

Follow these five steps every time,

1. **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap
2. **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails
3. **Scrub** your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice
4. **Rinse** your hands well under clean, running water
5. **Dry** your hands using a clean towel or air dry them

Cleaning Checklist for Lab Spaces

- Utilizing the supplied sanitizing wipes, the following surfaces should be thoroughly wiped down and allowed to dry after each student learning activity or exam:
  - Exam table surface
  - Desk surface
  - Faucet handles
  - Blood pressure cuff, otoscope, ophthalmoscope
  - Stethoscope and other personal equipment
  - Light switch
  - Door handles

- Lab spaces will be cleaned prior to the start of a scheduled lab session/practical exam session
- Lab spaces will be cleaned after each lab session/practical exam
- Each surface requires a new wipe
- Wipes are to be disposed of in room trash receptacles immediately after use
- Sign off sheet posted outside of each exam room is to be completed after each cleaning indicating date, time an initials

COVID-19 Related Quarantining – Attendance

Didactic Year Students
If a didactic year student is asked to quarantine due to a suspected COVID-19 diagnosis or exposure based on the recommendations of SHAC or another clinician, the student is expected to attend all lectures virtually, complete all assignments as scheduled, take all exams as scheduled virtually, and complete all H&P practical assessments virtually.

Clinical Year Students
If a clinical year student is asked to quarantine due to a suspected COVID-19 diagnosis or exposure based on the

recommendations of SHAC or another clinician, the student is expected to notify the Director of Clinical Education as soon as possible. The Director of Clinical Education in coordination with the Associate Program Director and Program Director will assign additional clinical case evaluations via (iHuman), and may also assign additional writing assignments, study guides, or ROSH review exams. The Director of Clinical Education will also coordinate with the rotation instructional faculty preceptor to evaluate the possibility of conducting telemedicine visits or review the schedule to find additional clinical times to see patients after the quarantine period has ended. If the quarantine process is excessive so that it would limit your clinical experience and/or if the above strategies are untenable, students may need to repeat the entire SCPE, potentially causing a delay in graduation. If quarantining during a call back period, students will follow the didactic year policy.

CLASSROOM & CAMPUS ETIQUETTE POLICY

In-person learning

The student should adhere to professional standards for behavior when communicating with faculty and fellow students in the classroom:

1. Always address the faculty member by the appropriate title: “Professor” or “Doctor”.
2. Be respectful in all communications to fellow students and faculty.
3. No talking once class starts
4. No food in class.
5. No popping gum or other disruptive noise.
6. Beverage containers must be covered at all times.
7. Students are not permitted to bring guests or children to class, campus, or on Structured Clinical Practice Experiences (SCPEs) i.e. clinical rotations.
8. Please be courteous to your instructor and your fellow classmates and turn off all electronic devices and store them properly in your book bags or purses.
9. Laptops/tablets are for taking notes or other classroom-related use only .
10. Except for program-approved laptops, students are prohibited from having cell phones or other electronic devices with them during examinations. During examinations, all electronic devices should be properly stored in book bags or purses at the front of the room.

Digital Etiquette in the Classroom

USciences PA Program is committed to providing an optimal learning environment for all students. Electronic devices serve professional needs; however, they are also commonly used for personal needs. During formal learning experiences such as lectures, workshops, SP encounters, small groups, and SCPEs, students may only use electronic devices for specific professional learning purposes. In order to mitigate potential distractions, and to facilitate increased individual participation and overall class engagement, the use of electronic devices for the following purposes is prohibited during formal learning experiences:

- Conducting personal business (email, text messaging, banking)

- Engaging in social media and/or playing on-line games.
- Messaging others in a social/personal manner
- Any other activities that may serve to interfere or distract students in an optimal learning environment.

Mobile Devices:
Mobile devices should remain off or be placed on silent mode with vibrate turned off. Students should only use these devices with permission of the course director. For those rare occasions where phone access is necessary, students will advise the lecturer / faculty for permission to receive call(s). For more information see the Electronic Devices and Social Media Policy below.

Computers/Tablets/iPads, etc.:
These devices will be used in class, particularly during team-based learning experiences and for taking examinations and quizzes. Students should ensure these devices and internet connections are in good working order before each class. For more information see the Electronic Devices and Social Media Policy below.

These rules parallel professionalism and personal integrity. Professionalism is a competency that is measured throughout courses and during advising meetings. *As such, all PA students are expected to maintain the highest standard of professional behavior possible and to comply with the ethical standards*

and codes developed by the American Academy of PAs (included in the Student Handbook) and those listed in the University Student Handbook.

Virtual Instruction Policy

For all virtual synchronous and asynchronous events held remotely throughout the program, attendance will be filed in the course record using an exported attendance report. These reports provide who was present, the number of minutes the student was present, their order of arrival, and statistics related to viewership of asynchronous recorded lectures. The student must use their first and last name for their display name in the Zoom box for all synchronous virtual learning sessions, students **must have their camera on at all times and their face be fully visible on camera the entire session without distractions behind them.** Students attending lectures/labs/workshops, or any event virtually must be focused on the material being discussed and must not be performing other activities (i.e. the student should not be in a car, driving, making meals, communicating to others in any format, etc.). Virtual attendance will be noted for all events. Students not complying with this virtual attendance policy will be marked as an unexcused absence.

Remote Instruction, Telehealth/Telemedicine Etiquette

As is expected in the physical classroom, students should adhere to similar behaviors during remote instruction, Telehealth and Telemedicine encounters:

1. Student should be dressed appropriately for the setting

a. Lectures/conferences/workshops etc. - Classroom attire (See Dress code below)
b. Telehealth/Telemedicine - Professional attire or scrubs with white coat (See Dress code below).
c. Students should not be wearing pajamas or other attire not suited for the classroom/professional setting.

2. Microphones should be muted except if asking/responding to questions, directly commenting, or called on by the instructor.
3. Video must be enabled during all lectures, conferences, workshops, meetings, etc. Students must be on-camera for all learning activities.
4. Adequate lighting for appropriate interaction with classmates and instructors is mandatory
5. Be mindful of your surroundings/environment when your video is on, make every attempt to minimize visual and sound distractions to the lecturer and your classmates. Students should remain seated and not walk around and cause distracting movement within their display screen.
6. Student should not have external programs running and should be prepared to actively engage in polling, breakout groups, links, self-assessment, quizzes, and in-class assignments without delay
7. Be sure your internet, sound, and video capabilities are working properly before each class.

Lecture Recordings

Any recordings permitted in this class can only be used for the student's personal educational use. Students are not permitted to copy, publish, or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic program without the express permission of the faculty member and of any students who are recorded. Distribution without permission may be a violation of educational privacy law, known as FERPA as well as certain copyright laws. Any recordings made by the instructor or university of this course are the property of USciences.

Proper Attire and Identification

Both as a physician assistant student and practitioner, one encounters a variety of patients from diverse cultural, ethnic and socioeconomic backgrounds. In order to establish a professional and trusting relationship with those patients, and to decrease the potential for offense or discomfort to patients, a standard of professional grooming and clinical attire is required. A healthcare professional's dress and appearance are essential in establishing a relationship of trust and confidence, and attire is an important part of a student's recognition as a medical professional. In some cases, this requires a balance between an individual's personal preferences and the need for effective patient interaction. As a student and soon-to-be medical professional, patients' needs come first, even at the expense of individual expression.

Appropriate professional dress code demonstrates respect for patients, faculty, administrative staff, other health professionals, and fellow students. Establishment of a dress code is not an attempt to inhibit a student's personal freedom; rather, it creates a solid frame of reference for a successful career as a medical professional.

At all times, every student must display a neat, well-kept appearance and good personal hygiene.

Student Identification Policy

At all times, students are to wear and properly display their name tag, and student ID badge while on campus or away on clinical rotations.

For all patient encounters, students must introduce themselves with their full name and as PA students. All documents/correspondence should be legibly signed with their full signature followed by 'PA-S'.

At no time should a student, either by virtue of their skills or knowledge attained while progressing through the program, misrepresent oneself as being other than a PA student. While in the program, students may not use previously earned titles/certificates/designations (i.e. EMT, RT, PT, OT, RN, MD, DO, PhD, etc.) Failure to identify oneself appropriately or misrepresenting oneself in a clinical setting is considered medical fraud and will result in immediate referral to the Student Progress Committee for dismissal from the program.

POLICY ON DISTINGUISHING IDENTIFICATION

It is mandatory for students to display that they are a physician assistant student during all patient encounters, SCPEs, clinical encounters, and volunteer activities. Students may not misrepresent their title at any time. Students mustverbally introduce themselves as a PA student. Students must sign all medical documentation denotingtheir status as a student, with "PA-S."

Student Dress Code Policy

Students of a professional PA program represent both the University and the profession. In this role, students will encounter a variety of patients and practitioners who come from diverse cultural, ethnic

and socioeconomic backgrounds. In order to efficiently establish professional and trusting relationships and to decrease the potential for offense or discomfort to patients, a standard of professional grooming, hygiene, and clinical attire is required. A health care provider's dress and appearance are essential in establishing a relationship of trust and confidence with patients. In some cases, this requires that individual personal attire preferences be secondary to the need for effective patient interaction. As a student and soon-to-be medical professional, patients' needs come first, even at the expense of individual expression.

Every student must prominently display the student's official University of the Sciences' ID card at all times while on campus and display their official name tag while in attendance at all affiliated training locations. During the didactic year of PA education, clinical attire is expected during patient interviews,

clinical laboratories, interprofessional activities, and when visiting facilities for further educational opportunities. Any student not dressed appropriately for clinical encounters will not be allowed to participate in clinical experiences, and will lose grade points appropriately.

Much of the first year of training is spent in lecture halls and classrooms where patients are not present. Attire during lecture and small group seminars may be comfortable, but must not detract from the educational atmosphere. Avoid dress or attire that may be potentially offensive to one's peers, the faculty, or patients. When in doubt, consult the faculty or your faculty advisor.

Students that demonstrate a pattern of poor attire choices in didactic and/or clinical settings will be at risk for being placed on Professional Probation.

Proper attire, including a white coat, should be worn for all patient encounters, events occurring in actual healthcare settings, volunteer activities in the community for health screening events, and activities involving simulated patients or patient instructors unless specifically told otherwise by supervising faculty.

General:

- Hair:
  - Long hair should be worn back if necessary to avoid interference with work or patient care.
  - Hair should be clean and appropriately groomed
  - Facial hair must be neatly trimmed
- Nails:
  - Nails must be clean and trimmed short for proper infection control and for patient/standardized patient comfort/safety; nails must not extend past the fingertips. Nails that are found to be too long must be trimmed prior to commencement of educational activities/patient encounters.
  - Nail polish should be muted tones.
  - No artificial nails, overlays, or extensions are allowed.
- Jewelry should be minimized as to allow for proper infection control and patient comfort/safety. Avoid wearing any loose or dangling jewelry to avoid injury to self or patients.
- No offensive or inflammatory clothing, accessories, or materials are permitted. Avoid revealing clothing or clothing not well suited for maneuverability.
- Piercings, tattoos, and body art
  - No new facial piercing is permitted.
  - Piercings, other than ear piercings, must be covered or removed in the hospital and during patient encounters.
  - Tattoos must be covered by clothing to the extent possible.

Classroom Setting:

- Casual attire
- Name tag and Student ID badge properly displayed
- Students can wear sneakers and open-toed shoes

Clinical Skills, Anatomy & Simulation Labs:

- Standardized Patient encounters- professional business attire or scrubs
  - Avoid wearing ties, dangling/excessive jewelry, dangling scarfs/neck/head coverings, perfume/cologne/body sprays, revealing clothing or clothing not well suited for maneuverability.
- White coat, name tag, and ID badge
- Skills learning sessions- scrubs are recommended
- **Closed-toed, non-slip (rubber soled) shoes are required**

Clinical Year (Supervised Clinical Practice Experiences, SCPEs):

- Business attire appropriate for the setting or scrubs. - **Students should confirm the dress code with their preceptor prior to the start of the rotation.**
  - Avoid wearing ties, dangling/excessive jewelry, dangling scarfs/neck/head coverings, perfume/cologne/body sprays, revealing clothing or clothing not well suited for maneuverability.
- White coat, name tag, and ID badge must be worn at all times except in the OR or otherwise instructed by onsite preceptors
- **Closed-toed, non-slip (rubber soled) shoes are required**

Clinical supervisors, preceptors, and physician assistant faculty reserve the right to dismiss from a clinical or educational site any student who is not appropriately attired. That action may result in requiring further professional, developmental training for the student, and may also interfere with an on-time graduation or even completion of the program.

ELECTRONIC DEVICES AND SOCIAL MEDIA POLICY

The use of technology during lecture and lab is meant to enhance the learning environment. Any technology that is disruptive or promotes dishonesty is prohibited. Students may use laptops and tablets for note taking and other academic reasons during lecture and/or lab at the discretion of the professor.

The use of cellular phones for non-academic purposes such as texting, gaming, social media, and internet surfing are NOT permitted. All students must place communication devices on "silent" mode with vibrations turned off or turn their device off completely. Any student who does not comply will be asked to exit the lecture and/or lab and will not be permitted back until the next scheduled lecture/lab. Cell phones may be used for polling/instructional activities and other educational purposes during lectures/workshops.

All students will be required to maintain their OneCampus account while in the PA Studies Program. Emails from the University and the PA Studies Program will be sent to the USciences email addresses only. Personal email addresses- Gmail, Yahoo, Hotmail, etc. will be limited to students for personal use. **Students are required to check University email and D2L notifications at least once per day.**

Students should activate appropriate security settings with a password on their laptops, desktops, cell phones, tablets, and other devices to safeguard personal information and program information. If

devices become lost or stolen, students should alert the program.

Taking pictures and/or recording of audio or video, including unauthorized recording of any educational activity is prohibited.

Clinical Site Electronic Use

During the Clinical Year, students are to use good judgement when using electronic devices at all clinical sites. Cell phones should not be used unless directed or approved by a preceptor for academic or clinical reasons.

Recommended cell phone applications for clinical use:

- Epocrates (Pharmacological)
- Sanford Guide to Antimicrobial Therapy (Pharmacological)
- MDCalc (screening guidelines and rules)
- UpToDate (clinical resource)
- Rosh Review

Social Media Policy

The USciences PA Program recognizes that social media has many far-reaching benefits both socially as well as in the health care setting. With that being said, it is imperative that our students follow and abide by patient confidentiality guidelines and be HIPAA compliant in all of their social media activities. The PA student must follow these rules while enrolled in USciences PA Program:

- Students are not permitted to post material on social media that has information about a patient encounter, even if identifying information is omitted.
- Students are not permitted to post material on social media that contains pictures of a medical facility where they are assigned.
- Students are not permitted to post any derogatory or disparaging material on social media that involves another student, faculty, staff, University representatives, Institution/Practice representatives, health-care employees, patients, or preceptors.
- Students are not allowed to follow or friend members of the PA program faculty or staff on social media during their time in the program.
- Students are not allowed to share questions or answers to assignments, exams/quizzes via social media.
- Students should monitor their own personal social media sites to ensure they are professional. Personal social media sites should also have the privacy settings activated to safeguard personal information.
- Appropriate professional boundaries should be utilized, and students should be judicious when using social media.
- Classroom and clinical commitments should be respected, and students should not engage on social media in-class, during remote learning, or clinical time.

Violation of this policy can impact the course grade (where applicable) and the ability of a student to achieve proficiency for professionalism. It will require a meeting with the Associate Program Director who will refer the issue to the Student Progress Committee and potentially the Student Conduct process. In addition to university and program disciplinary action, violations may trigger legal ramifications.

Electronic Signatures

All signature documents related to faculty, staff, students, adjuncts, and guest lecturers will be completed with virtual/ESignatures. Submission of a document from an individual's listed email address with an ESignature form attached will be legally binding. By returning a document with an ESignature on the signature line, the student acknowledges and agrees that the electronic signature, whether digital or encrypted, is intended to authenticate, and indicate their agreement with and acceptance of this writing and have the same force and effect as handwritten signatures, for the purposes of validity, enforceability, and admissibility.

Student Role in the Classroom and Supervised Clinical Practical Experiences (SCPEs)

Physician assistant students often bring knowledge and prior experiences and skills that are valuable to contribute to a learning environment. The following outlines the student's role in the learning environment and establishes boundaries for how these contributions can be utilities.

The role of the PA student during the course of their studies is that of a learner. Therefore, students are not permitted to assume functions that should be fulfilled by Program faculty or staff. The USciences PA Program:

- Does not permit students to substitute for or function as instructional faculty. Students may assist faculty in didactic and laboratory sessions so the benefits of their knowledge and skills can be realized. However, they are not permitted to be the primary instructor or instructor of record for any component of the curriculum.
- Does not permit students to substitute for clinical or administrative staff during supervised clinical practice experiences (SCPEs).

Procurement of Clinical Sites

- **PA students are NOT required to procure their own clinical sites.** The PA program understands that many students often want to return home or move elsewhere after graduation to find jobs. One of the

best ways for PA graduates to get jobs after graduation is through connections and contacts made while on SCPEs. Therefore, the PA program will work with those students interested in participating in arranging their own SCPEs to identify new clinical site(s). These potential sites must undergo the same approval and evaluation process as program-identified sites. Sites not meeting the standards of the PA program will not be approved. Students interested in arranging their own SCPE should contact the Director of Clinical Education with all necessary information by July 1st of the Summer I semester.

EVALUATION OF STUDENTS

Students are evaluated by various methods to ensure that they meet the student learning objectives and PA Competencies by the end of the program. The following instruments and processes are used in this effort:

- Didactic Exams
- Physical Examination Assessments
- Objective Structured Clinical Evaluations (OSCE)
- Interactive Case Studies
- Clinical Reasoning Conferences
- Observation by Faculty/Preceptors - in class, small groups, clinical experiences, and SCPEs
- Performance of Clinical Procedures
- Faculty Advisory Reviews/Professionalism Evaluations
- Evaluation of Medical Documentation skills
- Oral Patient Presentations
- Capstone Research Project
- Formative Assessments
- Summative Assessments
- Self & Peer Assessments
- Standardized Patient Evaluations/Patient Satisfaction Surveys

- Online quizzes/review software
- End-of-Rotation Exams
- End-of-Curriculum Exam
- PACKRATs (not used for a grade in any course)

Examinations

Students will be tested on the content of the course as described in the course syllabus. The purpose of the examination is to allow the student to demonstrate competency of the *instructional objectives* listed in each syllabus. The basis of an examination includes information presented in synchronous sessions, asynchronous sessions, and required readings/provided ancillary materials. Not all material is reviewed during synchronous or asynchronous sessions. Students are responsible for reviewing all assigned materials, readings, and resources. The formats of examinations are varied and may include multiple choice, short answers, essays, oral presentations, practicals, simulated patient encounters, and/or a

combination of formats. A proctor or faculty member will administer each examination, give the instructions for taking the examination, and keep track of the time permitted for taking the examination.

Late Assignments

All assignments must be submitted on or before the due date and time, unless otherwise authorized by the Course Director. Late assignments will be subjected to 10% penalty from the total grade for each day late.

SUBMITTED WORK

All submitted documents must be saved with the following template:
Last Name_First Name_Assignment

Example: *Doe_Jane_Assignment 1*

Participation

Every student is expected to complete all requirements of every course. Required readings are expected to be completed prior to lectures in order to facilitate learning. Students are encouraged to come to lecture ready and prepared to answer questions or ask questions on the material covered in the readings. Successful PA students participate in active learning at all levels of their education. It is recommended that students take their own notes from lectures, either handwritten or typed, in short form. Word-for-word transcription is not a good utilization of one's time, not a good studying resource, and may be considered replication/recording of lectures that is not allowed by University Policy. Students on SCPEs should actively engage with their patients, preceptors, and healthcare teams. Students on SCPEs who relegate themselves to the background or don't participate in question-and-answer sessions/rounds will be at risk of receiving poor marks on their preceptor's evaluations.

GRADING POLICY

All assessments, course grades, and GPAs are recorded to the *hundredths* decimal point (2 decimal points) Example: 69.77656 will be recorded as a 69.78 and a 3.456 GPA will be recorded as a 3.46. There is no rounding of grades involving whole numbers (ones, tens, and hundreds digits). Therefore, students will need to achieve a whole number grade which equals or surpasses the benchmark listed. For example, a 69.987, recorded as a 69.99 is a final grade of an "F".

The Course Director will make all final decisions regarding student grades. Failure to comply with all aspects of the course goals, learning objectives, and other attributes described in the course syllabus may adversely affect the student's grade.

A	90 and above	F	0-69.99
B+	87 -89.99	I	Incomplete
B	80 -76.99		
C+	77-79.99		
C	70-76.99		

Academic Standards

Students are required to maintain a semester/cumulative GPA of 3.0 (B) or higher to continue and/or graduate from the PA program.

Rubric Grading

SCALE FOR FACULTY EVALUATION OF STUDENT

Rubrics	% Possible Grade Range for Assignment
5 (Expert)	97-100.00
4 (Advanced Proficient)	90-96.99
3 (Proficient)	80-89.99
2 (Below Average)	70-79.99
1 (Needs Improvement)	0-69.99

SCALE FOR PRECEPTOR EVALUATION OF STUDENT

Rubrics	% Grade for Assignment
5 (Expert)	97-100.00
4 (Advanced Proficient)	90-96.99
3 (Proficient)	80-89.99
2 (Below Average)	70-79.99
1 (Needs Improvement)	0-69.99

GRADING SCALE

% Grade for Course	Letter Grade for Course
90 and above	A
87.00-89.99	B+
80.00-86.99	B
77.00-79.99	C+
70.00-76.99	C
0-69.99	F

GPA SCALE FOR STUDENT ASSESSMENT

Letter Grade for Course	Corresponding GPA
A	4.00

B+	3.30
B	3.00
C+	2.30
C	2.00
F	0.00

REMEDIATION POLICY

REMEDIATION FOR ASSESSMENTS

Students who fail to demonstrate the requisite knowledge or skills on any assessment or performance indicators will be required to remediate those deficiencies. Remediation is a process intended to correct a student's academic deficiencies and may include such activities as written examinations, Objective Structured Clinical Exams (OSCEs), clinical skills training, practical assessments, and other assessments as deemed appropriate by each course director and corresponding syllabus. A student who requires remediation will be contacted by the Course Director who will work closely with the student and their faculty advisor or Associate Program Director to develop a strategy to successfully remediate the failed item. During the didactic year, failure is defined by a grade below 70.00% (C), a "Fail" from a pass/fail evaluation, or failure to achieve "Proficiency" (3/5) on a performance indicator. During the clinical year, failure of an EOR is defined by a grade below 65.00% (C), a "Fail" from a pass/fail evaluation, or failure to achieve "Proficiency" (3/5) on a performance indicator or scoring less than a "Satisfactory Medical Knowledge" on the End of Curriculum (EOC) exam.

Remediation of all Exams, Practicals, Skills, and OSCEs within a Didactic Course:

A student who fails an Exam, Practical, Skill, or OSCE (grade below a 70.00%) must comply with the following:

- Student will be contacted by the Course Director to discuss **MANDATORY** remediation
- Student will complete an assignment, study guide, or other reassessment to satisfy knowledge deficiencies
- Student will demonstrate competency and proficiency through reassessment.
- Students who are remediating a written examination or OSCE will be given ***one attempt*** to remediate deficiencies.
- Students who are remediating a Practical or Skill **must be able to demonstrate proficiency** before moving on to the next semester.
- Students will not be permitted to remediate quizzes.
- Students may be permitted to remediate other written assignments dependent on the course and at the discretion of the course director.
- Student will demonstrate successful remediation by achieving a passing grade on reassessment.
- The highest grade achieved on reassessment, up to a 70.00% will stand for course grade calculations. Students who remediate successfully will not be able to score > 70.00% on any reassessment activity.

***Remediation of Skills, and Practical Assessments**

Remediation of skills or a practical assessment is required of any student who scores below a 70.00% (C) on that assessment. The student will meet with the course director (or if the course director is not available, the proctor of the skills assessment, or their advisor, or the Associate Program Director) and they will identify the student's strengths and weaknesses for remediation. Any concerns of correct technique will be identified, and the correct technique will be confirmed. The student must then demonstrate proficiency of the learned skills and will retest to show competency on that skill or practical assessment. Students who remediate skills or a practical assessment can receive a grade no higher than the lowest C (70.00%). Students will be emailed by the course director within 24-hours of the release of grades for the need to remediate. Remediation is then set up with the course director, advisor, and/or Associate Program Director to develop a remediation plan and timeline. All skills and practical assessments must be successfully remediated prior to the start of the next semester.

Remediation of End of Rotation Examinations:

*A student who fails an End of Rotation examination (grade below a 65.00%) will be given **one attempt** to remediate deficiencies, and must comply with the following:*

- Student will be contacted by the Course Director to discuss **MANDATORY** remediation
- Student will complete an assignment to satisfy knowledge deficiencies
- Student will demonstrate competency through reassessment by taking another version of the End of Rotation examination
- If student successfully completes remediation, student can progress forward and will receive a 65%.
- Failure of the remediation examination (score of <65.00%), results in automatic failed course and student must repeat entire rotation*

*If a rotation needs to be repeated, the student will be required to repeat the rotation the following clinical year, which will delay graduation.

Remediation of Non-Examination Assessments* within a Clinical Rotation Course:

A student who fails an assessment (grade below a 70.00%) will must comply with the following:

- Student will be contacted by Course Director to discuss **MANDATORY** remediation
- Student will complete an assignment to satisfy knowledge deficiencies
- Student will demonstrate competency through reassessment
- Student will remediate until demonstrating competency by achieving a passing grade on reassessment
- Original grade will stand for course grade calculations

Preceptor evaluations cannot be remediated. Proficiency (passing) is demonstrated by a 3/5 (80%) average mark on the preceptor evaluation, which is the equivalent of a B. Students who fail the preceptor evaluation fail the course automatically and must repeat the course in its entirety. Students will also receive an automatic failure if the average total performance ratings related specifically to professionalism is < 3/5 (< 80%). In either case, the student will be referred to the Student Progress Committee, potentially placed on programmatic academic probation, and will be required to repeat the

course in its entirety.

REMEDIATION POLICY FOR COURSES

Failure of a Course during the Didactic Year

Course Remediation is offered to any student who earns a final grade in a didactic course or clerkship below C (70.00%). **A student is only afforded the opportunity to remediate one course throughout the entire duration of the program.** Remediation of all course grades below a C must be completed before the beginning of the next semester. Students who remediate a course can receive a grade no higher than the lowest C (70.00%). Students will work with the course director, their academic advisor, and/or the Associate Program Director to develop and execute a remediation plan. All students will be notified within 24 hours of final course grades being calculated that they scored below a C (70.00%). Remediation is then set up with the course director, advisor, and/or Associate Program Director to develop a remediation plan and timeline. All courses must be successfully remediated prior to the start of the next semester.

In the event that a student fails a didactic course (grade of <70%), the student will be referred to the Student Progress Committee and be placed on programmatic academic probation.

Course Remediation Plans will include:

1. Implementation of a remediation plan, including assignment(s) to satisfy knowledge deficiencies
2. The student will be required to take a comprehensive remediation examination in order to demonstrate the requisite knowledge and skills required to successfully complete the course.
   - This remediation must be completed, as determined by the Course Director, who will also design theformat and content in collaboration with the Director of Academic Education.
   - A student will be allowed one attempt of the designated course comprehensive exam.
   - If a student fails the designated comprehensive exam for the failed course, they will be required to repeat the course and will result in programmatic deceleration.
   - At the time of a second course failure (Didactic or Clinical year), the student will be dismissed from the program.
   - The student will receive a final grade of a "C" if the course is successfully remediated.
   - **Students must maintain a cumulative grade point average above 3.0 to remain matriculated into the PA program**. Students unable to maintain a cumulative grade point average above 3.0 will be referred to the Student Progress Committee for dismissal from the program.

Failure of a Course during the Clinical Year

In the event that a student fails a rotation (Total grade of <70%, preceptor evaluation <80%, failure to remediate all assignments, lack of proficiency for professional standards, or a failed EOR and subsequent failed EOR remediation), the student will be referred to the Student Progress Committee and placed on programmatic academic probation. If it is the Committee's determination that the student has not met the rotation requirements, the following actions will take place:

- Implementation of a remediation plan, including assignment(s) to satisfy knowledge deficiencies
- The student will be required to repeat the rotation in the next academic year
  - **This will delay graduation and sitting for the PANCE.** Remediation of a failed rotation course will incur additional tuition/fees.*
- The student will receive a final grade of a "C" if the course is successfully remediated.

- **Students must maintain a cumulative grade point average above 3.0 to remain matriculated into the PAprogram.** Students unable to maintain a cumulative grade point average above 3.0 will be referred to the Student Progress Committee for dismissal from the program.

***Note: Repeating a rotation will cause a delay in graduation**. In many states, this will have a negative impact on the student's ability to obtain/accept employment. Depending on the state, it may also be required to be documented on the student's records when applying for licensure.

Achieving below a 70 on a course grade automatically places the student on programmatic academic probation. Having a cumulative GPA below a 3.0 also places a student on automatic programmatic academic probation. Once a student is placed on programmatic academic probation, that student will maintain this probationary status until graduation. A student can only be on programmatic academic probation one time during the course of the program, a second failed course for any reason, or more than 2 semesters (consecutive or nonconsecutive) with a cumulative GPA below 3.0 is grounds for dismissal from the program. This includes failure of a clinical rotation for any of the above stated reasons. Therefore, a student is only afforded the opportunity to remediate one course throughout the entire duration of the program.

See below for a graphic depiction of this policy that may assist in understanding the important aspects.

Remediation of all Exams, Practicals, Skills, and OSCEs within a Didactic Course

Practicals & Skills,

Any grade below a 70% (C) on **practicals & skills** must be remediated

Student will be contacted by Course Director to discuss **MANDATORY** remediation

Student will complete an assignment to satisfy knowledge deficiencies
Student will demonstrate competency and proficiency through reassessment

Student will remediate until demonstrating proficiency by achieving a passing grade on reassessment (> 70%) but will receive a grade of 70.00% for course calculation.

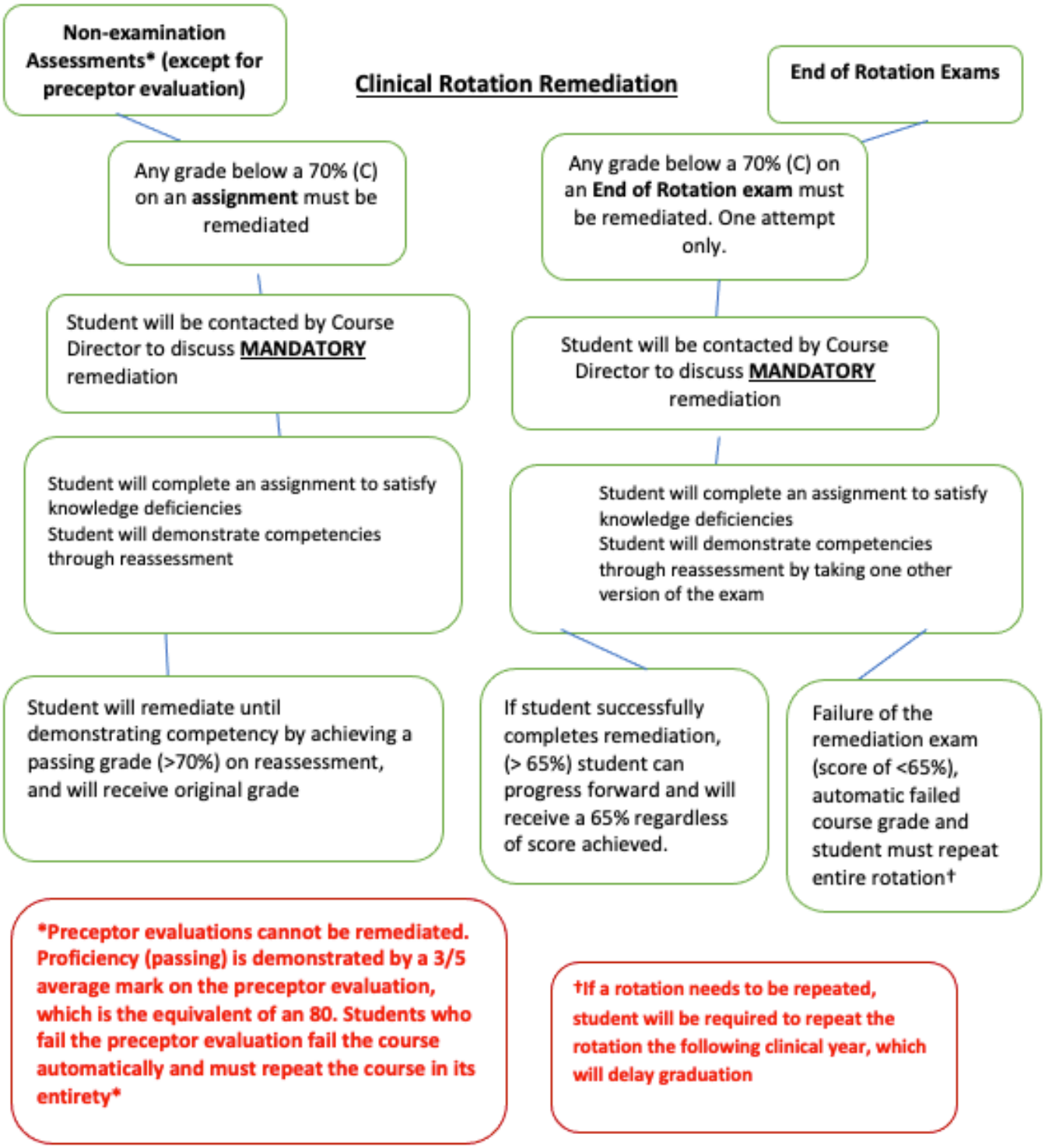
Exams & OSCEs

Any grade below a 70% (C) on a **written examination or OSCE** must be remediated, one attempt only.

Student will be contacted by the Course Director to discuss **MANDATORY** remediation

Student will complete an assignment to satisfy knowledge deficiencies
Student will have one attempt to demonstrate competencies through reassessment by taking another version of the exam

Student will have one attempt to remediate successfully by achieving a passing grade on reassessment (> 70%), and will receive their highest score if the reassessment grade is < 70% or a 70% if their reassessment grade is > 70%



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PROFESSIONALISM

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PROFESSIONAL BEHAVIORAL & PERFORMANCE STANDARDS

Professional behavior and attitudes are an essential and required part of interaction with patients, peers, supervisors, other health professionals, and the general public. All PA students are expected to maintain the highest standard of professional behavior possible and to comply with the ethical standards and codes developed by the American Academy of PAs (included in this handbook) and the University Student Handbook.

The PA program faculty will work with students to assist them in developing the appropriate skills and attitudes needed to maximize their professional performance. To this end, each student is required to meet with their faculty advisor on a periodic (a minimum of once a semester) basis to discuss this aspect of their professional development and may be required to meet with the Associate Program Director or Program Director as well. Inappropriate and/or unsatisfactory professional behavior may result in alteration of a student's grade, referral to the Student Progress Committee and/or the University's Student Conduct Process, or dismissal from the Program.

The types of professional behavior that a PA student is expected to demonstrate include but are not necessarily limited to:

- Treats others with respect, dignity, and compassion
- Maintains professional appearance and hygiene
- Avoids all forms of academic/intellectual dishonesty and unethical behavior
- Recognizes responsibility for identifying and reporting unprofessional behavior
- Is on time for all scheduled classes, labs, and clinical activities including timely return from breaks
- Submits all programmatic correspondence, requirements, certifications, verifications, documents in a timely fashion and by the due date.
- Uses appropriate verbal and non-verbal communication
- Listens attentively during class and in communication with faculty, staff, clinical preceptors, and peers
- Limiting the use of personal technology (laptops, tablets, phones, etc.) in class to the lecture material being presented
- Submits assignments on time and in professional format

- Accepts, applies, and offers constructive criticism
- Recognizes and respects negotiated decisions
- Maintains patient confidentiality, privacy
- Understands and respects cultural differences and norms
- Assumes responsibility for choices made in all situations, especially those involving legal or ethical issues
- Adheres to policies and procedures at institutions participating in student education
- Takes personal responsibility for own learning; understands limits of knowledge and when to ask questions

Behavioral Standards

During all phases of training, students are expected to conduct themselves in a professional manner and adhere to behavioral requirements. Appropriate behavior includes attributes such as:

- Ability to work effectively with peers and other members of the health care team
- Personal, academic, and professional honesty and integrity
- Concern for privacy of the patient (all students are required to complete the HIPAA online training program and adhere to all of the standards while performing any aspect of PA training)
  - Students will complete online HIPAA training during both the Didactic and Clinical orientations
  - http://www.myhipaatraining.com/
- Understanding of professional role and limitations
- Consistent attendance and punctuality
- Compliance with the Dress Code, good hygiene

While in the clinical phase of the program, students may not assume the responsibilities or take the place of qualified staff, including those a student may be otherwise credentialed to perform. Students may be permitted to undertake certain defined activities with appropriate supervision and direction. If a student feels they are being placed in a position of responsibility outside the role of a PA student, they must contact the Director of Clinical Education immediately.

Students are granted the privilege to be invited guests of each clinical site and should strive to always leave a positive impression of themselves, University of the Sciences, and the PA profession. Discretion, integrity, honesty, courtesy, and respectful behavior are required and expected while on rotations. Those who fail to consistently demonstrate an acceptable level of maturity and overall professionalism may receive a failing grade for the rotation.

Students are expected to treat all patients, faculty, university staff, clinical preceptors, health-care workers, health-care staff, and fellow students with dignity and respect. Any conflicts should be resolved in a diplomatic, mature, and reasoned manner. Students should be sensitive to, and tolerant of, diversity within preceptor and patient populations. PA training involves working closely with health-care providers, patients, staff, and other students, where personal information is often discussed and shared. These situations must be approached with respect for the privacy, confidentiality, and sensitivity of such individuals. Ideas, suggestions, and constructive criticism should be offered in a thoughtful and respectful manner that encourages trust and understanding between individuals.

Professionalism is taught throughout the entire curriculum and is expected to be exemplified by the PA student. In addition to ongoing faculty evaluation of the student on rotation, it is assessed by our clinical preceptors and is worth 7% of the total clinical rotation grade. The University of the Sciences PA Program reserves the right to take further academic action against the student depending on the nature of the potential offense. If a serious professionalism offense occurs, the PA student will be required to have a meeting with the Director of Clinical Education and the Program Director to discuss appropriate disciplinary action such as failure of the rotation and/or dismissal from the program.

Conduct that is insensitive to race, religion, national origin, age, sex, marital status, citizenship, sexual

orientation, gender identity or expression, disability, veteran status, medical condition, socioeconomic status, religious or political beliefs, or any status protected by law or executive order.

All of the following offenses are serious violations of professional conduct for a PA student and may result in swift disciplinary action, including removal from a clinical site pending review of alleged behaviors, as well as referral to the University's Student Conduct Process (please see the USciences handbook for further information, and/or possible dismissal from the program). This list is not intended to be comprehensive.

- Cheating or plagiarism
  - Using crib notes and/or online resources during an exam
  - Copying from another student's exam
  - Obtaining a copy of the exam prior to taking the exam
  - Obtaining a copy of the previous year's exam
  - Submitting the same product as an assignment in two classes
  - Substituting another student to take exams, or substituting for another student in an exam
  - Purchasing take-home exams from others
  - Purchasing a research paper, project or other program assignments
  - Drawing formulas, sentences, graphs and other information on desks, walls, etc.
  - Copying from texts or online resources
  - Submitting another person's work as one's own
- Lying to program faculty/staff or clinical preceptors
- Forgery, altering or misuse of program and/or medical documents, or knowingly furnishing false information
- Misrepresentation of oneself as a graduate of the program, or in a capacity other than that of a PA student
- Obstruction or disruption of the program's educational process, or other University of the Sciences functions, while on or off the University or clinical site property
- Physical or verbal abuse or the threat of physical violence against anyone
- Entry into an unauthorized area of the program, University, or clinical site
- Theft, malicious, or non-accidental damage to program, University, or clinical site property
- Possession of explosives, dangerous chemicals, or deadly weapons on University, hospital or clinical site property
- Engaging in lewd, indecent, or obscene behavior on University, hospital or clinical site property
- Use, possession, sale or distribution to others of controlled or unlawful substances on University, hospital or clinical site property.
- Impairment by chemical means, (drugs, illicit substances, alcohol, etc.) - See Drug use Policies
- Soliciting or assisting another person to perform any act which could subject the student to discipline, as cited in this section
- Proven deficiencies in patient care or being a danger to patients

Students who have been charged or convicted of a misdemeanor or felony must notify the program

immediately. It is the responsibility of the program to provide this documentation to each site that the student is assigned. Some sites may refuse to take a student who has been convicted of a misdemeanor or felony, which may delay the clinical phase in order to find a site that will accept the student. It is also the responsibility of the student to determine individual licensing/credentialing concerns that might occur post-graduation.

Please see the *Examination Integrity Policy* and the Academic Integrity Policy for more information.

Honesty and Trustworthiness

PA students shall be honest and truthful in all respects. Students shall not intentionally mislead others.

Student Role and Accountability

PA students have a unique role in health care delivery, and will be held accountable as follows:

- Students shall perform only those procedures authorized and appropriately supervised by the PA program, clinical site, supervisor and/or preceptor.
- PA students at clinical sites must always work under the supervision of a preceptor and are prohibited from assuming primary responsibility for a patient's care. For example, students shall not treat or discharge a patient without prior consultation with and approval of a clinical preceptor or a licensed medical practitioner assigned to the student by the preceptor.
- Students must complete all assignments and duties effectively and to the best of their ability.
- Students are responsible for identifying and reporting unprofessional, unethical and/or illegal behavior by health care professionals and students, faculty, or staff of the PA program. If a PA student has a reasonable belief that such conduct has occurred, they should report it to the Program Director, faculty advisor, preceptor, supervisor, or Director of Clinical Education, as may be appropriate under the circumstances. Retaliation against a student for reporting is prohibited and will be addressed according to University and Program policies.
- PA students are expected to accept and apply constructive feedback.
- PA students are required to exercise sound judgment.

Concern for the Patient

PA students must, by their words and behavior, demonstrate concern for the patient. Concern for the patient is manifested in many ways including, but not limited to, the following:

- PA students must treat all patients and their families with dignity and respect.
- At all times the physical and emotional comfort of the patient is of paramount importance.
- Students must use appropriate verbal and non-verbal communication to convey concern, pleasantness and professionalism to the patient.
- The patient's safety, modesty, and privacy must be considered at all times.

- Students shall deliver health care services to patients without regard to their race, religion, national origin, age, sex, marital status, citizenship, sexual orientation or gender identity, disability, medical condition, socioeconomic status, political beliefs, or any status protected by law.
- Students may not accept gifts or gratuities from patients or their families.
- Students may not give gifts, money, etc. to patients.
- Sexual, romantic, familial relationships with patients are prohibited and will not be tolerated.
- Students may not communicate with patients or families (e-mail, phone, text, social media sites) outside of the supervised clinical setting.

Professional Demeanor

PA students must dress in professional attire. Name tags with PA-S clearly visible and school ID badges are required to be worn at all times while on campus and at clinical sites. Good personal hygiene is always required. Sexual and/or romantic relationships with principal faculty, instructional faculty, program support staff, clinical preceptors while in the PA program is strictly prohibited.

Maintaining Composure

PA students must maintain a professional and calm demeanor at all times, even in emergencies andother highly stressful situations.

POLICY ON ACADEMIC INTEGRITY

The University of the Sciences policy regarding Academic Integrity is located in the Student Handbook:

"According to the USciences Student Handbook, Academic Dishonesty includes, but is not limited to, the following: falsification of laboratory data, bringing unauthorized material to an examination seat, copying another student's work on an examination, misrepresenting someone else's work as one's own (including borrowing or purchasing term papers), and plagiarism. Any questions or concerns regarding a student's academic integrity will be reviewed using the Student Conduct Policy (p. 48-72).

At USciences, as in all institutions of higher learning, ideas are highly valued, and so is the individual who expresses those ideas. In both a legal and moral sense, words and ideas are the property of their authors. Plagiarism is the theft of that property. When you plagiarize, you are presenting someone else's words and/or ideas as if they are your own. This situation applies to all printed material as well as to works and ideas found through electronic sources.

Plagiarism may be intentional or unintentional. In either case, the penalty for plagiarism can be severe, including failure in the course and/or expulsion from the institution. While the various disciplines differ in the specific formats that they use to cite sources, they share a commitment to academic integrity and to the requirement that students use source material correctly. If you have questions about avoiding plagiarism in an assignment for a specific course, ask your professor. You can get assistance with correct documentation at the Writing Center (writingcenter@usciences.edu; or

http://www.usciences.edu/writing) or at the library (https://library.usciences.edu/).”

Academic Integrity

Academic integrity is at the center of the educational experience at USciences. Students are therefore expected to uphold the highest standards of academic integrity and not engage in nor tolerate academic dishonesty. Academic dishonesty includes, but is not limited to, fabrication, cheating or plagiarism and unauthorized collaboration. Any violation of academic integrity will be investigated and, where warranted, the student will receive appropriate sanctions through the University’s Student Conduct Process. Please familiarize yourself with the current **USciences Student Handbook** https://www.usciences.edu/student-life/student-handbook.html. In particular, adherence to the Student Conduct Policy and Academic Integrity Policy will help to ensure that your learning and living experiences are founded on integrity.

PA students are expected to comply with the University Student Conduct Policy which may be found in the USciences Student Handbook. In addition to violations described in the University Student Conduct Policy, additional violations include but are not limited the following:

- Students are not permitted to use notes in any format, electronic devices other than their computer on which they are taking the exam, or other materials during examinations unless authorized by the instructor in advance.
- Students are required to do their own work and may not submit work created by others or previous work by themselves, such as but not limited to: prior student’s work, previous work from other coursework (undergraduate or graduate), papers purchased from commercial enterprises, etc.
- Students are required to sit for examinations that are required to fulfill their own academic obligations; students may not have another student or person take an examination for them.
- The same academic work may not be submitted more than once for credit or to fulfill the requirements of an academic exercise (self-plagiarism).
- Obtaining a copy of an examination or graded assignment (e.g., case presentation, patient education project) used in a previous year or completed by another person is prohibited.
- Prior to taking an examination or completing an assignment, students are not permitted to review prior examination questions or answers and/or graded assignments completed by another person.
- A student may not knowingly allow another student to copy, or use, their work.
- A student must give proper attribution/citation when using the words or ideas of another person, whether in a written or oral academic exercise. This includes, among other things, proper citation of quoted and paraphrased material (See Appendix A of USciences Student Handbook)
- Knowingly presenting false information to program faculty and staff, supervisors, patients and clinical preceptors is prohibited in any context (academic exercise, advising session, clinical setting, etc.)
- Falsifying any information or document is prohibited.
- Forging another’s name or signature is prohibited.
- Students must introduce themselves in all clinical scenarios and settings with their full-name and title (Physician Assistant student). Misrepresenting oneself as a graduate of the PA program or a PA-C, physician, nurse practitioner, medical resident, or any previously acquired certification prior to

matriculation into the PA program is prohibited.
- Misrepresenting oneself under previously earned licenses or credentials during the course of academic exercises is prohibited.

For more detailed information, please refer to the most current USciences Student Handbook.

Sanctions for Academic Integrity Violations

There are four classification levels for all allegations of academic dishonesty. In general, Level 1 violations are considered less severe and typically occur due to a student's inexperience or lack of knowledge regarding the principles of academic integrity, whereas Level 4 violations are considered the most severe or egregious. Levels are selected based on a number of factors, including, but not limited to: the nature and seriousness of the offense, how much of the course grade is affected, the student's class year, and whether the student has any previous conduct history.

The Director of Student Conduct and Grievances will tentatively determine the applicable level prior to the commencement of any hearing. This tentatively determined level may change based on the information presented during the hearing process and will be affirmed prior to sanctioning if the student is found responsible or accepts responsibility for the violation(s).

Given the expectation of increased maturity and learning, **a Level 1 classification will not be an option for any student (regardless of major) in the third year of a program (and above), or for graduate and professional students.** If these students commit what would typically be considered a Level 1, it will automatically be considered a Level 2. The prohibited conduct currently listed as Level 3 or Level 4 will remain as such for these students.

Once assigned, the level will dictate which of the hearing types is available and which sanctions may be assigned. A description of each level is provided below.

LEVEL 1

Description: A level 1 violation typically involves a small proportion (e.g., < 20%) of the total course work, is not extensive, and/or occurs on a minor assignment. These violations generally occur due to a student's inexperience or lack of knowledge regarding the principles of academic integrity.
Resolution Options: May be resolved through any of the hearing types
Sanctions:

- Academic Sanctions (all student will receive one of the following):
  - No credit ("0") for the assignment, quiz, exam, participation; or
  - Make-up assignment (with the student receiving only 50% of the earned credit)
- Conduct Sanctions (all students will receive one or more of the following):
  - Conduct Probation (up to one semester)
  - Educational Reflection Paper
  - Educational Seminar or Workshop
  - Other sanctions (see Sanctions – Generally for examples)

LEVEL 2

Description: A level 2 violation includes prohibited conduct that is characterized by dishonesty of a more serious nature or which affects a more significant proportion (e.g., 20<50%) of the course work. A student who has previously been found responsible (or accepted responsibility) for a level 1 violation, will automatically progress to at least level 2.

Resolution Options: May be resolved through any of the hearing types

Sanctions:

- Academic Sanctions (all student will receive one of the following):
  - No credit ("0") for the assignment, quiz, exam, participation (grade must be used in calculation of final grade [i.e., this grade cannot be dropped, if applicable]); or
  - One letter-grade reduction in the final grade (e.g., B+ C+);
- Conduct Sanctions (all students will receive the following):
  - Conduct Probation (one semester or more)
- Students may also receive one or more of the following sanctions:
  - Educational Reflection Paper
  - Educational Seminar or Workshop
  - Other sanctions (see Sanctions – Generally for examples)

LEVEL 3

Description: This prohibited conduct includes, but is not limited to, dishonesty that affects a major (e.g., ≥ 50%) or essential portion of work done to meet course/program requirements, and/or involves premeditation. A student who has previously been found responsible (or accepted responsibility) for a level 2 violation, will automatically progress to at least 3 level.

Resolution Options: Level 3 violations will automatically go to a Conduct Board Hearing.

Sanctions:

- Academic Sanctions (all student will receive one of the following):
  - A grade of "D" for the course (this would be the highest grade that the student could earn in the course); or an "F" (if the course is a pass/fail course); or
  - A grade of "F" for the course; or
  - Failure of Program Requirement
- Conduct Sanctions (all students will receive the following):
  - Conduct Probation (until 30 days prior to graduation from the University or until the student separates from the University); or
  - Suspension (at least one semester) from the University with a permanent notation of suspension on the student's transcript
- Students may also receive one or more of the following sanctions:
  - Educational Reflection Paper
  - Educational Seminar or Workshop
  - Other sanctions (see Sanctions – Generally for examples)

LEVEL 4

Description: This prohibited conduct represents the most serious breaches of academic integrity. These

cases will automatically go to a Conduct Hearing. A student who has previously been found responsible (or accepted responsibility) for a level 3 violation, will automatically progress to Level 4.

Resolution Options: Level 4 violations will automatically go to a Conduct Board Hearing.

Sanctions:

- Academic Sanctions (all student will receive one of the following):
  - A grade of "F" for the course; or
  - Failure of Program Requirement
- Conduct Sanctions (all students will receive the following):
  - Expulsion from the University with a permanent notation of expulsion on the student's transcript

Interim Sanctions

Interim sanctions may be imposed prior to the completion of the student conduct process. Interim sanctions will be imposed: 1) to ensure the safety and well-being of members of the University community or preservation of University property; 2) to ensure the student's own physical or emotional safety and well-being; 3) if the student is facing allegations of serious criminal activity; or 4) if the student poses an ongoing threat of disruption of, or interference with, the normal operations of the University. Interim sanctions will be imposed by the Dean of Students (or designee). During interim sanctions, a student may be denied access to the residence halls and/or to the campus (including classes) and/or all other activities or privileges for which the student might otherwise be eligible, as determined by the Dean of Students (or designee). The interim sanctions do not replace the regular process.

STUDENT CONDUCT BOARD HEARING APPEALS

Either party may request an appeal of a decision rendered by the Student Conduct Board by submitting a written request to the Director of Student Conduct and Grievances, subject to the procedures outlined below.

All appeals must be filed in writing to the Director of Student Conduct and Grievances within five business days of the notice of the hearing outcome, barring exigent circumstances. Any exceptions are made at the discretion of the Director of Student Conduct and Grievances and, when appropriate, the Title IX Coordinator.

Grounds for Appeal Requests

Appeals are limited to the following grounds:

1. New Evidence: To consider new evidence, unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included. Evidence introduced that was not known by the respondent or complainant shall be considered new evidence. Evidence that was withheld by the respondent or complainant shall not constitute a "question of new evidence" and will not be considered upon appeal.
2. Procedural Error: A procedural occurred that significantly impacted the outcome of the hearing (e.g. substantiated bias, material deviation from established procedures, etc.);

3. Sanctions: The sanctions imposed are substantially disproportionate to the severity of the violation and/or are substantially outside parameters or guidelines set by the University for this type of offense or the cumulative conduct record of the responding student.

Appeal Procedures

The Director of Student Conduct and Grievances will share the appeal by one party with the other party (parties), when appropriate under procedure or law (e.g., if the responding student appeals, the appeal is shared with the complainant, who may also wish to file a response, or request an appeal on the same grounds or different grounds). Any response to the appeal must be filed in writing with the Director of Student Conduct and Grievances within five business days of receipt the original appeal. The original appeal and any response to the appeal will be forwarded to an Appeals Panel for consideration.

Appeals Panel Composition

A three-member Appeals Panels will be drawn from the Student Conduct Committee. Each Appeals Panel will consist of one faculty representative, one staff representative, one student representative. Members of the Appeals Panel may not have prior knowledge of the original case and may not have served on the Board for the initial hearing. The Director of Student Conduct and Grievances (or designee) will serve as a non-voting advisor to the Panel with responsibility of providing the Panel with the record of the initial hearing, ensuring consistency with past practices, and safeguarding a fair process for the complainant and responding student.

Appeals Panel Review

The Appeals Panel will engage in a two-step process. First, the Appeals Panel will determine if the appeal is valid based upon the limited grounds for appeal through a review of the case materials, the written appeal, and any responses to the appeal. A review of the audio recording from the original hearing will only be conducted at the request of the Appeals Panel. If the appeal fails to meet the requisite grounds, it will be dismissed and the original decision will stand. This decision is final and not subject to further appeal. If the appeal is determined to be valid, the Appeals Panel may take one of the following actions:

1. Modify Sanctions: Where the sanctions are challenged, the Appeals Panel may modify the sanctions if they are found to be substantially disproportionate to the severity of the violation, or are substantially outside parameters or guidelines set by the University for the violation. The Appeals Panel may consider the cumulative conduct record of the responding student in making its decision.
    a. Academic Sanction Modification: Any recommendations for changes to the originally approved course sanction will be reviewed by the faculty member, the faculty member's department chair, and the Director of Student Conduct and Grievances or designee. This review panel will make a final decision on the course sanction based on the level system. This decision is final.
2. Remand for Rehearing: The Appeals Panel may send a case back to the original hearing board or call for a new board to hear the case. In general, where new evidence is presented, the matter will be remanded back to the original hearing board to consider the new information. Where the original hearing board may be unduly biased by a procedural error, a new hearing board will be assembled to consider the matter. The decision as to whether a case is sent back to the original hearing board or if a new board will be assembled is made by the Appeals Panel.

a. If the Appeals Panel remands the case for a rehearing, the decision of the board hearing the remanded case is final. There is no opportunity to file another appeal for a case that has been remanded for a rehearing, except in the event of a significant procedural error.

3. Affirm Original Decision: The Appeals Panel may affirm the original decision of the Student Conduct Board.

The Office of Student Conduct and Grievances will inform the parties of the Appeal Panel's decision within approximately 10 business days. The imposing of sanctions rendered during the original Conduct Hearing will be deferred while an appeal is pending, except when the Office of Student Conduct and

Grievances, in consultation with the Dean of Students, determines the sanction should be upheld immediately for the safety of the student and/or the community.
Decisions of the Appeals Panel are final, and are not subject to further review. Findings and/or sanctions of the student conduct process cannot be grieved through the Student Grievance Policy (See the University Student Handbook).

ATTENDANCE AND PUNCTUALITY

Attendance and timeliness are important aspects of professional behavior. Students must report to all classes, labs, seminars, Call Back Days, clinical sites and other scheduled activities on time. Timely return from designated breaks is required. Students must return messages from program staff, faculty, clinical preceptors, and clinical sites as soon as possible, but always in less than 24 hours unless directed otherwise. Students must submit all required assignments and forms on or before the designated date and/or time they are due.

The professional conduct of PA students is evaluated on an ongoing basis throughout the program. Violations of standards of conduct are subject to disciplinary actions administered by the University Conduct Committee and by the PA Program Student Progress Committee.

Students in the PA program must report to all scheduled program functions on time, dressed appropriately, with any necessary equipment, and prepared to participate fully. This applies to all classes, clinical labs, seminars, critical thinking sessions, small group activities/discussions, clinical

experiences, exams, and any other activity required by the PA program. Students who are absent from any scheduled activities as mentioned above will be held responsible for the material they have missed. Any unexcused absence in excess of one day will be brought before the Student Progress Committee.

A student who is late for a class, arrives on time but is not dressed appropriately for the activity, does not have the equipment required to participate in the class, or otherwise is not prepared to participate, may be denied access to the class, lab, or other activity, and this will be counted as an unexcused absence.

Unexcused absences will impact professionalism evaluations and can lead to professional probation. Failing to submit the *Absence Form* will end in revocation of the make-up opportunity. Failing to submit the *Absence Form* for an unexcused absence is an additional professionalism area of concern and can lead to professional probation as well. A student is required to meet the requirements for all coursework regardless of the reason for absence. For example, a student in the clinical year cannot miss more than 2 days of any rotation for any reason, and still be eligible to pass the rotation, even if the absences are excused. One (1) unexcused absence during a clinical rotation may result in course failure due to failing a professionalism performance indicator on the *Preceptor Evaluation Form.*

For the attendance policy regarding quarantining for suspected COVID-19 cases or exposure, see the corresponding previous section in this handbook.

Virtual Attendance Policy

For all virtual synchronous and asynchronous events held remotely throughout the program, attendance will be filed in the course record using an exported attendance report. These reports provide who was present, the number of minutes the student was present, their order of arrival, and statistics related to viewership of asynchronous recorded lectures. The student must use their first and last name for their display name in the Zoom box for all synchronous virtual learning sessions, students **must have their camera on at all times and their face be fully visible on camera the entire session without distractions behind them.** Students attending lectures/labs/workshops, or any event virtually must be focused on the material being discussed and must not be performing other activities (i.e. the student should not be in a car, driving, making meals, communicating to others in any format, etc.). Virtual attendance will be noted for all events. Students not complying with this virtual attendance policy will be marked as an unexcused absence.

Punctuality Policy

- Tardiness disrupts the entire class and clinical site and will not be tolerated
- Students are strongly encouraged to arrive at least 10-minutes before the start of any class or assessment. Students are expected to be in their respective classes, labs, small groups, clinical rotation, etc. at the scheduled time ready to begin class participation
- If the student is going to be late, they must notify the Program as soon as possible, by phone at 215-596-7140, and give an estimate as to when they will be arriving. The student must also submit, as soon as reasonably possible, an email to the PA Course Director, and “cc” the Program Administrative Coordinator with the reason for being late, and what time they actually arrived in class.
- If a student is found to demonstrate a pattern of lateness, they will be referred to the Student Progress Committee. Depending on the severity, the student can be placed on Probation for deficiencies of professionalism, and ultimately, recommended for dismissal from the Program.
- The faculty reserves the right to prevent students who are late from entering the class until the official class break.
- To minimize disruption of a class already in progress, and distraction to other students and

instructors, astudent arriving after a class has begun is required to enter the lecture hall by the rear entrance and move promptly, quietly, and with minimal disruption to the closest available seating.

- If a student does not notify the Program and respective Course Director of lateness, they may be recommended for probation for deficiencies of professionalism.
- The student must arrive at least 10 minutes prior to the start of any exam, quiz, OSCE, Sim lab encounter, or other graded assessment with the exam already downloaded, and all devices charged and ready to go.
- Students who arrive late to any graded assessment will not be permitted to have additional time in which to complete the examination, quiz, OSCE, Sim lab encounter, or any other graded assessment.

Attendance Policy

Physician assistant students are expected to meet all professional responsibilities as described in the physician assistant program competencies, which may be found in this Handbook. Professional students' full participation in the learning environment is important in nurturing professional development. Thus, students are expected to arrive punctually and participate in all educational activities in all didactic, rotations, and clinical activities, including interactive workshops, conferences, laboratories, presentations, and exams. In addition, the PA student is expected to submit all assignments on time as outlined by the course directors. Late assignments may be subjected to point penalty as determined bythe course director, and depending on the severity of lateness, not accepted at all. In understanding that students have different learning styles, lectures will be digitized and made available on-line in the learning management system.

Given the importance of attendance, the following policy will be enforced:

- Attendance is mandatory in all classes, labs, seminars, small group discussions, field experiences, clinical rotations, and any other activities designed by the program administration.
- Personal appointments, travel arrangements, and any other personal scheduling should be scheduled outside of routine class time (8:00 am to 5:00 pm).
- A student must receive permission from the Program Director before participating in any full-time, part-time, or per-diem employment. Employment of any kind is strongly discouraged due to the rigors of the Program. See the Employment Policy in this Handbook for more information.
- An unexcused absence is defined as any absence from a class or clinical rotation without prior approval from the Associate Program Director. An unexcused absence is considered unprofessional and may result in a formal evaluation of a student's professionalism and require remedial action.
- Unexcused absences in any course or activity may automatically lower the final letter grade in that course or rotation.
- If a student is determined to have more than one unexcused absence at any time during the program the student may be placed on Probation for deficiencies in professionalism. Any further unexcused absences during the Program may result in the recommendation of dismissal from the Program
- If a student misses any examination due to an unexcused absence, the student will not be able to achieve a grade higher than 70% on that exam, no matter what their actual score is. Missed

examinations due to an unexcused absence are ineligible for remediation.

- Any absence due to illness during the didactic phase or clinical phase must be reported to the Associate Program Director and Course/Clerkship Director prior to the scheduled activity the student will be missing; this should not occur after the absence has occurred unless in the case of an emergency.
- No matter the reason for absence, it is the responsibility of the student to obtain any missed work, make up assignments, or make up missed clinical time. If notification is not made prior to the start of the activity, the absence will be considered unexcused
- Any examination missed during an absence due to an illness or major life event must be made up within 24 hours of return to class or as otherwise scheduled by the Course Director or Course Co-Director.
- Any student missing two (2) or more consecutive days from any course or rotation during any semester due to a physical or emotional illness will be required to submit a letter from their health care provider. The Program Director and Associate Program Director will review the letter and determine the student's ability to continue in the Program.
- Any absences for any reason (excused or unexcused) may negatively impact your academic success and may require an action plan, as determined by the Associate Program Director, in consultation with Program Director, course director, and the student's PA Program faculty advisor. This action plan may include referral for probation or dismissal.
- If a student needs to request an excused absence, the student must submit a completed "Absence" form to the Associate Program Director and the Program Administrative Coordinator at least 4 weeks prior to the event. There is no guarantee that the excuse will be granted; all requests are made on a case-by-case basis. It is the expectation of the Program that students will not request absences.
    - Examples of Excused Absences: *(This is not an all-inclusive list, each request will be made on a case by case basis. This list is to provide definition/context for commonly occurring absences).*
        - A personal illness requiring medical attention. This requires a signed medical note from a health care provider
        - Illness of an immediate family member. This requires a signed medical note from a health care provider
        - Death in the immediate family. This requires a signed medical note or obituary notice
        - Religious observance. Any plan to observe a religious holiday must be disclosed in a timely fashion, either by the end of the third week of a new semester or with at least 1 month notice to program faculty, course directors, and the administrative coordinator. (See the excerpt from the University Student Handbook regarding Absence due to religious observance for more details).

Jury Duty Exemption

A student who receives a summons for Jury Duty may bring the summons to the Program Administrative Coordinator and Program Director for a letter requesting an exemption.

Missed Assessments

Students who miss an assessment due to an excused absence are eligible to take the examination as soon as possible. If a student misses any examination due to an unexcused absence, the student will not

be able to achieve a grade higher than 70% on that exam, no matter what their actual score is. It is the responsibility of the student to obtain and complete the *Absence Form* whenever absent, whether the student believes it is excused or unexcused. This form must be submitted as soon as possible upon learning of the absence. It must be filled out for each missed course and must be emailed to the Administrative Coordinator (Ms. Flowers), the Associate Program Director, and the affected Course Director(s).

An excused absence is granted on a case-by-case basis. (See above)

The date and time of the make-up exam will occur within 24-hours of return to campus and will be determined by the Course Director. The content and format of the make-up examination or assignment may differ from that of the original examination or assignment and will be determined by the Course Director. If the student is not present for the scheduled make-up, they will receive a grade of zero for that examination, assessment, or assignment. Asecond make-up opportunity will not be provided, and the student will be referred to the Student Progress Committee for professionalism review.

INTEGRITY POLICY FOR EXAMINATIONS AND OTHER ASSESSMENTS

In-Person Exams

- Students are required to place all personal belongings in a designated area in the examination room prior to beginning the examination, including but not limited to backpacks, purses, hats, caps, hoodies, coats, jackets, blankets, cell phones, watches, and any other wearable technology.
- You must not have your phone or any other electronic device (smart watch, smart glasses, fit-bit, etc.) on your person. All electronic devices stowed away must be turned off, not just on vibrate/silenced. Test disruptions due to electronic devices will not be tolerated and will result in temporary confiscation of the electronic device until the completion of the exam/assessment.
- Students will receive one piece of scrap-paper from proctor. Students will write their full name on this paper and submit upon leaving the room
- The only items allowed at your desk are your computer, one piece of blank note paper provided by the Program, a pen or pencil, and a drink in a clear container.
  - Water bottles are permitted as long as they are clear (see through) and without labels
- Students will fill rows of seats for the exams as directed upon entry into the classroom
- On the day of the exam, the student must have an electronic device (laptop computer) that is compatible with ExamSoft and the lockdown browser.
- The student must arrive at least 10 minutes prior to the start of any exam, quiz, OSCE, Sim lab encounter, or other graded assessment with the exam already downloaded, and all devices charged and ready to go.
- Students who arrive late to any graded assessment will not be permitted to have additional time in

which to complete the examination, quiz, OSCE, Sim lab encounter, or any other graded assessment.

- Unless authorized by the Course Director prior to the examination, students are not permitted to talk for any reason during an examination
- Students are not permitted to approach the proctor with questions during the examination
- Unless authorized by the Course Director prior to the examination, students are not permitted to use personal electronic devices during an examination, except for their laptop.
- No food is permitted in the examination room
- Students must include their names, ID number, and other required information on all examination materials, if applicable
- Students are not permitted to leave the examination at any time, with the exception of an emergency or illness as determined by the proctor, in which case an escort may be required, and additional time will not be permitted
- Students are not allowed to leave the exam room during a routine course (one-hour) exam, practical assessments, or OSCEs. If a student leaves the room during one of these exams, the exam will be considered completed/final. It is best if you do not need to leave the room during any exam.
- One student at a time is allowed to use the restroom during end of rotation exams, the comprehensive end of curriculum exam, and PACKRAT exams. The time allotted for these exams will not stop or be paused during a restroom break. It is best if you do not need to leave the room during any exam.
- Students who complete the examination early may leave the examination room
- Students are required to vacate the immediate testing area and refrain from discussing exam material until after the conclusion of the exam for all students.
- Students are not permitted to write, photograph, record, or replicate examination/assessment/OSCE material in any form
- Students are not permitted to access or review prior examination questions provided by others.
- All examination failures in both the didactic and clinical years will require meeting with the coursedirector or student's faculty advisor.

(During didactic courses, the examination can be reviewed in the presence of the advisor or course director if and only if the student failed; for clinical rotations, students can access their strengths and weaknesses reports only.)

Virtually Proctored Exams

When attending virtual sessions, including examinations, students must keep their microphones muted to avoid distracting background noise. All students must display their full first and last name forsecurity and attendance purposes.

Students will take assessments on ExamSoft software. When taking exams, students must adhere to the University of the Sciences and the PA program's academic honesty standards. Any alleged acts of dishonest conduct will result in a report to the Student Conduct Committee and sanctions will be applied according to the policies in the University Student Handbook. Violations will also be subject to review and action by the PA Student Progress Committee.

Zoom will be used during exams on students' cell phones to ensure exam integrity. In addition to Zoom on camera phones, ExamSoft will contain advanced security software that the student must utilize. A Zoom room will be monitored by at least 1 faculty proctor. Virtually proctored exams will be recorded on Zoom. The student must remain on camera and in-frame the entire examination. Proctors will request to view the student's surroundings before an examination begins and may request additional views of the surroundings after the examination begins if conditions warrant further review. Students must take a virtual exam in a quiet, controlled, well-lit environment with sufficient internet and power connectivity. No other persons are allowed in the room with the student during a virtual exam for any reason. No other electronic devices other than the student's computer and cell phone are allowed in the room. Students are advised to disable all notifications on their cell phones during a virtual exam. All electronic devices must be fully charged and should be plugged in to ensure no disruptions due to a loss of power or battery.

Definitive proof of a policy violation is not required for disciplinary referral and action to occur through the Student Conduct process or the Student Progress Committee. A preponderance of evidence standard is used when determining if a violation occurred and the USciences Student Handbook and PA Student Handbook will then be used in determining sanctions or outcomes as a result of being found responsible for a violation.

Virtual Test Environment

Students must maintain an in-class environment as follows:

- Must recreate an in-person examination environment
- Must be seated on a chair at a clean desk or table
- Must refrain from disruptive behaviors, excessive movement or movement in the background.
- Must maintain room lighting bright enough as to not hinder identification of the student or visibility ofstudent actions. (The source of light should not be behind the test taker.
- No other computer monitors, screens or tablets should be on during the exam with the exception of the secondary device for Zoom
- Once the examination begins, the secondary device CANNOT be approached
  (This device must be at least 2 feet away from the test-taker, must be parallel with the edge of the table, and must be angled to show a side profile of the student's face, shoulder, arms, hands, primary device, and tabletop)
  (The student is only allowed to approach the secondary device to contact the proctor in case of an emergency or technical problem, via Zoom chat)
- In the unlikely event that the student's computer malfunctions during an exam, which prevents the completion of the exam, the student will be expected to present to campus to take an alternative version of the exam
- No watches, fitbits, or wearable devices of any kind are allowed to be worn during the testing period
- No food or drink containers are allowed in the testing area
- All devices must be silenced, with vibration turned off
- No writing should be visible on the desk, walls, any surfaces, body parts or elsewhere.
- Under no circumstances should students exit the remote proctoring area or software during the exam

until the exam is finished.
  - *Do not leave the room during the testing period at any time, do not take the computer into another roomto finish testing, and do not leave the view of the cameras at any time*
- No test items should be copied, saved or shared during or following the exam
- Screenshots of test information are prohibited
- Dress as if in a public setting
- No use of headsets, ear plugs, earbuds, or similar audio devices are permitted
- The student's face and ears must be visible at all times
  - *(Clothing that obstructs the view of the face and ears—such as hoods, hats, headbands, etc.—are* not permitted)
- No one else should be present in the room with the student during an exam.
- Pets should not be allowed in the room during an examination to prevent distraction or disruption.
- Under no circumstances should the student be talking or communicating to others (in person or electronically) by any means during an exam.
- Student must keep their gaze centered on the screen
  - *(Frequently glancing away from the screen is considered cheating)*

Students are responsible for:

- Compliance with the above-mentioned environmental/behavioral policies
- Fully charged and plugged-in devices.
  - *A primary device for exam taking and secondary device (cell phone) for Zoom, both in compliance withthe technology requirements listed below*
- Self-testing the functionality of the remote proctored system a minimum of one week prior to all remote proctored examinations
- *Students are responsible for checking the remote virtual site requirements of all remote proctoring services before test day*
- Preparation of the exam environment as discussed above
- Restarting of their computer, disabling pop-up blockers, VPNs, firewalls, and anti-virus software before logging into the proctored test environment
- Closing all other programs/windows/applications prior to logging into the proctored test environment and must remain closed until the exam is completed
- Compliance with random security checks may be conducted at any point during the exam

Open-Note Assessments

Throughout the program, students will be expected to compete synchronous and asynchronous assessments, sometimes with the assistance of resource materials. All academic work submitted is expected to be the result of the student's sole effort. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Self-plagiarism is also considered plagiarism, as reproduction of previously submitted assignments and work to replace new submissions is considered plagiarism. Submitted writing must follow AMA citations to avoid

incidental plagiarism, which is also considered plagiarism. Students may be expected to submit written work through Turnitin plagiarism software, and when applicable, will be prompted to do so through the assignment submission section of D2L. Failure to comply with this policy will result in referral to the Student Conduct Committee and Student Progress Committee as discussed in the Academic Integrity Policy of this Handbook and the University Handbook.

PROBATION POLICIES

Programmatic Academic Probation

Any student whose cumulative grade point average (GPA) falls below a 3.00 or receives one course grade below a 70% (C) will be notified that they will be placed on programmatic academic probation and referred to the Student Progress Committee.

Note: Once a student is placed on programmatic academic probation, that student will maintain this probationary status until graduation. A student can only be on programmatic academic probation one time during the course of the program, a second failed course for any reason, or more than 2 semesters (consecutive or nonconsecutive) with a cumulative GPA below 3.0 is grounds for dismissal from the program. This includes failure of a clinical rotation for any of the above stated reasons. Therefore, a student is only afforded the opportunity to remediate one course throughout the entire duration of the program.

The student will be asked to appear before the Student Progress Committee within fifteen (15) businessdays of the notification. The Student Progress Committee, with assistance from the Course Director andthe student's faculty advisor, will review the student's case and create a contract with the student, setting forth the terms of probation. This contract will need to be signed by the student and kept on file within the PA program. **The student will need to maintain compliance with the contract to allow thestudent to demonstrate competency in all required areas, if applicable.**

All didactic phase courses must be satisfactorily completed before the student is allowed to progress into the clinical phase.

- Students who fail to meet the terms of the contract of probation within the designated time frame will be dismissed from the program
- Students who do not achieve a grade of "C" or better in any repeat of a PHA course will be dismissed from the program
- A student cannot go on programmatic academic probation twice for a GPA less than 3.0 and a failed course, or two failed courses. In the event that a student meets both criteria of a GPA < 3.0 and a failed course, or two failed courses that student will be recommended for dismissal from the program.

Students may only be placed on programmatic academic probation once during the entirety of the program. If it is required that a student be placed on programmatic academic probation for a second time in either the didactic or clinical phase of the PA program, the student will be dismissed from the program.

Professional/Behavioral Probation

PA program faculty and staff who believe that a student has behaved in an unacceptable manner shall report such conduct to the Program Director. If necessary, the student meets with the Program Director and is either issued a verbal warning, or if egregious enough may be provided a written warning and/or referral to the Student Progress Committee for probation or dismissal from the Program. If the student has demonstrated repeated, yet separate, deficiencies in professionalism, the student then meets with the Program Director, and is issued a warning letter and the student is referred to the Student Progress Committee for professional/behavioral probation.

Students who fail to adhere to required Behavioral Standards and Professional Standards, or whose behavior is, in the opinion of the Program Director or College Dean, disruptive or inappropriate for a medical professional, will be required to appear before the Student Progress Committee and/or the University Student Conduct Committee (depending on the professional/behavioral offense) to obtain recommendations from one or both of those bodies.

When students are referred for professional or behavioral probation, the Program Director will ask the Associate Program Director to convene the Student Progress Committee to conduct an investigation and begin procedures to place a student on non-academic, professional/behavioral probation. During the investigation, the student may be asked to speak before the Student Progress Committee and/or write a letter to the chair of the Student Progress Committee outlining the details of the professional/behavioral conduct concern, any extenuating circumstances, and a plan to insure no further disciplinary actions.

The Student Progress Committee then convenes and performs a full review of the student's letter, the Program Director's letter to the committee, any documentation of prior verbal/written warnings, the student's academic and/or non-academic performance, and any extenuating circumstances before making a recommendation to the College Dean who notifies the student of their decision. The student is invited to attend a portion of the Student Progress Committee meeting and may state their case at that time; the student is also permitted to bring an advocate (singular) on their behalf. The student's attendance and participation in the meeting are both optional, and reluctance to attend or participate is not to be held against the student. The presence of an advocate is optional. A student's advocate may be any person the student chooses and should be a person who has the student's best interests in mind and can be supportive throughout the process. The student must notify the Student Progress Committee of who their advocate is in writing and in advance of any meeting. A student's advocate may not attend a committee meeting without the student present, unless dire and unusual circumstances are present,

and the Student Progress Committee is given advance notice and approves of this exceptional process well in advance to the scheduled meeting. The student's advocate does not need to participate in the meeting if they or the student does not want them to; reluctance of the advocate to participate is not held against the student. If the student attends, with or without an advocate, and the student and/or advocate choses to participate in a committee meeting, all invited attendees must follow the committee meeting procedures and guidelines, allowing for equal time for representation, questions, and answers.

If the student is placed on a non-academic, professional/behavioral probation, the Student Progress Committee will make a recommendation to the College Dean. The College Dean will then make a decision and notify the student of their probation status including the duration (until graduation or dismissal from the program) and conditions of the probationary status via a probation contract. The Associate Program Director shall be responsible for monitoring the student's adherence to the conditions of the probation. Should the student violate those conditions, the Associate Program Director may take further action(s), and recommend dismissal from the program to the Program Director.

Once placed on professional/behavioral probation, students will maintain this status until graduation. Students placed on professional/behavioral probation who fail to meet the terms of the contract within the designated time frame, will be dismissed from the program. If it is required that a student be placed on a second professional/behavioral probation after an initial placement of professional/behavioral probation in either the didactic or clinical phase of the program, they will be dismissed from the program. Students recommended for dismissal from the program can issue an appeal.

The student may write a letter to the chair of the Student Progress Committee explaining their reasons for appeal, including any extenuating circumstances along with a plan to ensure future success. See below for appeal of dismissal for more information.

Probation Contracts

When a student is placed on programmatic academic or professional/behavioral probation a contract

may be used to set forth the terms and conditions of probation. These terms may include, but are not limited to, specific academic and behavioral requirements, remedial sessions, as well as any other items deemed necessary by the Student Progress Committee and/or the University Student Conduct to ensure program and University standards are met, as well ensuring the welfare of faculty, peers and, most importantly, patients. Terms may also include a psychological and/or medical evaluation and clearance to continue in the PA program. The student will be required to meet with their assigned faculty advisor/designee as deemed necessary. All contracts will be placed in the student's file.

Examples of Programmatic Probation Contracts:

- A student placed on programmatic academic probation due to a cumulative GPA of less than 3.00 must acquire a cumulative GPA of 3.00 or greater by the end of the following semester and fulfill terms of the probation contract. Failure to do so will result in dismissal from the program.

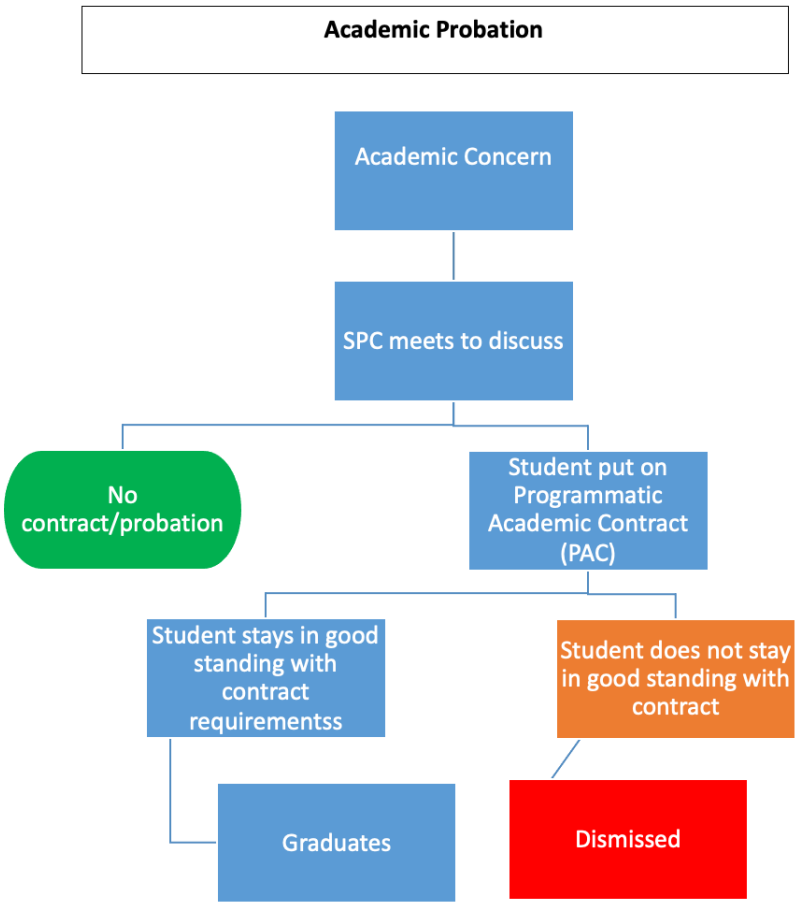
- A student placed on programmatic academic probation due to a PHA course grade of less than 70% (C) must complete the course requirements (which may require remediation or repeating the course) according to the terms of the contract and achieve a passing grade of 70% (C) or better. The highest grade the student can achieve will be 70% (C) after satisfying the conditions of their probation.

- All students placed on probation for academic and/or behavioral reasons must fulfill ALL requirements of the contract within the designated time frame or face dismissal, unless they are eligible for deceleration. See the *Deceleration Policy* for more details.

  At the sole discretion of the Program Director, students on either academic or non-academic professional/behavioral probation may be restricted from scheduling clinical rotations at sites away from the Philadelphia region.

A student can only be on each type of probation (programmatic academic and professional/behavioral) one time during the entirety of time matriculated in the program. Deceleration does not remove a previous probation from the student record. Any student found responsible for a policy violation through the Student Conduct Process will be referred to the Student Progress Committee for review and possible additional programmatic action.

See below for a graphic depiction of this policy that may assist in understanding the important aspects.



Ways to get on Programmatic Academic Contract:

- GPA < 3.0
- Student fails a didactic course (grade of < 70%),
- Student fails a rotation (determined by:
  - Total grade of < 70%
  - preceptor evaluation < 80%
  - Failure to remediate all assignments
  - Lack of proficiency of any professional standard
  - A failed EOR and subsequent failed EOR remediation
- Student does not perform in alignment with "Integrity Policy for Examinations & Other Assessments" outlined in PA Handbook.
- Student found responsible for any Academic Dishonesty through Student Conduct

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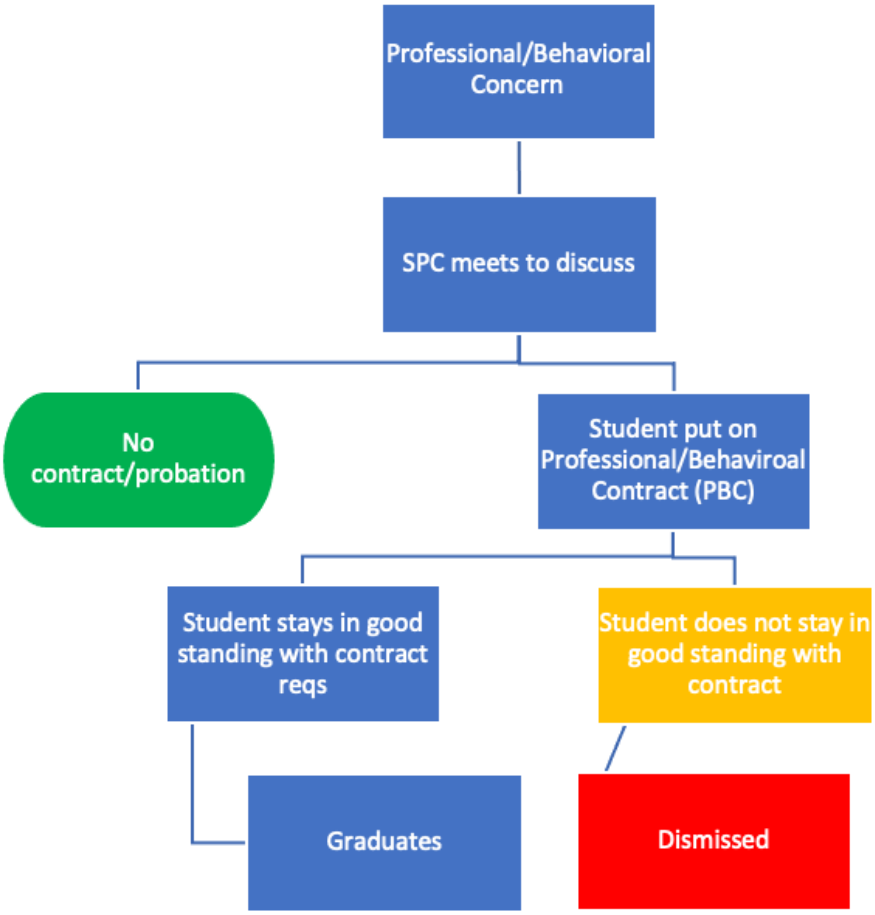
Professional/Behavioral Probation

Ways to get on Professional/ Behavioral Contract:

- Student does not perform in alignment with "Behavioral Standards" or "Professional Performance Standards" as outlined in PA Handbook.
- Student behaves in an unacceptable manner
- Student is disruptive or inappropriate for a medical professional
- Student found responsible for any non-academic policy through Student Conduct



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HEALTH CLEARANCE POLICY

The Student Health and Counseling Center is located in Whitecar Hall, Suite 1200 (215-596-8980). The Student Health Center is open weekdays during the academic year to provide assessment and treatment of minor illnesses and injuries.

All PA students are required to carry health insurance coverage through the University-sponsored plan or through an alternative plan (comparative in nature) while participating in the PA program. Additional needle-stick coverage will also be required. A copy of verification of health insurance coverage is to be submitted to the PA Office.

In order to ensure the safety of students, staff, clinical agency personnel, and patients, and to comply with clinical agency contract mandates, no student will be permitted to participate in PA courses, assignments or clinical rotations **unless they have been medically cleared.**

Student Participation in Experiential Education

Students and the University must satisfy certain requirements imposed by training sites as a condition of student participation in experiential education. Additionally, prior to being permitted to begin or continue rotations at off-campus training sites, students may be required to:

- Provide a social security number
- Provide a medical history including immunity to infectious diseases by documented history of infectious diseases (e.g., measles, rubella, hepatitis B) or vaccination including titers for certain agents
- Have a negative PPD or chest x-ray if indicated
- Complete a physical examination
- Complete all required immunizations/vaccinations or positive titers (see below for a complete list)
- Submit to criminal background checks with disclosure to site of any convictions consistent with their criteria
- Submit to drug screens with disclosure to site of any positive findings for drugs that are taken without medical supervision (See the University Handbook Substance Use Disorder for more information).
- Provide evidence of and maintain personal medical insurance coverage at all times while at off-campus training sites
- Provide first aid, CPR, BLS, ACLS, and other clinical training certifications as required by site
- Be responsible for transportation to experiential sites
- Provide or create an NPI number
- N95 fit testing

Depending on the requirements of the affiliation agreement between the site and the University, the

documentation requested may be coordinated by or at the training site or facilitated by the University using campus-based programs or by an external agency. **In all cases, the student is ultimately**

responsible for ensuring the requirements have been satisfied.

Students must provide a **Student Health Checklist** prior to the start of the program **and on a yearly basis thereafter (including an annual physical**).

The following Immunizations or positive titers are required as recommended by the CDC's guideline for health care professionals:

- Measles
- Mumps
- Rubella
- Varicella
- Hepatitis B
- Pertussis
- Polio
- Meningitis (as per university requirement)
- COVID-19 (as per city of Philadelphia and University requirements)
- Tdap (Adacel or Boostrix are acceptable)
- Influenza (required on a yearly basis)
- Pneumonia (optional)
- Two Step PPD (documentation of two negative PPDs in a 21-day period)
- N95 Fit Test

Students without completed forms will not be permitted to participate in courses, assignments or clinical rotations. This delay may disrupt the student's curriculum timeline and force them to sit out of the program's didactic curriculum until the following year, or delay the completion of their clinical rotations.

If a physical or mental health condition arises during the course of study that would in any way alter the student's ability to perform in the didactic or clinical setting, it is the student's responsibility to notify the Student Health and Counseling Center immediately. 215-596-8980

Refer to the University of the Sciences Student Handbook for policies on:

- Substance Abuse
- Drug-Free Environment
- Smoking

POLICIES FOR CURRICULAR SEQUENCE CHANGE & DISMISSAL

LEAVE OF ABSENCE POLICY

To request a short-term leave of absence, the student should first contact their college dean. The student may be asked to provide documentation to verify the circumstances. Upon approval of a short-term leave of absence, the college dean will notify the applicable Chair/Program Director, course instructors, academic advisor, and the Division of Student Affairs. Upon return to the academic program, the student is responsible for working with the instructors to complete the course requirements as specified in the course syllabus.

A leave of absence (LOA) for a semester or more affords students the opportunity to remain in academic standing with their department and not have to reapply for admission. There are two types of leaves of absence: a Personal Leave of Absence (PLOA) and a Medical Leave of Absence (MLOA).

The LOA may have financial aid implications and the student should meet with Financial Aid prior to the leave of absence and at the time they return from the leave. To be in compliance with Title IV Financial Aid Programs, USciences reports the student as "Withdrawn" from USciences to the National Student Loan Data System on the date the leave begins.

The PA program's Leave of Absence Policy is consistent with the policy as outlined in the University Student Handbook. See sections regarding Personal Leave of Absence and Medical Leave of Absence.

Approved leaves of absence will result in deceleration. Please see the *Deceleration Policy* for more details.

Standing of Students

Students are placed into one of the following two categories based upon their academic performance:

1. In Good Standing:

- Has completed satisfactorily the requirements of all courses of all previous semesters
- Is passing all courses in which s/he is enrolled
- Is not on probation for either academic or behavioral reasons

2. Not in Good Standing:

- Has not fulfilled the requirements of one or more courses of a previous semester
- Is not passing one or more courses in which s/he is enrolled
- Is on academic or non-academic probation

Readmission of Military Service Members

In accordance with the federal Higher Education Opportunity Act, students who leave the University to perform military service will be readmitted with their previous academic status intact, for an absence of up to five years in length. Students must provide advance notice of their intent to perform military service and must also provide notification of intent to re-enroll. This readmission policy, as well as the requirements for advance notice and notification to re-enroll, is subject to exceptions as noted in the law.

DECELERATION POLICY

Deceleration is the loss of a PA student from their entering cohort, who remains matriculated in the PA program. The University of the Sciences PA Program curriculum is designed to be delivered and completed on a full-time basis and allows for deceleration.

Deceleration may occur for the following reasons:

- ***Deceleration for academic deficiency***. In this instance, the student has achieved less than a 70 as a course grade and was not successful in fulfilling the terms of probation and/or the remediation process. In this instance, the student will join the following cohort if they wish to do so. All courses will need to be repeated within the sequencing of this cohort.
- ***Deceleration secondary to a University-approved leave of absence request*.** Depending on the terms of the request, a student may be able to take a leave of absence and join the following cohort at the beginning of the semester that the student exited during the year prior. If this occurs, it is *suggested* that the student audit all coursework that precedes this point within the next academic calendar year. At the time of official re-entry, the student *must* successfully complete a comprehensive examination which demonstrates competency in all preceding coursework to be eligible to restart. If required, the student will be provided one attempt to remediate an initial failure of the comprehensive examination to demonstrate competency.

Under no other circumstances will a student be allowed to decelerate.

WITHDRAWAL POLICY

Students must advance sequentially within their cohort; therefore, individual course withdrawal is not allowed without automatically decelerating. Please see the *Deceleration Policy* for details regarding deceleration. All other course withdrawals effectively end matriculation in the program.

POLICY ON DISMISSAL FROM THE PROGRAM

Failure to meet conditions for removal from programmatic academic or professional/behavioral probations or being placed on either probation status more than once while enrolled in the program, will result in dismissal from the PA program. Please see the previous sections for a more in-depth discussion. Dismissal is effective upon the receipt of the letter of notification from the Program Director. If a student is dismissed, their registration for courses will be voided and tuition for such

courses shall be refunded, as per University policy.

The Program Director or designee will, within 15 days, notify a student in writing, usually by email or as deemed appropriate by the Program Director, that they have been dismissed from the PA program. Extenuating circumstances and/or egregious conduct as related to program policies, the University Student Conduct Policy can result in immediate dismissal of a student under the discretion of the Program Director and College Dean.

Students who have been dismissed from the program and wish to appeal the decision must petition the Student Progress Committee for reinstatement to the program. The petition must be in writing and delivered to the Associate Program Director who will forward the request to the whole Student Progress Committee. The program must receive the petition within five (5) business days of the date of the dismissal notification.

A student may, at the sole discretion of the Program Director, be permitted to attend class pending an appeal decision from the Student Progress Committee.

In order to be reinstated the student must write a letter to the chair of the Student Progress Committee (SPC) explaining their reasons for appeal, to the satisfaction of the Student Progress Committee, that their unsatisfactory performance: 1) is due to extraordinary and non-recurring circumstances AND 2) is not representative of the student's academic ability and/or usual professional conduct AND 3) a plan to ensure future success.

The Student Progress Committee then convenes and performs a full review of the student's letter, their academic and/or non-academic performance, and any extenuating circumstances before making a recommendation to the College Dean, who notifies the student of their decision. The student is invited to attend a portion of the Student Progress Committee meeting and may state their case at that time; the student is also permitted to bring an advocate (singular person) on their behalf. The student's attendance and participation in the meeting are both optional, and reluctance to attend or participate will not be held against the student. The presence of an advocate is optional. A student's advocate may be any person the student chooses and should be a person who has the student's best interests in mind and can be supportive throughout the process. The student must notify the Student Progress Committee of who their advocate is in writing and in advance of any meeting. A student's advocate may not attend a committee meeting without the student present, unless dire and unusual circumstances are present, and the Student Progress Committee is given advance notice and approves of this exceptional process well in advance to the scheduled meeting. The student's advocate does not need to participate in the meeting if they or the student does not want them to; reluctance of the advocate to participate is not held against the student. If the student attends, with or without an advocate, and the student and/or advocate choses to participate in a committee meeting, all invited attendees must follow the committee meeting procedures and guidelines, conduct themselves in a respectful and professional manner, and allow for equal time for representation, questions, and answers.

Once the Student Progress Committee makes a recommendation to the College Dean, the Dean or

designee will notify the student in writing of either a successful or unsuccessful petition. Additionally, a successful outcome may include specific conditions of return and/or probation and the student may be required to fulfill a probation contract. Any conditions of probation are final and may not be appealed to the Student Progress Committee.

A student who is reinstated but fails to satisfy the conditions of return and/or probation as outlined in the contract, the student will automatically be dismissed from the PA program without further review or appeal within the PA program.

If the student is not satisfied with the results of the steps above, The PA student has the right to file a formal grievance by contacting the Dean of Students. Please refer to the Student Grievance and Student Appeals Policies below for details.

THE STUDENT PROGRESS COMMITTEE

The Student Progress Committee is a designated group of faculty, staff, and program designees whose intent is to maximize a student's learning opportunities, as well as maintain PA program standards. Maintenance of PA program standards is necessary to protect the integrity of the PA program, but also, more importantly, to safeguard the welfare of patients, fellow students, and university faculty and staff. Examples of outcomes of the Student Progress Committee are no action, probation, deceleration (alteration of the student's curriculum plan) or dismissal. Any outcome could potentially be tied to a contract.

The purpose of the Student Progress Committee is to ensure that each student who graduates from the University of the Sciences PA Program with adequate skills, knowledge, judgment, empathy, humility, and appropriate behavioral attributes to assume the responsibilities of a PA. To perform its duties, the

Student Progress Committee may request the cooperation, advice and judgment of faculty, students, administration, and/or the University Student Conduct Process.

The Student Progress Committee is convened by the chair (appointed faculty) of the committee to review a student's academic, professional, or behavioral performance as it relates to their role as a PA student. Students may be invited to appear before the Student Progress Committee in order to discuss specific circumstances. The PA student will be invited to appear before the committee if they are placed on programmatic academic or professional/behavioral probation through the PA Program or Conduct Probation through the Student Conduct process. The Student Progress Committee may also invite a student to appear to discuss specific circumstances not directly related to a probation status.

The Student Progress Committee will be chaired by either the Associate Program Director. Additional members may consist of the following: Medical Director, Director of Academic Education, Director of Clinical Education, other program or university faculty and staff members. The membership of the Student Progress Committee may vary according to the availability and applicability to certain specific circumstances.

Once convened, the Student Progress Committee, will deliberate after reviewing any and all evidence presented. The Student Progress Committee will then make a formal recommendation to the College Dean which may include no action, a probation status, contract, or dismissal. The College Dean is free to make their own decision that may be contrary or different from the recommendation made by the SPC.

It is the student's responsibility to attend any meetings, workshops, tutoring, etc., associated with the development and implementation a SPC issued contract. The contract includes utilizing resources in the Division of Student Affairs such as: Academic Advising, Tutoring, Counseling, Career Counseling, the Writing Center, etc.

The College Dean or designee, in consultation with the Student Progress Committee, may modify the conditions of probation or dismissal as deemed appropriate to the circumstances. Upon receipt, the Program Director shall decide to accept or veto the Committee's recommendation. The Program Director's decision is final. The PA student has the right to file a formal grievance by contacting the Dean of Students. Please refer to the Student Grievance and Student Appeals Policies below for details.

STUDENT GRIEVANCE POLICY

A grievance is a complaint or allegation made by a student who feels that an action (or lack of action) by the University is unfair; is arbitrary, capricious, or unjust; or does not comply with University policies. It is the policy of the University to provide a mechanism by which grievances can be openly and objectively reviewed, with a goal of reconciliation or resolution of University-related issues. If an issue cannot be resolved informally, students may use the Student Grievance Policy and procedures without fear of reprimand or reprisal.

Prior to initiating a grievance process, the student should make every reasonable effort to resolve the complaint by discussing the situation with the person most directly involved ("respondent") and/or the respondent's supervisor. If a discussion between the student and the respondent does not resolve the issue, the student may initiate a grievance. This should be done within one month of the incident. If a student wishes to initiate a grievance beyond 45 calendar days of the incident, they must get approval from the one of the Co-Chairs of the Grievance Committee. Grievances that are filed later than one calendar year from the date of the incident will not be accepted by the Grievance Committee.

To initiate a grievance, a student should use the process outlined in the University Student Handbook: https://www.usciences.edu/student-life/student-handbook.pdf

STUDENT APPEALS POLICY

Student Conduct Appeals

Either party may request an appeal of a decision rendered by the Student Conduct Board by submitting

a written request to the Director of Student Conduct and Grievances, subject to the procedures outlined below.

All appeals must be filed in writing to the Director of Student Conduct and Grievances within five business days of the notice of the hearing outcome, barring exigent circumstances. Any exceptions are made at the discretion of the Director of Student Conduct and Grievances and, when appropriate, the Title IX Coordinator. Please see the University Student Handbook for more details.

Grievance Hearing Appeals

A student or respondent may appeal any outcome from a grievance hearing within 10 business days after the written outcome is delivered to both parties. Please see the University Student Handbook for more details.

Course Grade Appeals

Disputes regarding course grades should be resolved, if possible, within the PA program. Students should seek assistance first from the Course Director and then, if not successful, the Program Director. For further information, please see the Student Grievance Policy found within the University of the Sciences Student Handbook and the subsequent Appeals Policy.

Further details regarding student and faculty grievances, and allegations of harassment, can be found in the University Student Handbook.

PROGRESSION REQUIREMENTS

Requirements for Progression within the Didactic Phase

1. PHA courses must be passed with a minimum grade of 70% (C)
2. Satisfactory completion of all written and/or practical Summative exams with a minimum grade of 70% (C)
3. Remediation of any grade below a 70% (C) on a written, practical, or combination examination will be required. The contents will be determined by the Course Director(s)
4. A minimum GPA of 3.0 is required for progression within the program. See section regarding program probation
5. Demonstration of required skills necessary for clinical practice as determined by the program
6. Compliance with all policies of the University of the Sciences and the PA program
7. Compliance with the Professional/Behavioral Performance Standards in this section, and Standards of Conduct for the PA student located in the General Information section of this Handbook
8. Satisfactory completion of BLS/ACLS

Prerequisites for Clinical Rotations

Students must fulfill the following criteria prior to engaging in clinical rotations:

1. Successful completion of all didactic course work
2. Successfully obtaining BLS and ACLS certification
3. Successful completion of clinical skills labs and demonstrated proficiency 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

4. Maintain a valid personal health insurance policy. Failure to maintain health insurance throughout the clinical year will result in removal from rotations until valid proof of insurance coverage is submitted
5. Successful completion of a criminal background check (and any other background checks required or requested by a particular clinical site or Institution), and drug testing if required
6. Completion of all required immunizations and testing (COVID-19, MMR, varicella, DTaP, record of hepatitis B vaccine and/or serum titer levels, PPD with or without chest x-ray, if indicated). Maintain yearly TB testing and N95 fit testing while on rotation. Students are responsible for maintaining their personal immunization record, and it is recommended that they carry a copy of this record to the assigned clinical site on the first day of each rotation. Failure to demonstrate an up-to-date immunization status upon request will result in removal from the rotation until valid proof of current immunization status is presented. Immunizations are based on the Center for Disease Control guidelines for health professionals
   Maintain a functional mobile phone number and University of the Sciences email. As well, it is the students' responsibility to make sure the PA program always has the most updated contact information

   to reach them throughout the entire clinical year. Students are recommended to have a reliable means

of transportation throughout the clinical phase of the program to ensure proper completion of all SCPE requirements.

Requirements for Progression within the Clinical Phase

In addition to the requirements for promotion within the didactic phase, a PA program student must complete the following requirements in order to complete the PA program:

1. Satisfactory remediation for a grade below 65% (C) on any PAEA end of rotation examination
2. Satisfactory remediation for a grade below 70% (C) on any other examination
3. Preceptor evaluations must be passed (graded) with a minimum grade of 80% (B)
4. Each PHA course/rotation must be passed with a minimum grade of 70% (C)
5. Demonstration of proficiency of all required skills necessary for clinical practice as determined by the PA program
6. Compliance with policies of the University of the Sciences and the PA program
7. Compliance with the Behavioral Standards and Professional Performance Standards contained in this section, and Standards of Conduct for the PA student located in the General Information section of this Handbook

Requirements for Graduation

The PA program and the University will review all student records prior to graduation. Any outstanding financial balance must be reconciled with the University prior to graduation. Students must fulfill all PA department and University requirements before being awarded a diploma and to be eligible for the PANCE examination. Specific requirements include:

2. Satisfactory completion of all University of the Sciences PA courses
3. Satisfactory completion of all courses in the curriculum with a grade of 70% (C) or better
4. Students must have a minimum cumulative GPA of 3.00
5. Satisfactory completion of all assignments
6. Satisfactory completion of a comprehensive summative end of curriculum written examination
7. Satisfactory completion of a comprehensive Objective Structured Clinical Evaluation (OSCE)
8. Completion of the PA Clinical Knowledge Rating and Assessment Tool (PACKRAT) examination, twice
9. Compliance with behavioral and professional performance standards
10. Successful completion of comprehensive clinical skills evaluation
11. Successful completion of Capstone Project

NCCPA Examination: PANCE (PA National Certification Examination)

Only those students who graduate in good standing from a program approved by the Accreditation

Review Committee for PAs (ARC-PA) may sit for the PANCE exam. Advanced registration is required and can be completed 3 months prior to graduation. Registration is completed online at www.nccpa.net Once the completed application is received from a candidate, and confirmation of graduation is received from the PA program, a scheduling permit is created by the NCCPA and emailed directly to the candidate. The available testing dates for each candidate will begin seven days after the expected program completion date and end 180 days later. Please contact NCCPA at www.nccpa.net for more detailed information.

Graduation from the USciences PA Program does not ensure that one can practice as a PA. Graduates must successfully pass the PANCE examination and meet state registration requirements in order to become licensed to practice as a PA.

EVALUATION OF THE PROGRAM

The PA program is a dynamic entity. The program faculty are constantly engaged in activities that provide evaluation data on the program's performance. Student input is a vital part of the evaluation process. Feedback from student evaluations can identify strengths and areas for improvement for the program and may guide necessary changes in the curricula or clinical components. During the program, students are continuously evaluating many aspects of the program, including but not limited to courses, lecturers, rotations, and textbooks.

Methods of program evaluation that employ student's input may include:

Didactic and Clinical Course Evaluations Instructor (Lecturer, Preceptor, etc.) Evaluations	Curriculum Committee Student Government Association Feedback

Admissions Process Survey Student Self-Assessment Preparation Surveys Class Meetings with Faculty Representative	Focus Groups End of program survey Post-Graduation Alumni surveys

Additional methods of program evaluation include but are not limited to:

- Assessment of student performance on NCCPA exam
- Assessment of student performance on PACKRAT exams
- Assessment of data collected in end of program, graduate/employer surveys
- Student input (student representatives/ Program Director forums)
- Faculty advising sessions
- Discussion and observation by clinical preceptors
- Discussion and observation by program faculty
- Discussion of student concerns in weekly program meetings

***All program students are obligated to participate in ALL ongoing program evaluation efforts in a professional and appropriate manner.**

TRANSPORTATION

Throughout the clinical phase of the PA program, students are required to attend various clinical conferences and participate in clinical experiences in community medical settings. Students are required to provide their own transportation to hospital and clinical sites. Transportation to various hospitals, clinical experiences and other events is the student's responsibility. Clinical phase students will be responsible for transportation to all clinical rotation sites and to the program on mandatory Call Back Days.

Clinical Year Parking/Travel/Housing

All students admitted to the University of the Sciences PA Program should expect that they will be placed at some remote, underserved, and/or rural clinical sites that are not local to University of the Sciences campus. The program strives to afford all students the opportunity to work and receive training in a variety of clinical settings. The goal of this is to ensure that students will become well-rounded, culturally / demographically sensitive, and equitable providers to both the local community and population at large.

The Director of Clinical Education will attempt to place all students at clinical sites within a 50-mile driving radius of the University of the Sciences campus in Philadelphia. When placement within a 50-mile driving radius is not possible, students will be responsible for planning their own living and transportation arrangements. Students are responsible for all parking, transportation, and travel costs incurred during attendance at clinical rotations. Students who attend required rotations and stay in nearby housing are responsible for all costs, risks, and liabilities involved in such housing arrangements. Travel expenses, parking, and housing are not covered by program tuition and will be the student's personal and financial responsibility to cover and/or arrange.

SEXUAL HARASSMENT POLICY

The University of the Sciences has policies regarding sexual harassment and established grievance policies are documented in the University Student Handbook. Any student who believes they have been, or are being, sexually harassed should report this incident to the program faculty immediately and fill out an incident reporting form:

The faculty will then direct the student through the appropriate channels. No student will be placed in a clinical experience that jeopardizes their educational or personal welfare.

For more information regarding the University's Discrimination and Harassment Policy, please see the University of the Sciences Student Handbook, https://www.usciences.edu/student-life/student-

handbook.pdf
https://www.usciences.edu/student-life/student-handbook/student_handbook.pdf

EMPLOYMENT POLICY

The USciences PA Program faculty does not advise outside employment for students while participating in the PA program. Faculty recognizes that employment may be an issue that some students will face. Given this recognition, realize that program obligations will not be altered due to a student's work obligation. A student must receive permission from the Program Director before participating in any full-time, part-time, or per-diem employment. Employment of any kind is strongly discouraged due to the rigors of the Program. Students not disclosing their employment status or not seeking Program Director permission prior to beginning or maintaining employment will be considered to be acting dishonestly and subjected to a professional/behavioral conduct review by the Student Progress Committee.

It is further expected that work obligations will not interfere with the student's learning progress or responsibilities while in the program. Working often interferes with learning opportunities during rotation activities. The schedule of clinical experiences and clerkship hours to be observed are set by the program or preceptor and are not negotiable. The PA program also does not allow the student to substitute for clinical or administrative staff during any of their supervised clinical practical experiences. Additionally, the PA student is not allowed to work at the same site where they are completing clinical experiences or rotations.

Students who are involved in or commence volunteer or paid work during the course of their PA training cannot use their affiliation with the PA program in any aspect of that job. Work outside the PA program undertaken by the student, independent of the program, is not covered by the liability offered for clinical work associated with the educational experience, and students may not represent themselves as University of the Sciences PA students.

The PA program will not employ PA students at any time. PA students are *not* permitted to serve as either didactic or clinical year instructional faculty or administrative staff. Known prospective or Pre-PA tracked undergraduate students will not be permitted to work for the program.

PHYSICIAN ASSISTANT PROGRAM NON-FRATERNIZATION POLICY

Reason for Policy

To clearly delineate the expectation of maintaining a professional relationship between students and faculty. The interactions between faculty and students should be based upon mutual respect and trust. The faculty should maintain appropriate professional relationships with all students, and to be sensitive to the appearance of impropriety in their conduct with students. Employees are encouraged to discuss

issues with the Program Director whenever they are unsure whether a particular conduct may constitute a violation of this policy.

Policy

There is to be no meeting of students with faculty outside of school at any function that has not been approved by the Program Director. Examples of events that are approved include fundraisers for student events, PA Olympics, AAPA, PSPA, National Student Challenge Bowl and others as determined by the Program Director.

Engaging in any romantic or sexual relationships with students, including dating, flirting, sexual contact, inappropriate physical displays of affection, or sexually suggestive comments between employees and students, regardless of whether the employee or student initiates the behavior is not appropriate.

Fostering, encouraging, or participating in inappropriate emotionally or socially intimate relationships with students that could reasonably cause a student to view the employee as more than a faculty member, advisor, or mentor is not appropriate.

Initiating or continuing communications with students for reasons unrelated to any appropriate purpose, including oral, written, or electronic communications is not appropriate.

Providing students with alcohol or drugs – either prescription or illegal is not appropriate.

Report areas of concern for student or faculty behaviors.

To ensure the safety of students, faculty and staff, please immediately notify either the Director of Student Affairs or Program Director if any of the above behaviors have been observed.

If an employee finds themself in a situation where the student and faculty/ staff find themselves at the same event outside of school; the faculty/ staff should remove themselves as soon as possible and notify the Program Director of the occurrence.

Clinical Year Policies/Procedures

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INTRODUCTION

This section of the handbook will focus on the clinical year. This handbook has been developed by the faculty and administration of the University of the Sciences Physician Assistant Program to provide the student with specific guidelines, rights and responsibilities regarding the PA Program. This handbook is designed to supplement rather than supplant existing University policies and procedures, including those set forth in the University Catalog and Physician Assistant Program. We encourage every student to become familiar with and refer to those and other University publications for furtherinformation.

Any questions regarding policies contained within this manual should be directed to the Director of Clinical Education of the PA Program. Although every effort has been made to make this handbook as complete and up to date as possible, it should be recognized that circumstances will occur that the handbook does not cover. Changes may be necessary in the handbook due to changes in the PA Program. Students will be notified of any changes or additions in writing, and they will become effective immediately.

When the handbook does not cover a specific circumstance or the interpretation is ambiguous, the Program Director will make the necessary decision and/or interpretation. Written policies that are not in the handbook should not be interpreted as an absence of a policy or regulation. If the student has questions regarding a situation, they should discuss them with the Program Director.

Any conflict between the specific policies and procedures set forth in this handbook and general University policies and procedures, the University policies and procedures shall be the standard. We hope you find this handbook helpful and wish you much success in your clinical rotations.

-The PA Program Faculty

New policies approved after the publication of this handbook may add to or supersede those contained herein.

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

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	Dates	Call Back Days
FALL Semester		
1	August 30th – October 1st, 2021	Sept 30th + October 1st, 2021
2	October 4th – November 5th, 2021	November 4th + 5th, 2021
3	November 8th – December 10th, 2021	December 9th + 10th, 2021
SPRING Semester		
4	January 3rd – February 4th, 2022	February 3rd + 4th, 2022
5	February 7th – March 11th, 2022	March 10th + 11th, 2022
6	March 14th – April 15th, 2022	April 14th + 15th, 2022
SUMMER Semester		
7	May 2nd – June 3rd, 2022	June 2nd + 3rd, 2022

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8	June 6th – July 8th, 2022	July 7th + 8th, 2022
9	July 11th – August 12th, 2022	August 11th + 12th, 2022

The PA student will return to campus after the completion of the 9th rotation to fulfill the requirements of graduation.

Important Dates:

Clinical Year Orientation: Thursday, August 26th + Friday, August 27th, 2021,
Graduation: Friday, September 9th, 2022

Clinical Activity

1. PA students on clinical rotation must work under the direct supervision of a board-certified licensed physician, PA-C, or NP.

2. Students must wear the embroidered University of the Sciences PA Program patch on their program issued short white coat, and display their program issued name tag designating their student status and wear their university student ID badge and/or any other specific ID badge required of the site. Students must always identify themselves as PA students to patients, health care providers, staff, and family members.

3. Students at clinical sites must always work under the supervision of a preceptor. They may not function as a substitute for any employee or assume primary responsibility for a patient's care. They must not consult, examine, treat, or discharge a patient from care without consultation with a clinical preceptor or supervisor.

4. Students shall perform only those procedures authorized by the PA Program, clinical site, and preceptor. Students must adhere to all rules and regulations of the PA Program and the clinical sites.

5. Students cannot appear at the University or clinical sites under the influence of alcohol or drugs.

6. Students shall not exhibit any behavior that may jeopardize the health and safety of patients, staff, faculty, or fellow students.

7. Students will deliver health care services to patients without regard to their race, religion, national origin, age, sex, marital status, citizenship, sexual orientation, gender identity or expression, disability, veteran status, medical condition, socioeconomic status, religious or political beliefs, or any status protected by law or executive order.

8. In the event of the temporary absence of the assigned preceptor, the preceptor or his/her designee will identify an alternate preceptor. At no time will students work at a clinical site without having a preceptor clearly identified.

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9. All charts and written orders must be signed (if applicable) with the student's name clearly written, followed by the designation "PA-S." At no time may PA students use other professional titles (e.g. RN, EMT, DPT, etc.) while on clinical rotations.

10. The preceptor must countersign all chart entries and written orders immediately.

11. Students must know their limits while in training. Students must not consent to assess any patient or perform any procedure that is beyond their ability or scope of practice.

12. The highest levels of patient confidentiality and privacy will always be observed, in compliance with HIPPA guidelines.

GENERAL GUIDELINES FOR CLINICAL ROTATIONS

The Clinical Site

- The Clinical Site team (Preceptors, Director of Clinical Education) will notify you when you should contact your scheduled site for the next rotation
- The contact may be your assigned preceptor or their designee
- You will be informed where and when you are to report on your first day.

The First Day

- Confirm your daily/weekly schedule with the appropriate site designee (daily schedule, on-call, rounds, weekend hours, etc.)
- Inquire regarding available educational experiences you may be able to attend while on rotation (grand rounds, daily/weekly conferences, CME presentations, etc.)
- Mandatory dress code
- Access to a Medical Library/Resource Center
- WIFI access
- Review expectations, patient, and procedure logs

General Guidelines

- Be professional, respectful, flexible, helpful, and cooperative always
- Be intellectually curious, stive to be an active learner rather than passive
- Accept constructive criticism
- Be prepared to discuss and answer questions about any disease or procedure encountered during your

rotations. Read ahead of time on expected or scheduled cases

- If you do encounter any problems on a rotation, please notify the Director of Clinical Education as soon as possible
- Students have NO legal standing, and therefore, work entirely under the preceptor's supervision.
- Learning is best achieved by student participation under supervision.
- Learning by "trial and error" without supervision is unacceptable, as it jeopardizes patient care and threatens all health care professionals (physicians, PAs, nurses, administrators, etc.).
- **Learning "under supervision" is defined in the following manner:**
- Eliciting a meaningful history (the preceptor is in the hospital or in office).
- Performing a physical examination (the preceptor is in the hospital or in office).
- Progress notes, written or electronic medical record (EMR) keeping (dependent upon the policies of the individual clinical site).
- Charting of orders (dependent upon the policies of the individual clinical site).
- Technical procedures (the appropriate professional will be at the student's side or within immediate proximity).

Responsibility of the Supervising 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.

- Formulate with the student basic goals and expectations such as:
  - Schedule and hours
  - Attendance of educational activities
  - Documentation and presentation
  - Degree to which student will participate in care of the patients
- Work with 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

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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
- Provide required documentation to the PA Program, proof of liability insurance, CVs, license verification, etc.

Clinical Year Responsibility of the PA Student

- Learn unobtrusively from all persons involved in the clinical rotation for the benefit of the patient
- 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, PA, or any other health care provider other than a PA student
- Provide the site with all necessary records and perform any in-services required by the site
- Report to clinical sites on time, well prepared, and appropriately dressed and groomed.
- Submit all required assignments and documents to the PA Program on or before their respective due date(s)
- 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.

The Responsibility of the PA Program

- Adequately prepare the student for the supervised clinical practice experience.

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- 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 or designee (Clinical Coordinator) will be responsible for assigning a final grade to each student for all rotations
- The Director of Clinical Education or designee (Clinical Coordinator) will interact with preceptors on a regular basis and will be available to address any issues or concerns

Patients' Rights and Confidentiality of Medical Record Health History Information

- All data gathered about the patient and his/her illness, including items within a patient's history are **confidential** information
- Students should not discuss a patient's record with individuals not involved in his/her health care
- Charts or contents, e.g. lab reports, x-rays etc. are not to be removed from the clinical site. If photocopies of work are to be submitted to the PA program for evaluations or assignments, all specific references to the patient must be deleted (i.e. name, address and ID number). Preceptor permission must be obtained, and individual clinical site regulations must be followed
- Taking any type of pictures, including selfies, at any clinical site violates patient's privacy
- Reference, at any time, to a patient in a dehumanizing or insensitive manner is unprofessional and will not be tolerated. Such an infraction will be reviewed by the Program Director and Director of Clinical Education and is justification for professional probation

Patient Confidentiality

Medical ethics and federal laws forbid violation of patient confidentiality. Students and preceptors alike must be sensitive to this issue. Any discussion regarding a patient's identity, diagnosis, care, condition, or other medical information should be conducted with discretion, and preferably in a private setting. All current HIPAA Guidelines must be followed by every individual who works in a setting where exposure to protected patient information is present.

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Clinical Patient Encounter Documentation Guidelines

The Center for Medicare and Medicaid Services (CMS) guidelines only permit students to document a portion of the History and Physical Exam (the Past Medical History, Family History, Social History, and Review of Systems).The preceptor must personally document all other key elements of the visit. If a particular site does not authorize or allow PA students to officially document patient notes in a paper or electronic chart, it is advisable for students to document the patient encounter on a separate piece of paper so that they can continue practicing their documentation skills and obtain feedback from the preceptor.

Patient Records, Preceptor Review, and Countersignature

- On each clinical rotation, it is the student's responsibility to ensure that the supervising preceptor also sees all his/her patients.
- The preceptor should review all PA student notes written in the medical record and countersign.
- If there is any doubt as to the correct format, students must consult with their preceptor.

Charting Medical Records

Students are reminded that the medical record is a legal document. Whenever a student makes an entry into a patient's medical record (i.e., H&P, progress note, SOAP note etc.), the student must indicate he/she is a PA Student when signing the entry, as follows:

Signature: John/Jane Doe, PA-S
Print: John/Jane Doe, PA-S
Time (Military) & Date
Contact phone #

Prescription Writing

PA Students are **NOT** permitted to prescribe medications. Students may assist in the writing of a prescription or assist the assigned preceptor or designee with transmission of a prescription, but the preceptor or assigned designee must sign all prescriptions. **MORE SPECIFICALLY, YOUR NAME IS NOT TO APPEAR ON THE PRESCRIPTION**. You may not sign a prescription for the preceptor and then write your initials after the preceptor's name. Any student violating the guidelines on prescription writing will have the case referred to the Student Progress Committee and result in possible dismissal from the PA Program. Should you have any further questions or need clarification while on rotations, please contact the Director of Clinical Education.

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Clinical Site Special Considerations

The Director of Clinical Education must be made aware of any issues occurring during a clinical rotation. If a student has a concern about the professional, academic, or clinical training, the Director of Clinical Education must be made aware immediately. In rare cases, it may be necessary to remove the student from the rotation site. Students must provide written documentation of any issue for program review.

Changes to clinical rotation site assignments are rare and will only occur in extreme situations such as site cancellation, a serious issue that cannot be resolved satisfactorily for all parties, or an emergency on the part of the student or preceptor. Any change to a clinical rotation site assignment will be made at the discretion of the PA Program.

Clinical Year Attendance

Students are expected to follow all PA Program reporting instructions to comply with clinical year attendance expectations and must notify the program ofany errors or changes. Students must follow the general attendance policy as previously outlined in this handbook, in addition, clinical year students are expected the following:

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. 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.

Students must notify the Director of Clinical Education as to how they may best be reached during regular office hours, and of any mailing address or phone number changes (i.e., personal mobile number,emergency contact number(s), clinical site number, and/or student pager number if cellular service is weak or unavailable at some clinical sites, etc.).

American College for Graduate Medical Education (ACGME) Duty Hour Regulations

Duty Hour Federal Regulations
2011 ACGME Restrictions, revised 2017

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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**.

If your clinical schedule does not follow these rules, advise the attending physician or chief resident with whom you are working and the Director of Clinical Education immediately.

Job Interviews

Job interviews are not considered valid reasons for absences. All attempts must be made to schedule an interview, so it does not interfere with the core clinical rotations (preferably during an elective rotation month). If this cannot be accomplished, students must first obtain permission from the Director of Clinical Education to attempt to arrange time off for the interview. Subsequently, the preceptor must grant permission for the absence, and students must make up the missed clinical time within the confines of that rotation. The PA Program must be notified as outlined above. A maximum total of TWO (2) days per calendar year will be allowed for interviews. The "I" grade for excused absences outlined above applies.

Students who serve on State or National committees must submit requests for time off for meetings at least 2 (two) months in advance, as these organizations schedule their meetings on an annual calendar. Any request submitted less than two months in advance may not be granted. If a documented “emergency meeting” is scheduled, permission for attendance will be considered on an individual basis, at the discretion of the Director of Clinical Education.

Absences for other scholarly activities will be considered by the Director of Clinical Education on a case-by-case basis and must be addressed at least one month prior to the scheduled event.

Inclement Weather Policy

- The PA student is responsible for contacting the preceptor and/or site in the event of inclement weather to confirm the facility is requiring them to report. If the student is directed not to report to the

respective clinical site, the PA student must stay home and work on assignments.

The PA student must e-mail the Director of Clinical Education If they are not to report to their assigned clinical site due to inclement weather immediately.

Clinical Rotation Site Meals

Some clinical sites may provide meals to student providers at their own discretion. The program does not require nor request that any clinical site provide meals to student providers. Students should not assume that they are automatically welcome or invited into physician's lounges or cafeterias at hospital institutions and should enter these areas only if invited by a staff member or preceptor. Students should refrain from eating or drinking while in any patient care areas and only eat/drink in designated rest areas or break rooms.

Employment Opportunities/Operational Policy Regarding Students Performing Service Work

Participation in any rotation is not construed as gainful employment. Accepting payment could result in the loss of malpractice liability coverage on the student.

PA Program faculty strongly advise against any employment while participating in the PA Program. PA Program obligations will not be altered due to a student's employment. It is further expected that employment obligations must not interfere with the student's progress or responsibilities while enrolled in the PA program. Employment interferes with learning opportunities during rotations. The schedule at the clinical rotation site is not negotiable.

Clinical Rotation Site Procurement

- Assignment of PA students to clinical rotations is the sole responsibility and authority of the PA Program and will be scheduled by the Director of Clinical Education. Much of this clinical practice must be supervised by a board-certified, residency-trained physician (MD or DO) or experienced PA (PA-C). Other experienced health care providers (NP, certified nurse midwives, psychologists, etc.) can also supervise *limited* portions of a PA student's clinical training but will *not* serve as the primary preceptor.
- PA students are not required to procure their own clinical sites; however, the PA Program will allow students to assist the PA Program in identifying new clinical site(s) where the PA Student is interested in participating in a rotation. These potential sites must undergo the same approval process as program-identified sites and be approved appropriate for use.
- In order to ensure program compliance with accreditation standards, all preceptors and clinical sites are evaluated carefully. The process of establishing a clinical rotation site is as follows (This process may

occur out of the order listed here but all components are always completed):

i. A clinician or practice is recruited by the PA Program or contacts the PA Program directly regarding interest in preceptorship.
ii. A Preceptor Information Packet is given to the potential preceptor.
iii. PA Program faculty conducts initial site evaluation visit.
iv. The Clinical Year Committee reviews the site's prospects and site visit evaluation and makes recommendation to the Director of Clinical Education. and Program Director.
v. The Affiliation Agreement is executed by both parties, and all supporting documentation is gathered (i.e. proofs of medical malpractice insurance, general liability insurance, board certifications, and licenses of all preceptors involved).
vi. Confirmation and a copy of the fully executed affiliation agreement is sent to the preceptor.
vii. Availability for student placement and scheduling at any given clinical site is determined by the Director of Clinical Education.

THE DIRECTOR OF CLINICAL EDUCATION MAKES THE FINAL DECISION ON ALL CLINICAL ROTATION SITE ASSIGNMENTS.

The process for precepting University of the Sciences PA students is as follows:

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

The process for maintaining a clinical rotation site is as follows

1. Faculty will occasionally visit the site to assess student performance and observe student-preceptor interactions.
2. Preceptor feedback, student feedback, and site visit data is reviewed by the Clinical Year Committee, which will make recommendations to the Director of Clinical Education and Program Director.

Students may not switch site assignments with other students

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.

1. Site visits are mandated under any of the following conditions:
   i. In reply to a preceptor request or complaint about a student
   ii. In response to a student's concerns, whether communicated verbally or in conjunction with the mandatory student evaluation of the site/preceptor
   iii. At the sole discretion of the PA program
2. Site visits can be requested for any reason by either the preceptor or the student by contacting the Director of Clinical Education. Under these circumstances the decision to conduct site will be made by the Director of Clinical Education, in conjunction with the Program Director.
3. Sites that take 3 or more students per year will be visited a minimum of once every year. Site visits can be completed by faculty, alumni, adjunct faculty, or other personnel that the program determines to be in appropriate standing. Each visit will have a Periodic Follow-up Clinical Site Evaluation form filled out. Site visits can occur in person, by phone or video conferencing.

Site Visits & Oral Presentations

Students will be site visited by a faculty member during the clinical phase once during Family Medicine I.

The rotation site visit will be part of the student's rotation grade. The faculty member will speak with the PA student and preceptor and observe the student present a case to the preceptor. Student's schedules will be utilized to determine the timing of these visits. When notified by a faculty member that the site visit is to be scheduled, students are asked to clear it with their preceptors prior to confirming the visit with faculty.

- Faculty will observe and assess the PA student while presenting a case to their preceptor.
- A detailed rubric for this assessment can be found in the rotation's respective syllabus.

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Students should also be prepared for unannounced site visits that may occur at any point throughout the clinical phase.

Call Back Days & Assessments

Call Back Day Format

All PA students on rotation are required to attend Call Back Days. All Call Back Day activities are **mandatory**. There are a number of activities that take place on Call Back Days. They may include any of the following:

- End of rotation examinations
- Grand Rounds: Student presentations on medical topics/patient case(s) experienced on rotations
- Lecture Series: assorted lectures on medical topics, CV writing, PANCE prep, coding/billing, contract negotiations, etc.
- Practical assignments: problem oriented practical exams, OSCE preparation, Clinical Skills training.
- Call Back Days will take place on the last Thursday and Friday of each five-week block. Depending on the planned activities, students can expect to be dismissed no later than 6 p.m. Call Back Day schedules will be posted one week prior

Student's Evaluation of Site & Preceptor

This evaluation allows the University of the Sciences PA students to provide constructive feedback for preceptors and help guide the future use of clinical sites by the PA program. Student feedback should offer insight, constructive criticism, informative advice, and should not be judgmental or accusatory in nature. This contribution from students can be a powerful tool in improving medical education by providing the preceptor and PA program with important feedback. The Student Assessment of Preceptor and Clinical Rotation Sites Form can be found in EXHIBIT 1 and EXHIBIT 2 of this document. Guidelines for giving constructive feedback include the following points:

- Base it on first-hand, personally observed/experiential data (and not on second-hand knowledge of the preceptor/site)
- Keep the tone professional, well-reasoned, and articulate
- Report specific information, rather than generalized impressions
- Provide suggestions for improvement, if needed
- Provide commentary that would help guide other PA students rotating on the site

These are not graded but are required to be submitted on the first Call Back Day. The evaluations will be conducted via EXAAT, the exhibits provided here are for example only.

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EVALUATION OF STUDENT

Preceptor Evaluation

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 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 objectives by the preceptor:

- Goal 1: Understand Various Roles in health care
- Goal 2: Clinical Skills
- Goal 3: Medical Knowledge and Evidence Based Decision Making
- Goal 4: Preventive Care & Counseling
- Goal 5: Professional Behavior

Each goal component is worth 7% of 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 your 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 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% represents a 3/5 on the AEFIS Rubric scale or "proficient"). The preceptor will select a grade per item line from 1-5, which correspond to % points as listed on the evaluation form.

Interim (Mid-Rotation) Evaluation

An interim evaluation must be submitted midway through the rotation. This evaluation will not be graded but will provide the student, preceptor, and PA Program information on how the student is progressing through the rotation. The PA Program hope is to objectively measure how the students know their expectations. Any student receiving a score of less than "3" on any category will be required to meet with the Director of Clinical Education to schedule a meeting. Any preceptor who scores a

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student on any component less than "3" must contact the Director of Clinical Education to discuss a remediation plan. Students unable to improve these scores may fail the rotation. Additionally, the PA student will fill out a Mid-Clinical Rotation Self Reflection Check-in so the PA Program can know if the student is meeting the objectives highlighted in the syllabus.

End of Rotation Examinations

PAEA End of Rotation exams are a set of objectives, standardized evaluations intended to serve as one measure of the medical knowledge students gain during specific supervised clinical practice experiences.

More information can be found at the following website:
https://paeaonline.org/assessment/end-of-rotation/content/

At the conclusion of each rotation (except for the Elective) on a specified "Call Back" day, a comprehensive PAEA End of Rotation written examination will be administered on ExamDriver. It is worth 35% of the rotation grade. Questions are based on the learning objectives for each rotation, and you must receive a 65% (C) or above to successfully pass the examination. Any student who is unsuccessful in meeting the minimum score requirement of 65% (C) on the first attempt, will be required to take another version of the exam. The highest grade the student will be able to receive for the repeat exam is a 65% (C**). If the student fails, the repeat exam they will be required meet with the course director and/or their assigned designee to design and implement a remediation plan.** Please refer to Clinical Year Remediation Policy for more details on this process.

Electronic Logging

It is imperative for the student to log all of their patient encounters throughout the clinical year, to include all information that is asked for. This tool is vital to ensure that every student is meeting all of the standards related to *Supervised Patient Care Experiences*. This will allow the USciences Physician Assistant Program faculty to track student progress towards meeting competencies and will allow for intervention if needed.

Students are to submit logs during the clinical year documenting the patient encounters, diagnoses, and procedures while on rotations. It is understood that the number of patients may vary at specific sites. **Logging must be done daily** so that data is not lost. Faculty will review this data on a weekly basis. Any technical problems with the electronic logging system should be addressed to the Director of Clinical Education immediately. Patient logging is Pass/Fail and must be completed for every rotation. Failure to log patients or procedures during a rotation will result in a failure of the rotation.

Failure to log patients and procedures on a daily basis (logs will be checked weekly) and/or to submit the Student Self-Assessment Mid-Rotation Form by the due date will result in a 2-points per week deduction from your overall course grade.

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It is imperative that **all** patient encounters and procedures be logged. This data is utilized by the PA Program to evaluate sites/preceptors and number and type of student/patient experiences. Procedure logging may also help with credentialing post-graduation. The following fields are mandatory: age group, diagnosis, chief complaint, procedure/procedure code, case type, visit type, minutes with patient and preceptor, and the box clicked for Prenatal Care or Psych Care, if appropriate.

EXXAT

Exxat is a company focused on giving health sciences students and academicians "exactly what they are looking for" by providing education management solutions. Founded in 2011, Exxat has grown from a stand-alone product built for a single client to an integrated suite of 4 modules supporting a dynamic community of 700 educational programs across the country through clinical education placements, accreditation processes, compliance management and more.

The actual hours that you work at your rotation should be entered into the logging program (EXXAT) so that the program can determine actual hours worked per site and this can be added to your portfolio

For EXXAT Technical Support email: V4support@exxat.com

Medical Notes

The PA Student will be required to complete medical note(s) throughout their rotations. See each syllabus for specific information and grading.

Elective Clerkship Presentation Assignment

Evidence based presentation of medical disease/disorder:

Evaluate/summarize and present to an audience of your peers the following information on the disease/disorder you selected on your elective rotation.

1) Case Presentation and/or Clinical course
2) Diagnostic Evaluation and/or Management
3) Complications or Prognosis
4) Case conclusion and wrap up

The resources you review must be either empirical/research article, position papers, papers from

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academic/medical professionals or medical text references. *A reference slide(s) identifying the resources you utilized is required in AMA format.* You may choose as many resources as needed.

Presentation Format

- Develop a presentation to address the disorder/disease as described above
- Time limit of 10 *minutes* for the presentation will be allotted with 5 minutes for Q and A.
- The Presenter will be evaluated on the following criteria:
  - Overall delivery
  - Presentation style
  - Professional Speaking
  - Body Language
  - Context

See the Elective Syllabus for details

PACKRAT I Examination

At the conclusion of the didactic year, students will participate in a 225 question "board like" examination (PACKRAT) which is used by PA programs to help students determine areas that need to be addressed while preparing for the PANCE. From the information gathered, the faculty will assist in the development of call back day activities, assessment of the program and the curriculum, and the evaluation of individual students. No grade is associated with either PACKRAT I or II. PACKRAT performance has been suggested to be a strong predictor of student performance on the PANCE. Therefore, students will be required to develop remediation guides with the help of their advisors if they meet the below PACKRAT remediation policy.

PACKRAT II Examination

After rotation 3, students will participate in a 225 question "board like" examination (PACKRAT) which is which is used by PA programs to help students determine areas that need to be addressed while preparing for the PANCE. From the information gathered, the faculty will assist in the development of Capstone Course activities, assessment of the program and the curriculum, and the evaluation of individual students. No grade is associated with either PACKRAT I or II. PACKRAT performance has been suggested to be a strong predictor of student performance on the PANCE. Therefore, students will be required to develop remediation guides with the help of their advisors if they meet the below PACKRAT remediation policy.

PACKRAT Remediation Policy

PACKRAT examination is a required examination for students to completed once during the end of the didactic year and once during the clinical year. This examination is designed as a self-assessment, but remediation can be required for students who do not meet certain requirements.

Requirements to mandate remediation are:
1. Score of <118 on the first PACKRAT examination
2. Score of <129 on the second PACKRAT examination
3. Less than 11-point difference on the score from first to second PACKRAT.

Students who score between a 129-145 on the second PACKRAT are encouraged to participate in the PACKRAT remediation but are not required. Those who score greater than 145 on either PACKRAT are not eligible to participate.

Students who are required or elect to participate in the PACKRAT remediation program must meet with their advisor and then submit a student/ remediation plan to the advisor. The remediation plan must be approved by the advisor using the student's strengths and weaknesses report and the NCCPA blueprint. The student is then required to have regular check ins with their advisor to assess that the student is following the remediation plan. PACKRAT remediation is a graduation requirement for those are mandated to participate.

End-of-Curriculum Exam

This 300-question exam is built using a blueprint and content area list developed by PA educators and national exam experts and is required to be delivered in the final four months of the PA program. The EOC exam is developed by PAEA and given through ExamDriver. This exam will be given in the Spring II semester of the Clinical year. No grade is associated with the EOC exam, but all students must demonstrate competency of the exam material to graduate from the PA program. Students must possess at minimum a "satisfactory medical knowledge" to progress in the program and graduate. Students who demonstrate to have "limited medical knowledge", must remediate and will be eligible for one reassessment attempt after developing a robust remediation plan with their advisor.

Capstone Course

Course Description

This 2-credit course encompasses three integrative elements. The first element outlines study skills that aid the student in preparing for the PANCE Exam. The second element consists of a comprehensive written exam, OSCE, and demonstration of clinical skills. The third integrative element will provide the student with the opportunity to share their research projects with colleagues, faculty, and the University

at large. Students will be evaluated on the quality of the presentations.

PANCE Board Prep
Students will be provided lectures, assignments, take-home quizzes, and additional online learningresources to best be prepared for taking and passing the PANCE after graduation.

Objective Standardized Clinical Examinations (OSCE)
Upon completion of the clinical rotations, students will participate in an Objective Structured Clinical Experience (OSCE) examination. Students will be presented with brief case descriptions and will need to perform the appropriate history and physical examination, develop a differential diagnosis, and provide an assessment and treatment plan. Students will be required to answer questions and/or write a SOAP note for each patient/case. Students must receive a grade of 70% or above to pass. Students will be permitted to retake the examination once.

Note: Students who failed their first attempt and unable to pass either the Summative or OSCE examinations after the remediation and retake, will be referred to the Student Progress Committee for remedial recommendations.

Clinical Skills Practical
The PA student is given a comprehensive list of Clinical Skills. Training of these clinical skills has taken place in the dedicated Clinical Skills Lab during the didactic phase as well as during rotations, and documented on skills logging. The PA student will be required to demonstrate proficiency in several of these skills, randomly chosen by the course director.

Capstone Research Project
The Capstone Project can be considered the clinical equivalent to a Master's Degree thesis. The project topic is picked during their didactic year. Methods for research and analysis are taught and applied from PHA 526, Intro to Research & EBM, PHA 543 Research Methods, Design and Implementation, and encompassed in the curriculum during the Clinical Year. Descriptions of the Capstone Project may be found in course syllabi for Capstone Course.

The Capstone Project provides the PA student an opportunity to develop the skills to work with their mentor by conducting a rapid review literature research project. The capstone project will allow the PA student to demonstrate critical thinking skills, integrate concepts, properly analyze data, differentiate, critique, and summarize their findings. Each student will develop and create an individual, unique, and pertinent project which will advance medical knowledge amongst their peers, and present to a university community and group of professionals and peers.

*Please refer to the **Capstone Project Rubric**, which can be found in the course syllabi, for assessment details.*

FORMS

Advising Self-Assessment Form

Name: Click here to enter text. **Date:** Click here to enter text.

Didactic Year			Clinical Year	
☐ **Fall 1**	☐ **Spring 1**	☐ **Summer 1**	☐ **Fall** 2	☐ **Spring** 2 ☐ **Summer 2**

Please check the appropriate letter 5 – 1 in accordance with your answer.
5 = Always 4 = Mostly 3 = Sometimes 2 = Almost never 1 = Never

SKILLS	5	4	3	2	1
I complete assigned readings	☐	☐	☐	☐	☐
I complete all assignments on time	☐	☐	☐	☐	☐
I complete self-initiated readings on topics I am interested in	☐	☐	☐	☐	☐
I complete self-initiated readings on topics I am weak in	☐	☐	☐	☐	☐
I am punctual	☐	☐	☐	☐	☐
I am prepared for my assigned classes/rotations	☐	☐	☐	☐	☐
I take advantage of opportunities for responsibility that are appropriate to my level of training (i.e. volunteer experiences)	☐	☐	☐	☐	☐
My basic science knowledge is appropriate for my level of training	☐	☐	☐	☐	☐
My appearance represents a positive image for the PA profession	☐	☐	☐	☐	☐
I feel that I am prepared to enter into the professional phase of the PA program	☐	☐	☐	☐	☐
I understand program expectations	☐	☐	☐	☐	☐
I am able to keep up the with program expectations	☐	☐	☐	☐	☐
I am comfortable with my overall level of ability as it relates to my role as a PA student	☐	☐	☐	☐	☐

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My present stress level is:	! Low	! Medium	! High
	Please Check One		

List at least Three Strengths	List at least Three Areas for Improvement
1. Click here to enter text.	1. Click here to enter text.
2. Click here to enter text.	2. Click here to enter text.
3. Click here to enter text.	3. Click here to enter text.

My Concerns Are:

Click here to enter text.

My Professional Goals Are:

Click here to enter text.

Faculty Advisor Comments/Concerns/Recommendations:

Click here to enter text.

I,_____(student name), acknowledge and agree that my electronic signature below, whether digital or encrypted, is intended to authenticate and indicate my agreement with and acceptance of this writing and have the same force and effect as handwritten signatures, for the purposes of validity, enforceability, and admissibility.

_____ _____

Student Signature Date Faculty Advisor Signature Date

*Upon completion please place a **PDF version** of this form in the student's electronic file.*

University of the Sciences PA Program
Student Health Checklist

Name: _____	Date: _____

□ **Medical History and Physical Examination*** Date Performed:_____

*Note: This exam must occur within one month of commencement of classes or clinical rotations.

Immunizations:

□ Meningitis Date Administered:_____

□ Tdap (Adacel or Boostrix are acceptable) Date Administered:_____

□MMR
Date #1 Administered:_____ Date #2 Administered:_____
Serologic evidence of immunity date:_____

□Varicella
Date #1 Administered:_____ Date #2 Administered:_____
Serologic evidence of immunity date:_____

□Hepatitis B
1st Dose_____ 2nd Dose_____ 3rd Dose _____
Serologic evidence of immunity date:_____

□Influenza* Date Administered:_____

*Students on clinical rotations are required yearly immunization

□ Polio Date Administered:_____

I certify the above information is accurate and the above student is medically fit for medical education

□ Covid-19
1st Dose _____ 2nd Dose _____ 3rd Dose _____

Two Step PPD (#1 Must be read in 48-72 hours; #2 must be 7-21 days after #1)

#1 Date administered:_____ Date read: _____ Results: _____
#2 Date administered:_____ Date read: _____ Results: _____

*Chest x-ray is required if PPD is positive- Date_____Results _____

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Professional Performance Evaluation Form

Student Name: Click here to enter text. **Date:** Click here to enter a date.

Year: !Didactic !Clinical **Term:** !Spring !Summer !Fall

Performance Indicator	5	4	3	2	1
P1a. Attendance & Punctuality	☐	☐	☐	☐	☐
P1c. Respect for Peers/Attentive Listening	☐	☐	☐	☐	☐
P1d. Respect for Topic & Subject of Study	☐	☐	☐	☐	☐
P1f. Maintains Professional Appearance and Hygiene	☐	☐	☐	☐	☐
P1g. Professional Communication	☐	☐	☐	☐	☐
P1h. Respects Programmatic Decisions	☐	☐	☐	☐	☐
P1i. Adheres to Institutional Policies & Procedures	☐	☐	☐	☐	☐
P1k. Conference (Classroom) Professionalism	☐	☐	☐	☐	☐
P2c. Maintains Academic Integrity	☐	☐	☐	☐	☐
P2.d Following Directions	☐	☐	☐	☐	☐
PBL18a. Accepting Constructive Criticism	☐	☐	☐	☐	☐
PBL18c. Taking Responsibility for One's Own Learning	☐	☐	☐	☐	☐
PBL18d. Self-Assessment & Awareness	☐	☐	☐	☐	☐
SB19a. Ability to Work in a Team	☐	☐	☐	☐	☐

*Denotes proficiency (5- expert, 4 above-average, 3 proficient, 2 below-average, 1 needs improvement)

Faculty Advisor/Student Comments/Concerns/Recommendations for areas lacking proficiency:
Click here to enter text.

I,_____(student name), acknowledge and agree that my electronic signature below, whether digital or encrypted, is intended to authenticate and indicate my agreement with and acceptance of this writing and have the same force and effect as handwritten signatures, for the purposes of validity, enforceability, and admissibility.

Please sign below acknowledging the above meeting and that the results of the session have been communicated.

_____ _____

Student Signature Date Faculty Advisor Signature Date

*Upon completion place a **PDF version** of this form in the student's electronic file.*

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Student Absence Request Form

Student Instructions: It is your responsibility to obtain and complete this form whenever absent or requesting an absence, or attending lectures virtually, whether you believe it is excused or unexcused. This form must be submitted as soon as possible upon learning of your absence, or requesting for an absence, or request for virtual learning due to quarantining. This form must be filled out for EACH missed course and must be emailed to Ms. Flowers, Allison Williams, and the affected Course Director(s).

Student Name: Click here to enter text. **Date Submitted:** Click here to enter a date.
Date(s) of Absence: Click here to enter a date.
Class/Lab/Activity/Assignment/Rotation missed:
Click here to enter text.

Reason for Absence:
Click here to enter text.

How will the missed material be made up?
Click here to enter text.

I,_____(student name), acknowledge and agree that my electronic signaturebelow, whether digital or encrypted, is intended to authenticate, and indicate my agreement with andacceptance of this writing and have the same force and effect as handwritten signatures, for the purposes of validity, enforceability, and admissibility.

Please sign acknowledging the accuracy of the contents of this note.

_____
Student Signature Date

For Course Director Use Only:
Form submitted ASAP: Yes No Date received: ___
Excused absence? Yes No
Course material missed due to absence:
Click here to enter text.

May the student remediate the missed work? Yes No
Plan for remediation (if applicable):
Click here to enter text.

_____
Course Director Signature Date

***Student Instructions*:** Submit completed form to Course Director or Co-Director for review and inclusion in the student's record.

Faculty Instructions: *Upon completion please place a* ***PDF version*** *of this form in the student's electronic file.*

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Student Request for File Access

I,_____, hereby request to inspect the contents of my Physician Assistant Program student file in the immediate presence of the USciences Physician Assistant Program core faculty member.

_____ _____
Date Signature

Official Use Only:

Appointment for Review: _____
Date

File Inspected:

I,_____(student name), acknowledge and agree that my electronic signature below, whether digital or encrypted, is intended to authenticate and indicate my agreement with and acceptance of this writing and have the same force and effect as handwritten signatures, for the purposes of validity, enforceability, and admissibility.

_____
Student Signature Date

_____
Program Director Signature Date

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Incident Report

Name: Click here to enter text.

Date: Click here to enter text.

Location: Click here to enter text.

Preceptor Name: Click here to enter text.

Report filed at site? Click here to enter text.

If yes, who filed report: Click here to enter text.

Describe incident in detail. Give times, names of other personnel present, etc. Attach additional sheets as necessary.

Click here to enter text.

I,_____(student name), acknowledge and agree that my electronic signature below, whether digital or encrypted, is intended to authenticate and indicate my agreement with and acceptance of this writing and have the same force and effect as handwritten signatures, for the purposes of validity, enforceability, and admissibility.

Please sign acknowledging the accuracy of the contents of this note.

_____

Student Signature Date

Please send a copy to your Faculty Advisor, Director of Clinical Education, and the Program Director

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Academic Honesty Statement for Assessments

I acknowledge and understand that academic honesty and integrity are firm foundations of the Physician Assistant Program and University of the Sciences. Therefore, by accessing this examination viacomputer, or completing a written examination, I declare that the answers contained within this exam are mine and mine alone. I further affirm that I did not rely on or utilize any other person, written resources, or electronic media during this examination. I understand and accept that if I violate the academic honesty and integrity policy as written in the University Student Handbook and syllabi, the program will take appropriate reporting action to the Office of Student Conduct and outcomes may include disciplinary action up to and including dismissal from the PA program.

Please read the following statement:

"I acknowledge and understand that academic honesty and integrity are firm foundations of the Physician Assistant program and the University of the Sciences. I have read, reviewed, and understand the PA program Student Handbook policies on Academic Honesty. Furthermore, I have read, reviewed and understand the University Student Handbook policies on Academic Honesty. I affirm that the answerson any take home or virtually conducted remote quizzes/exams are my own, and that I did not seek the help or guidance from any other person or outside resources to complete the quizzes/exams. This includes but is not limited to current or former students, medical students, doctors, PAs, NPs, scientists, other health professionals, friends, acquaintances, and/or relatives; outside resources include internet browser searches, literature searches, websites, textbooks, notes, study guides, phone/tablet applications, smart watches/eyewear, online guides or board review software or books, blogs, online or via telephone chats/texts/instant messaging or any other forms of communications, shared documents, social networks, or any other materials unless otherwise directed. Remote quizzes and exams should be conducted in rooms cleared of clutter, free from distraction, without any other persons in the room, and with a webcamor phone camera on. I affirm that I will not share with any fellow or future classmates any information regarding the quizzes/exams, homework, workshops, OSCE cases, or clinical skills labs. I understand thatthe sharing of this information is considered cheating and a break of the academic honesty and integrity policy. I understand and accept that if I violate the academic honesty and integrity policy as outlined above, and written in the University Student Conduct Code, the Student handbooks and/or syllabi, the program will take appropriate disciplinary actions, up to and including dismissal from the PA program."

I,_____(student name), acknowledge and agree that my electronic signature below, whether digital or encrypted, is intended to authenticate and indicate my agreement with and acceptance of this writing and have the same force and effect as handwritten signatures, for the purposes of validity, enforceability, and admissibility.

I acknowledge that I have read and understand the above-mentioned policies regarding in-person and virtual proctoring of examinations and other assessments; including potential dismissal for failing to comply with these policies.

_____

Student Signature Date

*Upon completion please place a **PDF version** of this form in the student's electronic file.*

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CONSENT FOR RELEASE OF CONFIDENTIAL INFORMATION

Student Name: Click here to enter text. **Date:** Click here to enter a date.

The University of the Sciences Physician Assistant program is required by affiliated health care institutions that provide clinical educational rotations at their institutions, to provide certain personal student information. **The release of information is required in order to permit students to receive clinical training at each institution in compliance with state and federal law.** By signing this form, you are giving the program and its faculty and staff, permission to provide specific personal information to affiliated institutions as necessary to participate in your clinical rotations. This information includes:

- **FBI background check**
- **Child abuse background check**
- **Photo identification**
- **Name, date of birth, social security number**
- **Copy of your immunization records**
- **TB test results and/or chest x-ray results**
- **Drug screening results**
- **Criminal background checks**
- **As-needed information towards educational progress**

Release of Information

I,_____(student name) hereby to waive my rights, regarding the release of the above listed information, provided under the Family Education Rights and Privacy Act (FERPA) (20 USC 1232g, *et seq..).* By signing this form, I authorize the University of the Sciences Physician Assistant Program, and its faculty and staff, permission to provide the above identified personal information to affiliated clinical institutions.

I,_____(student name), authorize the PA program staff to release my medical health form checklist to the clinical sites I will be rotating through during the Didactic and Clinical Phase. I understand that information will be sent only to those facilities requiring documentation of my medical status.

I,_____(student name), acknowledged and agree that my electronic signature below, whether digital or encrypted, is intended to authenticate and indicate my agreement with and acceptance of this writing and have the same force and effect as handwritten signatures, for the purposes of validity, enforceability, and admissibility.

_____

Student Signature Date

*Upon completion please place a **PDF version** of this form in the student's electronic file.*

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PERFORMANCE AGREEMENT & CONFIRMATION OF RECEIPT OF HANDBOOK

I have received a copy of the USciences PA Program Student Handbook. I have read the enclosed policies and procedures concerning the PA program. I understand my obligation to fulfill all requirements of the program in the outlined time frame. I fully understand the information, have had an opportunity to have any questions answered, and hereby agree to abide by the information concerning PA program policies and procedures contained within this document. Additionally, I agree to abide by the University rules and regulations as set forth in the University Student Handbook.

1. I have received a copy of the PA Student Handbook. I understand that the policies, rules, and information described in it are subject to change at the sole discretion of the USciences Physician Assistant Program *at any time*.
2. I understand that my matriculation is terminable by myself at any time, regardless of the length of my matriculation. My matriculation may also be terminable secondary to infraction/violation of any PA program policy, guideline, or procedure, in accordance with the established policy for such matters.
3. I understand that, should the contents of the PA Student Handbook be changed in any way for any reason, the USciences Physician Assistant Program will provide me with the current version and may require an additional signature from me to indicate that I am aware of and understand such changes.
4. I understand that, for the duration of my time as a student at USciences, any medical costs incurred incidental or coincidental to my enrollment in the USciences Physician Assistant Program are my own responsibility. USciences is not responsible for covering any costs for medical treatment required or provided during the didactic year. *I further understand that I must maintain a valid health insurance policy throughout the entire didactic and clinical year*, and be able to provide proof of such insurance upon request. Failure to comply with this policy may result in suspension until compliance can be documented, which may result in delays of course completion, graduation, and eligibility to sit for the PANCE.
5. I further understand that my signature below indicates that:
    a. I have received a copy of the PA Student Handbook
    b. I have read and understand the above statements
    c. I have read and understand the material in its entirety contained within the PA Student Handbook
    d. I agree to abide by the rules, guidelines, and policies contained therein
    Progression and continuance in University of the Sciences PA Program is not only based upon scholasticachievement, but also based on the professional performance and the ability to meet the requirementsof the program. My signature represents that I understand the following:

        - Students are required to maintain a cumulative GPA of 3.00 or higher to continue, and/or graduate from the PA program.
        - Students must obtain a minimum grade of 70% (C) in all PHA courses.
        - Students must meet all professional and behavioral criteria as set forth in the PA Student Handbook.
        - Students must meet, maintain, and acknowledge adherence to the technical standards as set forth in this handbook
        - Students will have one opportunity to remediate a failed course
        - Student can only be placed on each type of probation one time throughout the program. The second

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instance of the same type of probation results in dismissal from the program.
- Compliance issues with the mandatory attendance policy can lead to dismissal of the program on professionalism grounds.
- Remediation of all assessments and performance indicators is required to demonstrate competency and to be eligible to graduate.
- All didactic phase PHA courses must be satisfactorily completed before the student is allowed to progress into the clinical phase and start clinical rotations.

I,_____(student name), acknowledge and agree that my electronic signature below, whether digital or encrypted, is intended to authenticate and indicate my agreement with and acceptance of this writing and have the same force and effect as handwritten signatures, for the purposes of validity, enforceability, and admissibility.

_____ _____
Student Signature Date Faculty Witness Signature Date

*Upon completion please place a **PDF version** of this form in the student's electronic file.*

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Technical Standards Student Attestation Form

I,_____(student name), hereby attest that ***I am able*** to meet all of the technical standards as outlined in the Physician Assistant Student Handbook. I understand that if I am unable to fulfill these technical standards at any time after admission (with or without reasonable accommodation), I ***will not*** be allowed to progress in the USciences Physician Assistant Program.

I,_____(student name), acknowledge and agree that my electronic signature below, whether digital or encrypted, is intended to authenticate and indicate my agreement with and acceptance of this writing and have the same force and effect as handwritten signatures, for the purposes of validity, enforceability, and admissibility.

_____

Student Signature Date

*Upon completion please place a **PDF version** of this form in the student's electronic file.*

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Standards for use of Standardized Patients (SPs)

- The safety of the SPs will be ensured. At no time should an SP be put at risk of any harm.

- Students and SPs should follow all instructions for minimizing the risk of the spread of contagious infections.

- Students and SPs should follow all posted rules and guidelines for learning/teaching in the SIM center.

- SPs will be treated in a respectful and professional manner at all times, regardless of the setting, whether encounters occur in the classroom, virtually, or in the SIM center.

- Selection, scheduling, training, and supervision of SPs will be solely the responsibility of the SP Program Director or whoever he or she may designate. All SP training will be validated by PA program faculty.

- SPs will not be expected to teach any material for which they have not been fully trained.

- SPs will not be required to carry out tasks that will require medical knowledge as background.

- SPs will not be required or requested to provide any information about their own personal or medical histories.

- Cases will be written such that SPs can use them to be fully prepared to carry out their tasks.

- Cases will avoid stereotyping on the basis of race, gender, sexuality, age, ethnicity, gender expression, socio-economic status.

- All policies and practices of the SP Program will be carried out consistently regardless of the client for whom the SP is working.

By my signature below I state that I have read and reviewed the above standards and agree that I will comply to these standards to the best of my ability. Failure to comply with these standards will subject the student to a professionalism review as outlined by the Student Handbook.

_____ _____

Signature Date

_____

Printed Name

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Student Evaluation of Preceptor

Student Name: Click here to enter text.

Course number and name: Click here to enter text.

Semester:
Fall ☐ **Spring** ☐ **Summer** ☐
Date: Click here to enter text.
Discipline: Click here to enter text.

Clinical Site Name: Click here to enter text.

(5) = Strongly Agree; (4) = Agree; (3) = Neither Agree nor Disagree; (2) = Disagree; (1) = Strongly Disagree, (0) = N/A (Not Applicable)

I. PRECEPTOR:

CRITERIA	5	4	3	2	1	N/A 0
The preceptor provided constructive and adequate feedback.	☐	☐	☐	☐	☐	☐
The preceptor's teaching methods were affective.	☐	☐	☐	☐	☐	☐
The preceptor encouraged a professional atmosphere.	☐	☐	☐	☐	☐	☐
The preceptor encouraged participation in all aspects of patient care.	☐	☐	☐	☐	☐	☐
The preceptor provided feedback on student performance.	☐	☐	☐	☐	☐	☐
The preceptor was knowledgeable about the discipline of medicine.	☐	☐	☐	☐	☐	☐
The preceptor monitored and discussed medical ethical concerns.	☐	☐	☐	☐	☐	☐
The preceptor developed and maintained a working alliance with thestudent.	☐	☐	☐	☐	☐	☐

The preceptor demonstrated sensitivity to social and ethical situationspresented in the health care environment.	☐	☐	☐	☐	☐	☐

CRITERIA	5	4	3	2	1	N/A 0
. The preceptor was a role model for the student.	☐	☐	☐	☐	☐	☐
. The preceptor helped to identify the student's strengths andweaknesses.	☐	☐	☐	☐	☐	☐
. The preceptor understands the role of a physician assistant.	☐	☐	☐	☐	☐	☐
The preceptor was available for consultation.	☐	☐	☐	☐	☐	☐
. The preceptor provided feedback on student history and physicalexams.	☐	☐	☐	☐	☐	☐
. The preceptor encouraged student to perform diagnostic andtherapeutic procedures.	☐	☐	☐	☐	☐	☐
. The preceptor provided the opportunity for the student to developpatient treatment plans.	☐	☐	☐	☐	☐	☐
. The preceptor provided opportunities to attend formal medicallectures.	☐	☐	☐	☐	☐	☐
. The preceptor assigned topics for discussion and/or reading.	☐	☐	☐	☐	☐	☐
. The preceptor provided adequate supervision.	☐	☐	☐	☐	☐	☐

ADDITIONAL COMMENTS:

1. Strengths of this rotation: Click here to enter text.
2. Weaknesses of this rotation: Click here to enter text.
3. Did the didactic year adequately prepare you for this rotation? ! Yes ! No
   If no, what could the PA Program have done to better prepare you? Click here to enter text.
4. Would you recommend this rotation to other students? ! Yes ! No
   If no, why not? Click here to enter text.

_____ _____

Student Signature **Date**

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Student Evaluation of Clinical Site

Please provide below the information requested for the clinical rotation you have just completed.

Student Name: Click here to enter text.

Date: Click here to enter text. **Clinical Site:** Click here to enter text.
Preceptor: Click here to enter text.
Date: Click here to enter text.

(5) = Strongly Agree; (4) = Agree; (3)= Neither Agree nor Disagree; (2) = Disagree; (1) = Strongly Disagree, (0) = N/A (Not Applicable)

I. PRECEPTOR:

CRITERIA	5	4	3	2	1	N/A 0
The site provided medical care to persons with a wide range of presentingcomplaints that were appropriate for the rotation.	☐	☐	☐	☐	☐	☐
The resources at the site were adequate to support training (e.g. reference materials, patient education materials, office equipment) were available.	☐	☐	☐	☐	☐	☐
The volume of patient encounters provided the opportunity for the requiredknowledge and skills to be accomplished.	☐	☐	☐	☐	☐	☐
The site provided an orientation at the start of the rotation.	☐	☐	☐	☐	☐	☐
The clinical rotation increased your knowledge and skills.	☐	☐	☐	☐	☐	☐
How would you rate your overall experience of this clinical rotation?	☐	☐	☐	☐	☐	☐

CRITERIA	5	4	3	2	1	N/A 1

Would you recommend this preceptor and site to other students?	☐	☐	☐	☐	☐	☐
The site allowed for chart documentation.	☐	☐	☐	☐	☐	☐
The role of a PA student was accepted by the staff.	☐	☐	☐	☐	☐	☐
. The didactic year prepared me for this rotation.	☐	☐	☐	☐	☐	☐

ADDITIONAL COMMENTS

1. Strengths of this rotation: Click here to enter text.

2. Weaknesses of this rotation: Click here to enter text.

3. Additional Comments:
   Click here to enter
   text.

_____ _____

Student Signature **Date**