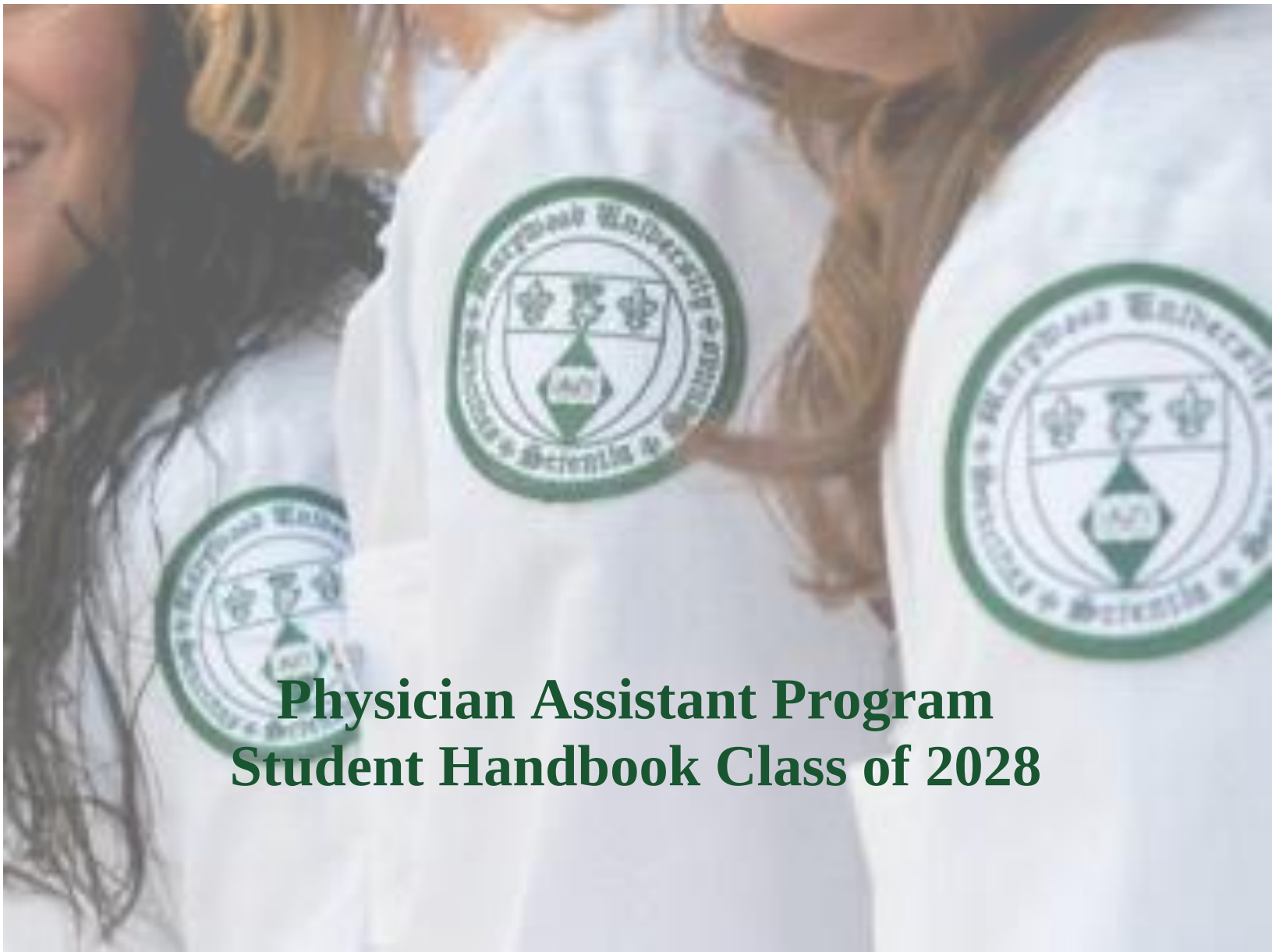
Marywood
UNIVERSITY



# Physician Assistant Program
# Student Handbook Class of 2028

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# Welcome to the Marywood University Physician Assistant Program

The faculty and staff warmly welcome you to the PA Program. The entire faculty is committed to your successful educational experience. You have worked incredibly hard to get to this point, and you will have to work even harder to get to your final goal of becoming a PA-C.

Over the next two years, the Program will challenge and test your personal and academic limits. You will find the rewards of completing the Program to be well worth your efforts. Graduation from the Program will prepare you for the Physician Assistant National Certification Examination (PANCE) and to practice as a knowledgeable, skillful, and caring provider.

The focus of your education will be primary care; however, the curriculum and clinical rotations cover the entire spectrum of medicine. In the process of your education, you will learn much about yourself, both your strengths and areas requiring improvement. The faculty will not only work with you to reach your academic goals, but we will also work with you on a daily basis to help shape you as a healthcare professional. Professionalism is a vital part of becoming an excellent Physician Assistant, and we will consistently stress the concept of being professional throughout the entire program.

We encourage you to lean on each other and work as a team to reach your common goals. Always remember you "can't pour from an empty cup," so make sure to take care of yourself through proper nutrition, exercise, and stress management techniques. In order to provide excellent patient care, you must first care for yourself. Mastering this skill early in your career as a physician assistant will hopefully lead to a long and fulfilling career in medicine.

This handbook is designed to provide help to you in understanding the policies of the Program. Changes in this document are anticipated, and we will provide updates as they occur. Feel free to discuss any issues or concerns you have regarding this document with the Program Director, a PA Program faculty member, or your faculty advisor who will be assigned to you.

The faculty and staff of the Marywood PA Program have your success as our highest priority, and we look forward to the day when you will become our colleagues. We are excited to start this journey with you. Once again, welcome to the Program.

Sincerely,

*The Faculty & Staff of the Marywood University PA Program*

# Faculty & Staff Contact Information

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# Mission and Goals

The Mission and Goals of the Physician Assistant Program are consistent with the Mission Statement and Goals of Marywood University.

# The Physician Assistant Program Mission Statement

- The Physician Assistant Program at Marywood University is committed to providing students with an exceptional education in a supportive and nurturing environment. This professional education will include the biomedical and clinical knowledge necessary to diagnose, treat, educate, and empower patients in a variety of settings across the lifespan.
- The Program is committed to preparing students to deal with the changing healthcare environment while promoting the PA profession.
- The Program emphasizes the importance of creating a knowledgeable community for future PA students to succeed while providing leadership to promote the PA profession.
- The Program acknowledges that patients are more than his or her physical body; therefore, the Program is dedicated to teaching our students to appreciate the patient's spirit in addition to caring for his or her body.
- The Program has an awareness of the need for quality healthcare, both regionally and globally, and the Program prepares each student to embrace empowerment within the profession and to practice competent and compassionate care for all people, especially the underserved; advocate for their patients; serve their communities; and undertake the challenges of an ever-changing healthcare environment.

# Goals of the Physician Assistant Program

1. To provide students with the knowledge, skills, and experience necessary to be successful, competent physician assistants.
2. To prepare students to participate as effective members of interdisciplinary healthcare teams in the promotion of health, prevention of illness, and care of diverse populations across the lifespan.
3. To develop effective interpersonal and communication skills within the medical community
4. To encourage students to utilize service opportunities to gain professional experience, enhance their classroom learning, and strengthen their community.
5. To develop professionalism and leadership skills at the local, state, and national level; shaping future policy and legislation to promote physician assistant practice.

# Technical Standards

STANDARD A3.13 The program *must* define, publish, consistently apply and make *readily available* to *prospective students*, policies and procedures to include:

e) any required *technical standards* for enrollment.

A physician assistant is a healthcare professional that possesses the knowledge and skills required to provide high-quality patient care to a diverse patient population. They must be able to integrate all information received by whatever sense(s) employed consistently, quickly, and accurately, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

A candidate for the physician assistant profession must have the abilities and skills of observation, communication, motor, integrative, behavioral, and social attributes. Reasonable accommodations can be made for some disabilities but on an individual basis, such a candidate should be able to perform in a fairly independent manner.

**Observation**

- Candidates must be able to observe in the lecture hall, laboratory, and both the inpatient and outpatient settings. Vision, hearing, and tactile sensation must be adequate to observe a patient's condition and elicit information from a physical examination that includes inspection, auscultation, and palpation.

**Communication**

- Candidates must be able to communicate effectively in the academic and healthcare settings. Candidates should possess effective written and verbal communication skills to allow for communication with patients in order to elicit information, describe changes in mood, activity, posture, and to perceive nonverbal communications.

**Motor**

- The ability to perform the basic diagnostic and therapeutic maneuvers and procedures, such as palpation and percussion, is required. Candidates must have sufficient motor function to execute movements reasonably required to provide care to patients. Candidates must be able to move between settings such as clinical, classroom, and hospital. Physical health and stamina is also required to complete the rigorous course of didactic and clinical study required. Long periods of sitting, standing, and moving are required throughout both the didactic and clinical phases.

**Intellectual-Conceptual, Integrative, and Quantitative Abilities**

- Candidates must be able to measure, calculate, reason, analyze, and synthesize. Problem-solving is one of the critical skills required for physician assistants. Candidates should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Candidates must be able to read and comprehend medical literature.

**Behavioral and Social Attributes**

- Candidates must possess the emotional health and stability required for full utilization of their intellectual abilities. Candidates must exercise good judgment and the prompt completion of all academic and patient care responsibilities. The development of mature, sensitive, and effective relationships with patients and other members of the healthcare team is essential. The ability to function in the face of uncertainty is inherent in clinical practice. Flexibility, compassion, integrity, motivation, interpersonal skills, and concern for others are requirements of the profession. The ability to function under stress is inherent.

# Graduate Competencies

STANDARD A3.12 The program *must* define, publish and make *readily available* to enrolled and *prospective students* general program information to include:

g) program required *competencies* for entry level practice, consistent with the competencies are defined by the PA profession.

Upon completion of the Marywood University Physician Assistant Program, graduates will possess knowledge, skills, and abilities in the following competencies. Student success in achieving the program competencies will be assessed during the final four months of the program. The program faculty and clinical preceptors will evaluate students through a variety of assessment tools, including but not limited to: multiple choice examinations, written examinations, practical examinations, objective structured clinical examinations (OSCEs), reflection papers, professional contribution paper, and clinical performance evaluations.

1. Demonstrate **knowledge** of established and evolving biomedical, clinical and social behavioral sciences and application to patient care across the lifespan for medical conditions, including preventative, emergent, acute, and chronic. (MK)
2. Elicit a **medical history** that is relevant and accurate of patient information across the lifespan and adjusts to the health care setting. (IP, PC, CTS)
3. Perform a **physical examination** that adjusts accordingly to the reason for the visit, patient demographics, and condition. (IP, PC, CTS)
4. Analyze patient data to develop a **differential diagnosis** that applies the principles of epidemiology across the lifespan and evidence-based medicine for medical conditions, including preventative, emergent, acute, and chronic. (MK, IP, PC, CR/PS)
5. Develop a **diagnostic management plan** for common medical conditions, including preventative, emergent, acute, and chronic, across the lifespan taking into consideration cost, sensitivity/specificity, invasiveness, and appropriate sequencing. (MK, PC, CR/PS)
6. Develop a **therapeutic management plan** for medical conditions, including preventative, emergent, acute, and chronic, across the lifespan that applies principles of pharmacotherapeutics and non-pharmacotherapeutics while taking into consideration the patient's condition, psychosocial context and socioeconomic factors. Make certain the plan is practical for implementation and ensures follow-up care. (MK, PC, CR/PS)
7. Provide accurate **patient education** regarding medical conditions, including preventative, emergent, acute, and chronic, to patients across the lifespan inclusive of health promotion and disease prevention in oral and written forms taking into consideration literacy, diversity, inclusiveness of family/caregivers, and utilization of other healthcare professionals and community resources/services. (MK, IP, PC, CR/PS)
8. **Communicate** clearly and effectively in oral and written forms with patients across the lifespan, their family/caregivers, and members of the healthcare team to provide competent comprehensive patient-centered care for medical conditions, including preventative, emergent, acute, and chronic. (IP, PC)
9. Perform **medical and surgical procedures** common across the lifespan in primary care for preventative, emergent, acute, and chronic conditions. (MK, PC, CTS)
10. Demonstrate **professionalism** with high ethical standards sensitive to patients across the lifespan, their family/caregivers, and members of the health care team. (P, PC, IP)
11. Maintain **practice-based and lifelong learning skills** with continued critical analysis of medical literature to evaluate, manage, and improve patient-centered care. (MK, P, PS, CR/PS)
12. Demonstrate responsiveness to **systems-based practice** by practicing cost effective care and resource allocation that does not compromise the quality of care. (MK, P, PS, CR/PS)

# Course Learning Outcomes

STANDARD A3.12 The program *must* define, publish and make *readily available* to enrolled and *prospective students* general program information to include:

g) program required *competencies* for entry level practice, consistent with the competencies are defined by the PA profession.

These course learning outcomes were developed in response to, and modeled after, the Physician Assistant Education Association "Core Competencies for New Physician Assistant Graduates." which incorporate the ARC-PA Competency domains: medical knowledge (MK), interpersonal skills (IS), clinical/technical skills (CTS), professional behaviors (P), and clinical reasoning/problem-solving (CR/PS). The concepts of cultural humility, self-assessment, and professional development are found throughout all domains. The Marywood PA course learning outcomes represent the continuum of knowledge, skills and behaviors expected of all students of the Marywood PA Program as they complete a module, course, or clinical rotation. Student success in achieving the course learning outcomes will be monitored throughout the didactic and clinical phases of the program. The program faculty and clinical preceptors will evaluate students through a variety of assessment tools, including but not limited to: multiple choice examinations, written examinations, practical examinations, objective structured clinical examinations (OSCEs), reflection papers, professional contribution paper, and clinical performance evaluations.

# 1. Patient-Centered Practice Knowledge

**Domain Description**: Students will be able to recognize healthy versus ill patients in the context of the patients' lives and determine the stage of illness – acute, at risk of illness (emerging), or chronic. Students will demonstrate the ability to utilize up-to-date scientific evidence to inform clinical reasoning and clinical judgment.

**Learning Outcomes:**
Recognize normal and abnormal health states through appropriate history and physical examination (MK, CTS)

- 1.1. Understand the scientific basis of health and disease through the fields of anatomy, physiology, pathophysiology, genetics, and microbiology (MK)
- 1.2. Discern among acute, chronic, and emerging disease states (MK, CR/PS)
- 1.3. Elicit and understand the stories of individual patients and apply the context of their lives (including environmental influences, cultural norms, socioeconomic factors, and beliefs) (MK, CTS, IS, CR/PS, P)
- 1.4. Develop therapeutic relationships with patients (IS, P)
- 1.5. Determine differential diagnoses, order and interpret diagnostic tests, perform necessary core duty procedures, diagnose, treat, and manage illness (MK, CTS, CR/PS)

**Essential Skills:**

- Information gathering
- History-taking
- Physical examination
- Discernment of important versus extraneous information
- Prioritization of actions and clinical care decisions based on information available and the patient's beliefs about their care
- Empathetic listening
- Relationship-building
- Evidence-based decision-making

**Questions to Consider:**

- Are students able to apply appropriate scientific evidence to patient care?
- Are students able to recognize sick versus healthy patients?
- Are students able to gather essential and accurate information for patients?

## 2. Society and Population Health

**Domain Description:** Students will be able to recognize and understand that the influences of the larger community may affect the health of patients and integrate knowledge of social determinants of health into care decisions.

**Learning Outcomes:**
Recognize the cultural norms, needs, influences, and socioeconomic, environmental, and other population-level determinants affecting the health of the individual and community being served (MK, CR/PS)

- 2.1. Recognize the cultural norms, needs, influences, and socioeconomic, environmental, and other population-level determinants affecting the health of the individual and community being served (MK, CR/PS)
- 2.2. Recognize the potential impacts of the community, biology, and genetics on patient and incorporate them into decisions of care (MK, CR/PS)
- 2.3. Demonstrate accountability and responsibility for removing barriers to health by understanding the role of disparities in causing illness (MK, P)
- 2.4. Reflect on personal and professional limitations in providing care (P)
- 2.5. Exercise cultural humility (P)
- 2.6. Understand and apply the fundamental principles of epidemiology (MK)
- 2.7. Recognize the value of monitoring and reporting for quality improvement (MK, CR/PS)
- 2.8. Use appropriate literature to make evidence-based decisions on patient care (MK, CR/PS)
- 2.9. Utilize standard of care practice when educating patients and recommending preventative health screenings and maintenance (MK, CR/PS)

**Essential Skills:**

- Patient & self advocacy
- Patient & self agency
- Active community engagement
- Resourcefulness
- Relationship development
- Self-awareness
- Interpersonal skills including influence, empathy, and humility
- Awareness of unconscious bias
- Information-gathering
- Discernment of important versus extraneous information
- Prioritization of action steps based on information available
- Awareness of biases and attitudes towards others

- Empathetic listening

**Questions to Consider:**

- Can students define key terminology and apply basic concepts of population health?
- Are students able to locate and secure resources for patients within a given community?
- Are students able to identify personal bias or knowledge deficits that would adversely affect delivery of patient-centered care?

## 3. Health Literacy and Communication

**Domain Description:** Students will be able to communicate with patients as partners who engage in shared decision-making and who communicate, interpret, and express themselves as individuals with unique personal, cultural, and social values.

**Learning Outcomes:**

- 3.1. Establish effective, therapeutic relationships to deliver culturally competent care (IS)
- 3.2. Communicate effectively with patients, families, and the public so that they can understand and make meaning out of the information conveyed to them (IS, P)
- 3.3. Demonstrate insight and understanding about emotions and human responses to emotions in order to facilitate effective interpersonal interactions (MK, IS, P)
- 3.4. Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs (MK, CTS, IS, CR/PS, P)

**Essential Skills:**

- Self-awareness
- Knowing when to consult
- Awareness of unconscious biases
- Interpersonal skills
- Active listening
- Patient education
- Cultural competency
- Health literacy
- Trust-building

**Questions to Consider:**

- Are students able to demonstrate sensitivity to patient health needs in the context of the patient's life and views on health and health care?
- Are students able to establish rapport and communicate with patients to appropriately address the patients' health needs?

## 4. Interprofessional Collaborative Practice and Leadership

**Domain Description:** Students will be able to recognize that the patient is at the center of all health care goals and to partner with the patient to define the patient's health care goals.

**Learning Outcomes:**

- 4.1. Articulate one's role and responsibilities to patients, families, communities, and other professionals (MK, IS, P)
- 4.2. Ensure the focus of the health care team is on the needs of the patient (IS, P)
- 4.3. Develop relationships and effectively communicate with physicians, other health professionals, and health care teams (IS, P)
- 4.4. Recognize when referrals are needed and make them to the appropriate health care provider (MK, P, CR/PS)
- 4.5. Understand and use the full scope of knowledge, skills, and abilities of available health professionals to provide care that is safe, timely, efficient, effective, and equitable (MK)
- 4.6. Describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health (MK, IS, CR/PS)

**Essential Skills:**

- Interpersonal skills including humility and beneficence
- Self-awareness
- Effective communication
- Empathetic listening
- Advocacy
- Teamwork
- Relationship building
- Care planning

**Questions to Consider:**

- Are students able to work effectively as members of a team to address the patients' health needs?
- Are students able to articulate the appropriate scope of PA practice?
- Are students able to determine which patients require other team members to participate in the delivery of care to achieve the patient's goals?

## 5. Professional and Legal Aspects of Health Care

**Domain Description:** Students will be able to practice medicine in a beneficent manner, recognizing and adhering to standards of care while attuned to advancing social justice.

**Learning Outcomes:**

- 5.1. Articulate the standard of care practice; including quality, quality improvement and safety, risk management, and prevention of medical errors (MK, CR/PS)
- 5.2. Participate in difficult conversations with patients and colleagues (IS, P)
- 5.3. Demonstrate respect for the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care (MK, P)
- 5.4. Demonstrate accountability to patients, society, and the profession (IS, P)
- 5.5. Exhibit an understanding of the legal and regulatory environments affecting clinical practice (MK)

**Essential Skills:**

- Interpersonal skills including humility, compassion

- Empathetic listening
- Integrity
- Accountability
- Humanism
- Responsibility
- Help-seeking behaviors
- Self-advocacy

**Questions to Consider:**
- Are students able to demonstrate adherence to standards of care?
- Are students able to admit mistakes and take accountability for their actions?
- Are students able to discuss and explore ethical issues in a thoughtful, non-biased manner that respects the autonomy of patients while demonstrating beneficence and non-maleficence?

## 6. Health Care Finance and Systems

**Domain Description:** Students will be able to articulate the essential aspects of value-based health care and apply this understanding to the delivery of safe and quality care.

**Learning Outcomes :**
- 6.1. Recognize the financial implications to the provision of health care (MK)
- 6.2. Understand the collaborative nature of the PA/physician relationship (MK)
- 6.3. Understand different types of health systems, funding streams, and insurance (MK, CR/PS)

**Essential Skills:**
- Systems thinking
- Adaptability
- Leadership
- Stewardship of resources
- Help-seeking behaviors
- Reimbursement
- Coding
- Care coordination
- Technology fluency
- Patient and personal safety
- Quality improvement
- Evidence-based practice
- Practice-based improvement

**Questions to Consider:**
- Are students able to articulate the defining characteristics of value-based health care and apply this knowledge to care for patients in a cost-conscious, fiscally responsible manner?
- Are students able to identify and resolve issues in the health system that affect the quality and safety of patient care?

# Clinical & Technical Skills Taught in the Program

While not inclusive, this list is representative of skills taught across the curriculum. Students may or may not perform the following skills, but they will have the opportunity to discuss essential information about the skill/procedure.

**Clinical Skills:** are skills used to make patient care decisions. Examples include, but are not limited to, history taking, performing physical exam, patient counseling, diagnostic reasoning, diagnostic studies interpretation, effective communication, teamwork, and professionalism.

- Gather a focused and/or complete medical history
- Perform a focused and/or complete physical examination
- Recognize a patient requiring urgent or emergent care and initiate evaluation and management
- Analyze patient data to develop a differential diagnosis
- Appropriately document a clinical encounter
- Perform an oral presentation on a patient case
- Recommend and interpret common diagnostic and screening tests
- Choose and discuss orders and prescriptions
- Apply an evidence-based treatment plan
- Provide patient education and counseling
- Communicate clearly in oral and written forms
- Demonstrate professionalism with high ethical standards

**Technical Skills:** are procedural skills. Examples include, but are not limited to, performing diagnostic studies, intravenous line insertion, surgical scrubbing, cast application, and suturing.

**Vascular Access and Other Practical Skills**

- Venipuncture
- Peripheral IV catheterization
- Intramuscular, subcutaneous, and intradermal injections

**EENT Skills**

- Visual acuity and color vision screening
- Irrigation of the external auditory canal

**Cardiovascular Skills**

- Doppler assessment of peripheral pulses and/or prenatal fetal heart rate
- Perform a 12-lead electrocardiogram (ECG)
- Central venous catheter insertion
- Perform cardiopulmonary resuscitation, defibrillation and cardioversion, airway management, and other life support skills according to ACLS guidelines (demonstrated through successful certification process)
- Basic life support (BLS) procedures
- Advanced cardiac life support (ACLS) procedures
- Pediatric cardiac life support (PALS) procedures

**Respiratory Skills**

- Chest needle decompression/chest tube insertion
- Oxygen administration via nasal cannula, non-rebreather mask
- Administration of inhaled medications, including nebulizer and inhaler technique

**GI/GU and Reproductive Health Skills**

- Naso-orogastric intubation and lavage
- Urinary bladder catheterization
- Collection of urethral, vaginal, and/or cervical specimens for STI testing
- Collection of vaginal and cervical specimens for cytologic (PAP) examination
- Stool hemoccult sample collection and analysis

**Orthopedic Skills**

- Splinting
- Casting
- Arthrocentesis/intra-articular injection of the large joints (knee)

**Neurologic Skills**

- Lumbar puncture

**Surgical Skills**

- Informed consent
- Aseptic technique
- Surgical scrub, gown, and glove
- Administration of local anesthesia and/or digital nerve blocks
- Wound closure with sutures and/or staples
- Incision & drainage and packing
- Wound care and dressing
- Skin punch and shave biopsy
- Surgical hand tie

**Ultrasound Skills**

- Introduction to POCUS to include:
- General ultrasound technique
- FAST exam
- Vascular access
- Ultrasound guided central venous catheter placement
- Ultrasound guided chest tube insertion

# Code of Ethics of the Physician Assistant Profession

The American Academy of Physician Assistants recognizes its responsibility to aid the profession in maintaining high standards in the provision of quality and accessible healthcare services. The

following principles delineate the standards governing the conduct of physician assistants in their professional interactions with patients, colleagues, other health professionals, and the general public. Realizing that no code can encompass all the ethical responsibilities of the physician assistant, this enumeration of obligations in the code of ethics is not comprehensive and does not constitute a denial of the existence of other obligations, equally imperative, though not specifically mentioned. The full AAPA Code of Ethics can be found at AAPA Code of Ethics.

**Physician Assistants** shall be committed to providing competent medical care, assuming as their primary responsibility the health, safety, welfare, and dignity of humans.

**Physician Assistants** shall extend to each patient the full measure of their ability as dedicated, empathetic healthcare providers, and shall assume responsibility for the skillful and proficient transactions of their professional duties.

**Physician Assistants** shall deliver needed healthcare services to health consumers without regard to sex, age, race, creed, socio-economic, and political status.

**Physician Assistants** shall adhere to all state and federal laws governing informed consent concerning the patient's health care.

**Physician Assistants** shall seek consultation with their supervising physician, other healthcare providers, or qualified professionals having special skills, knowledge, or experience whenever the welfare of the patient will be safeguarded or advanced by such consultation. Supervision should include ongoing communication between the physician and the physician assistant regarding the care of the patient.

**Physician Assistants** shall take personal responsibility for being familiar with and adhering to all federal/state laws applicable to the practice of their profession.

**Physician Assistants** shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity, or services.

**Physician Assistants** shall uphold the doctrine of confidentiality regarding privileged patient information, unless required to release such information by law, or such information becomes necessary to protect the welfare of the patient and the community.

**Physician Assistants** shall strive to maintain and increase the quality of individual healthcare services through individual study and continuing education.

**Physician Assistants** shall have the duty to respect the law, to uphold the dignity of the physician assistant profession, and to accept its ethical principles. The physician assistant shall not participate in or conceal any activity that will bring discredit or dishonor to the physician assistant profession and shall expose, without fear or favor, any illegal or unethical conduct in the medical profession.

**Physician Assistants**, ever cognizant of the need of the community, shall use the knowledge and experience acquired as professionals to contribute to an improved community.

**Physician Assistants** shall strive to maintain a spirit of cooperation with their professional organization and the general public.

# Program Accreditation

STANDARD A3.01 Program policies *must* apply to all students, *principal faculty*, and the program director regardless of location. A signed clinical affiliation agreement or memorandum of understanding may specify that certain program policies will be superseded by those at the clinical site.

- The policies in this handbook apply to all students, principal faculty, and the program director regardless of location. Certain program policies will be superseded by those at the clinical site.

STANDARD A3.02 The program *must* define, make *readily available*, and consistently apply its policies and practices to all students.

STANDARD A3.12 The program *must* define, publish and make *readily available* to enrolled and *prospective students* general program information to include:

a) the program's ARC-PA accreditation status as provided to the program by the ARC-PA.

Marywood University Physician Assistant Program has been granted continuing accreditation by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA.)

This handbook is based on the Accreditation Standards for Physician Assistant Education. The Standards provide the requirements to which each program is to be held accountable. Based on compliance with the Standards, ARC-PA will confer or deny program accreditation. For more information on the accreditation process or detailed information regarding Accreditation Standards for Physician Assistant Education, please refer to ARC-PA.

# Financial Policies and Tuition Costs

STANDARD A1.02 The sponsoring institution is responsible for:

k) defining, publishing, making *readily available* and consistently applying to students, its policies and procedures for refunds of tuition and fees.

STANDARD A3.12 The program *must* define, publish and make *readily available* to enrolled and *prospective students* general program information to include:

f) estimates of all costs (tuition, fees, etc.) related to the program.

Detailed information regarding the current financial policies, tuition, and fees of Marywood

University can be found at Student Accounts Office. Information can also be found on the PA Program website, under the "Scholarships & Tuition" tab, at PA Program Scholarships and Tuition.

# Academic Accommodations

Marywood University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. Students with disabilities who need special accommodations must submit documentation of the disability to the Office of Student Disability Services, Learning Commons 217, in order for reasonable accommodations to be granted. The Office of Disability Services will partner with students to determine the appropriate accommodations and, in cooperation with the instructor, will work to ensure that all students have a fair opportunity to perform in this class. Students are encouraged to notify instructors and the Office of Student Disability Services as soon as they determine accommodations are necessary; however, documentation will be reviewed at any point in the semester upon receipt. Specific details of the disability will remain confidential between the student and the Office of Student Disability Services unless the student chooses to disclose. For assistance, please contact Lakeisha Meyer, Director of Student Disability Services, at 570.348.6211 x2383 or ldmeyer@marywood.edu. For additional information on Student Support Services, consult The Office of Student Disability Services.

# Academic Honesty Policy

The Marywood University community functions best when its members treat one another with honesty, fairness, and trust. The entire community, students and faculty alike, recognize the necessity and accept the responsibility for academic honesty. Students must realize that deception for individual gain is an offense against the entire community.

Students have a responsibility to understand and adhere to the University's Academic Honesty Policy. Violations of this Academic Honesty Policy or the intent of this statement carry consequences. Any violations of academic honesty in the didactic or clinical phase will result in the assignment of a grade of 0 (zero) for the coursework in which the infraction occurred. Marywood University's Academic Honesty Policy can be found at Marywood University Academic Honesty Policy.

The policy identifies the following types of violations. These examples do not cover all varieties of academic dishonesty, but they do serve as a reasonable general guide.

Cheating is defined as, but not limited to, the following:

- Having unauthorized material and/or electronic devices during an examination without the permission of the instructor
- Copying from another student or permitting copying by another student in a testing situation
- Communicating exam questions to another student

- Completing an assignment for another student, or submitting an assignment done by another student, e.g., exam, paper, laboratory, or computer report
- Taking pictures of exams/exam materials
- Writing down exam questions to look up after exam
- Collaborating with another student in the production of a paper or report designated as an individual assignment
- Submitting work purchased from a commercial paper writing service
- Submitting out of class work for an in-class assignment
- Changing grades or falsifying records to include Typhon time logs and case logs
- Stealing or attempting to steal exams or answer keys, or retaining exams without authorization
- Submitting an identical assignment to two different classes without the permission of the instructors
- Falsifying an account of data collection unless instructed to do so by the course instructor
- Creating the impression, through improper referencing, that the student has read material that was not read
- Artificially contriving material or data and submitting them as fact
- Failing to contribute fairly to group work while seeking to share in the credit
- Collaborating on assignments that were not intended to be collaborative
- Possessing knowledge of academic dishonesty within the Program and not notifying PA Program faculty
- Using generative AI tools (such as Chat GPT or DALL-E) to produce work that a student submits as their own without explicit instructor permission and appropriate citation/acknowledgment (where applicable) OR in a way that violates a departmental policy or course instructor's syllabus policy.

Plagiarism is defined as the offering as one's own work the words, ideas, existing imagery, or arguments of another person or generative AI tools (such as Chat GPT or DALL-E) without appropriate attribution by lines for the correction of accurate or misleading data through informal and formal hearings. A policy statement explains in detail the procedures to be used by Marywood University for compliance with the provisions of the act.
Copies of the statement can be found in the Offices of the Registrar and Deans. Plagiarism is considered unprofessional behavior by the Physician Assistant Program, and therefore the Physician Assistant Program will dismiss a student found to have plagiarized work.

All students must complete the plagiarism module, "How to Recognize Plagiarism," and the examination found at How to Recognize Plagiarism Online Module and submit certification of completion to program administration by June 1 of the didactic year.

# Notice of Nondiscrimination Policy

STANDARD A1.02 The sponsoring institution is responsible for:
j) defining, publishing, making *readily available* and consistently applying to students, its policies and procedures for processing student allegations of harassment.

Marywood prohibits discrimination on the basis of actual or perceived race, color, sex (including sex-based harassment, gender, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity), national origin (including shared ancestry and ethnic characteristics), age, creed, religion, disability, marital status, citizenship, genetic information, military/veteran status, political belief or affiliation, use of a guide or support animal, and any other class of individuals protected from discrimination under federal, state, or local law, regulation, or ordinance in any of the University's educational programs and activities, and in the employment (including application for employment) and admissions (including application for admission) contexts. Concerns or reports can be shared with the University's Title IX Coordinator. View the full *Notice of Nondiscrimination Policy*, *Title IX Policy* , *and Parenting, Pregnancy, or Related Conditions Policy*.

**Contact Information**

Individuals reporting an incident under this Policy should contact one of the individuals below:

Dr. Jeff Kegolis, Ph.D.
Vice President for the Student Experience and Title IX Coordinator
Email: klkegolis@marywood.edu
Phone: (570) 358-6211

Ms. Kimberly Padden
Director of Human Resources
Deputy Title IX Coordinator
Email: Kpadden@marywood.edu
Phone: (570) 961-4549

Ms. Nicole Malloy
Associate Director of Athletics and Recreation
Deputy Title IX Coordinator
Email: malloy@marywood.edu
Phone (570) 348-6211

# Student Mistreatment Policy

**STANDARD A3.15 The program *must* define, publish, consistently apply and make *readily available* to students upon admission:**

f) policies and procedures for allegations of student mistreatment.

Marywood University PA Program is committed to addressing and preventing all forms of student mistreatment, including but not limited to discrimination, unprofessional relationships, abuse of authority, and abusive or intimidating behavior. This policy applies to all students, faculty, staff, administrators, and any individual involved in the academic or clinical environment of the Program.

The policy identifies the following types of student mistreatment. These examples do not cover all varieties of student mistreatment, but they do serve as a reasonable general guide.

Student mistreatment is defined as any behavior that shows disrespect for the dignity of others and unreasonably interferes with the learning process. This includes, but is not limited to:

- Discrimination or harassment based on race, ethnicity, gender, sexual orientation, religion, disability, or any protected status
- Unprofessional or exploitative relationships
- Verbal abuse, threats, or intimidation
- Public humiliation or belittlement
- Sexual harassment or misconduct
- Physical abuse or threats of violence
- Abuse of authority or misuse of power

The Program prohibits all forms of student mistreatment. Every student has the right to a safe, inclusive, and supportive academic environment. Faculty, staff, and students are expected to uphold professional standards of conduct and treat each other with mutual respect. Students may report mistreatment through any of the following:

- Office of Student Experience
- Title IX Coordinator (contact information listed below)
- Dean's Office or Program Director

The Program will make every effort to maintain confidentiality while balancing the need for investigation and appropriate resolution. Retaliation against individuals who report mistreatment or participate in an investigation is strictly prohibited and subject to disciplinary action. All reports will be reviewed promptly and, where appropriate, investigated by trained university personnel. Investigations will follow a consistent and transparent process that ensures fairness to all parties involved. Corrective action, up to and including disciplinary measures, will be taken when a violation of this policy is substantiated.

**Contact Information**

Individuals reporting an incident under this Policy should contact one of the individuals below:

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Vice President for the Student Experience and Title IX Coordinator
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Phone: (570) 961-4549

Ms. Nicole Malloy
Associate Director of Athletics and Recreation
Deputy Title IX Coordinator
Email: malloy@marywood.edu
Phone (570) 348-6211

# Marywood University Counseling/Student Development Center

STANDARD A3.10 The program *must* define, publish, make *readily available*, and consistently apply written procedures that provide for *timely* access and/or referral of students to services addressing personal issues which may impact their progress in the PA program.

All students currently enrolled at Marywood University are welcome to use the Marywood University Counseling & Student Development Center for any type of personal or academic problems. Oftentimes, it is advisable to utilize this service before problems begin to impact a student's academic progress.

The Counseling Center staff is bound by ethical and legal guidelines to protect a student's right to confidentiality. No information, written or spoken, is released to other persons without the student's written permission. The only exceptions to these guidelines are information released that is governed by law. These are specific to situations where there is reason to believe that there is intent to harm oneself, or another, and to situations where one may be court-ordered in cases of involvement in a lawsuit. A mandated reporter shall make a report of suspected child abuse in accordance with this section if the mandated reporter has reasonable cause to suspect that a child is a victim of child abuse.

Appointments may be scheduled in person at the Counseling/Student Development Center, which is located in the McGowan Center 1017, by calling the office at 570-348-6245, or through email at csdc@marywood.edu. The Center's regular office hours are Monday through Friday, 8:30AM-4:30PM. Evening appointments may be available.

In the event of an emergency, students may walk in and meet with a therapist during regular business hours, 8:30AM-4:30PM. In the event of a psychological crisis after hours and on weekends, the Center's Director, Assistant Director, or Staff Counselor can be reached for phone consultation and support. Students may call the center at 570-348-6245 and select option #1 for ProtoCall services and to reach the on-call counselor. This service is available when school is in session. Students may also call the Scranton Counseling Center at 570-348-6100 and a crisis worker there will assist the student.

# Student Health Services

STANDARD A1.05 The sponsoring institution *should* provide PA students and faculty at geographically *distant campus* locations access to *comparable* services and resources available to PA students and faculty on the main campus, which help students reach their academic and career *goals*.

STANDARD A3.09 The program *must* define, publish, make *readily available*, and consistently apply policies that preclude *principal faculty*, the program director, and the *medical director* from participating as healthcare providers for students in the program, except in an emergency situation.

- Students are not permitted to ask or seek medical advice or treatment from any faculty, the Medical Director, or the Program Director of the Physician Assistant Program unless in the case

of an emergency.

STANDARD A3.10 The program *must* define, publish, make *readily available*, and consistently apply written procedures that provide for *timely* access and/or referral of students to services addressing personal issues which may impact their progress in the PA program.

- Marywood University Student Health Services is available to all students currently enrolled at Marywood University. The professional staff of Student Health Services is committed to meeting today's highest health standards. A registered nurse is available to provide healthcare that is sensitive to the needs of all students. A certified registered nurse practitioner is available Monday through Friday, 8:30AM-4:30PM, while school is in session (August through May) either by appointment or walk in. A physician is available at posted times and dates. More information can be found at Student Health Services.

# Health Records and Medical Insurance

Upon acceptance into the Physician Assistant Program, students are required to obtain a physical examination by a licensed MD, DO, PA-C, or CRNP of their choice and have that provider complete Marywood University's "Student Health Services: Health History, Physical Examination and Immunization Record." This form can be found at History & Physical Form. This form, along with proof of vaccinations/titers, must be completed and submitted to the Marywood University Student Health Services office. All students must have all medical clearances completed **by May 1st of both the didactic (those accepted before March 31st) and clinical years**. Failure to submit the appropriate paperwork in a timely manner will affect the student's eligibility to start the Program and/or move onto clinical rotations. This record will be maintained by Marywood University Student Health Services.

The clinical facilities that are used for clinical training require additional immunizations and proof of immunity (titers). Therefore, all physician assistant students must provide dates of all the immunizations listed below and must submit titer results for Measles, Mumps, Rubella, Varicella, and Hepatitis B series.

STANDARD A3.07 The program *must* define, publish, make *readily available*, and consistently apply:
a) a policy on immunization and health screening of students. Such policy *must* be based on then current Centers for Disease Control and Prevention recommendations for health professionals and state specific mandates.
b) n/a

- The *Physician Assistant Program Immunization Policy* is based on, but not limited to, current Center for Disease Control recommendations for health professionals and is subject to change at any time in order to stay in compliance with those recommendations. Students who are not correctly immunized pose a significant public health risk to patients, coworkers, and themselves. If immunizations are not up to date, clinical sites will not accept you. This will impact your timely progression through the Program, prevent you from participating in a variety of clinical experiences, and ultimately may prevent you from graduating.

STANDARD A3.19 Student health records are confidential and *must* not be accessible to or reviewed by *program*, *principal*, or *instructional faculty* or staff except for immunization and screening results, which may be maintained and released with written permission from the student.

- To ensure confidentiality, student medical records are neither seen, nor reviewed by, the Physician Assistant Program faculty or staff. The student or healthcare facility must send your medical information directly to Student Health Services by uploading it to the Student Health Portal. The staff of Student Health Services reviews the medical information and sends the Physician Assistant Program a health clearance form. Health clearance forms may be released with written permission from the student and forwarded to clinical facilities as necessary to schedule and secure clinical rotations.

Some clinical facilities may require additional immunizations, titers, or screenings which students must obtain prior to starting rotations at those sites. Failure to comply with the immunization policy or failure to complete additional immunizations, proof of immunity, or required clearances/screenings will result in the inability to enter, continue, or complete clinical rotations.

**Tetanus, Diphtheria, & Pertussis (TDaP)**
- Completed primary series of tetanus-diphtheria immunizations
- 1 dose within the last 10 years

**Measles, Mumps, & Rubella (MMR)**
- Serologic proof of immunity (positive titers) for all 3 and
- Dates of 2-dose MMR series, if received

**Hepatitis B**
- Dates of 3-dose series and
- Serologic proof of immunity (positive titer)

**Varicella (Chicken Pox)**
- Serologic proof of immunity and
- Dates of 2-dose Varicella series, if received
- Written documentation of disease by healthcare provider will no longer be accepted as proof of immunity

**Tuberculosis**
- Yearly Quantiferon TB-Gold blood test

**Meningitis**
- Date of 1 MenACWY vaccine

**Influenza**
- Annual vaccine each fall by November 1st with written documentation

**Polio**
- Written documentation of completed series as a child

**COVID-19**
- Dates of complete series (2-step or 1-step and brand of vaccine received, as well as any boosters received)
- **Not a requirement for MU, but it is a requirement for all clinical rotations and community experiences. If students do not receive the COVID-19 vaccination series (including any required boosters), they will not be placed on clinical rotations until the vaccine series is complete. This will delay a student's graduation.*
- Students must follow the guidelines of their clinical sites, which may require students to have received booster doses of COVID-19 vaccine.

All costs incurred in complying with this policy are the responsibility of the student. It is also the student's responsibility to remain current with all immunizations and to maintain current copies of their health and immunization records. History and physical examinations must be completed annually, and can be completed at Student Health Services if the student chooses. Health Clearance Forms will be updated annually based on the information provided by the student to the Student Health Services Office. It is the responsibility of the student to provide health information annually to Student Health Services.

It is recommended that the PA student carry their Health Clearance Form to the clinical site on the first day of each rotation in case proof of immunization is requested by that site.

All students are required to maintain medical insurance throughout the duration of the Program. Students must provide a copy of their insurance coverage to be maintained in the Program office **by May 1st.** If a student's insurance changes while enrolled in the Program, they must immediately provide a copy of their new insurance card to the Program and/or upload to Typhon.

**Malpractice Insurance**

All students are required to carry malpractice insurance when participating in clinical experiences. This applies to clinical experiences which occur in the didactic phase of the Program, as well as those in the clinical phase. The cost is approximately $90/year, and this is added to the base tuition. Marywood University provides this coverage through Global Risk Management, LLC. The policy provides each student coverage with $1,000,000 per occurrence and $3,000,000 per aggregate as required in Pennsylvania. This certificate will be provided to each student prior to any clinical experience. Students are not covered by the Program's malpractice insurance during personally volunteered activities not coordinated by the Program. Malpractice insurance is renewed annually.

# Significant Exposure Guidelines

STANDARD A3.08 The program *must* define, publish, make *readily available* and consistently apply policies addressing student exposure to infectious and environmental hazards before students undertake any educational activities which would place them at risk. Those policies *must:*

a) address methods of prevention,
b) address procedures for care and treatment after exposure, and
c) clearly define financial responsibility.

- To prevent exposure to infectious and environmental hazards, students are to follow CDC Safety Culture Protocol. Students will complete a Bloodborne Pathogens course during didactic year prior to completing any Medical Procedures.
- In the event of a significant exposure from a needle stick, puncture wound, or contamination of any open wound or the mucous membranes by saliva or other body fluids, the following guidelines will be followed:
    - If exposure occurs at an off-campus site, the off-campus site's protocol will be followed.
    - If exposure occurs at Marywood University, or if the off-campus site will not extend protocol, the following procedure will be followed:
        - Immediately cleanse the wound with soap and water
        - Immediately report the incident to the Clinical Director/Academic Director and Marywood

University Student Health Services
        - An incident report should be made with the Campus Safety Office at Marywood University (if incident occurred on MU campus)
- Guidelines to be followed off-campus or on-campus:
    - The student should immediately report the incident to the Clinical Director/Academic Director and Marywood University Student Health Services
    - Determine the source's HIV and Hepatitis C status if possible. Obtain the patient's age and exposure recipient's permission for possible blood testing and arrange for pre-test counseling
    - The person who has been exposed should have baseline blood drawn to test for anti-Hbs, anti-Hep C, and anti-HIV within 24-72 hours of exposure
- The treatment recommendations are as per current CDC guidelines for exposure. Information can be found at CDC Best Practices for Occupational Exposures to Blood
- If you have questions about appropriate medical treatment for occupational exposures, 24-hour assistance is available from the Clinician's Post-Exposure Prophylaxis Hotline (PEP Line) at 1-888-448-4911 or Clinician's PEP Guidelines.
- Any expenses occurring as a result of a significant exposure are the responsibility of the student.
- If a significant exposure results in disease or disability impairing the student to progress either during the didactic or clinical year, the student must notify the Program Director immediately for further instruction. Continued academic progression will be determined by the student and Academic and Professional Performance Committee on an individual basis.
- Failure to comply with the above protocol will delay the student's progression in the program, and will result in professional probation.

# Marywood University Physician Assistant Student Society (MUPASS)

**MUPASS** is an organization of physician assistant students. This organization is committed to increasing awareness of the PA profession and promoting health and wellness on campus, in the community, and on a national level. The members of this society will participate in health-related awareness activities, conferences, as well as encourage service and scholarship by its members. When participating in activities, MUPASS members are representing the PA program, so they must maintain professionalism and act as positive role models for others.

Class officers are to be elected by the entire class in the Didactic Summer semester and will remain in office throughout the entire PA program. Descriptions of the responsibilities of class officers follow:

- **President**
    - Lead the class through didactic and clinical years
    - Act as a liaison between the class and faculty
    - Present class grievances or concerns to the Faculty Advisor for resolution
    - Present monthly updates at Faculty Department Meetings
    - Meet with the entire MUPASS student body monthly or bi-monthly as needed
    - Meet with the MUPASS elected officers monthly or bi-monthly as needed
- **Vice-President**

    - Execute the duties and powers of the President in their absence
    - Assist the President in the oversight of the student society including fundraising, event planning, clothing sales, etc.
    - Communicate MUPASS activities with the Pre-PA Club officers
- **Secretary**
    - Take meeting minutes at every MUPASS meeting and share with student participants
    - Maintain records of all MUPASS activities and meetings for the year
    - Communicate between the class officers and student participants/faculty (this may include emails, phone calls, text messages, etc.)
- **Treasurer**
    - Prepare and monitor the student society's budget
    - Collect funds and depositing into the student society's account
    - Tend to the status of all purchase requests
    - Pay bills
    - Keep records of all transactions
- **Social Media Chair**
    - Work with PA faculty and class to come up with ideas for social media posts.
    - Take and/or collect photographs during events and in-class activities to share on social media.
    - Interview students, alumni, faculty, etc. for social media posts.
    - Write social media posts with PA Program approval.
- **Events Chair**
    - Student member of PA Program Events Committee.
    - Attend Events Committee meetings and work with PA faculty & staff to plan/organize PA Program events, including Pinning Ceremony, White Coat Ceremony, Orientation for upcoming class, PA Week, and more.
- The MUPASS **Faculty Advisor** will assist the student society in the following manner:
    - Take an active role in advising the student society
    - Facilitate and oversee the election process on a yearly basis
    - Meet with the MUPASS officers on a monthly or bi-monthly basis or as needed
    - Remain informed of all activities sponsored and conducted by the student society and attend events as feasible
    - Be knowledgeable about and adhere to University policies and procedures which pertain to student organizations
    - Offer guidance to the organization on goal setting, organization management, program planning, problem-solving, and group evaluation

# Service Requirement

Service is an important part of the growth and development of the physician assistant student. Volunteering allows the student to gain professional experience and enhance classroom learning. Involvement in the community helps to strengthen the community. Service opportunities give the student a chance to give back and promote personal growth and self-esteem.

A minimum of 20 hours of service is required during the Didactic year. The student will be responsible for tracking all volunteer hours on the Didactic Year Service Hours Form. Completion of service hours will be assessed at the end of the didactic Spring semester during Summative Evaluations. Many volunteer activities

will be made available throughout the year. Students may also initiate their own service activities with approval of the Academic Director.

In addition to the didactic year service requirement, students are encouraged to continue their service work throughout their clinical year and ultimately throughout their careers. Faculty will notify clinical year students of any service opportunities. Clinical year students are also encouraged to seek out opportunities on their own.

# Social Networking/Technology/Electronic Communication Policy

The PA Program faculty recognizes that social networking websites and applications, including but not limited to Facebook, Instagram, Snapchat, Twitter, TikTok, and Tumblr, are an important and timely means of communication. Students who use these websites and other applications shall privatize their applications so that only trustworthy "friends" have access to the websites/applications. Further, posting certain information is illegal under HIPAA rules and regulations. Violation of existing statutes and administrative regulations may expose the student offender to criminal and/or civil liability. The punishment for such violations may include fines and/or imprisonment. Offenders also may be subject to adverse academic actions which range from receiving a letter of reprimand to probation to dismissal from the Program.

The following actions are strictly forbidden:

- In your professional role of caregiver, you must not present the personal health information of other individuals. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, type of treatment, or the use of a highly specific medical photograph (such as a before/after photograph of a patient having surgery or a photograph of a patient from a medical outreach trip) may still allow the reader to recognize the identity of a specific individual.
- You must not report private (protected) academic information of another student or trainee. Such information might include, but is not limited to, course or clinical rotation grades, narrative evaluations, examination scores, or adverse academic actions.
- In posting information on social networking sites, you must not present yourself as an official representative or spokesperson for the PA Program.
- You must not represent yourself as another person, real or fictitious, or otherwise attempt to obscure your identity as a means to circumvent the prohibitions above and below.
- You must not utilize websites and/or applications in a manner that interferes with your official academic commitments. This includes, but is not limited to, monopolizing a hospital or clinic computer with personal business when others need to access the computer for patient-related matters. Moreover, do not delay completion of assigned clinical responsibilities in order to engage in social networking.

It is strictly forbidden to post the following on social media:

- Anything referring to patients, clinical sites, and/or preceptors

- Display of vulgar language
- Display of language, photographs, or videos that imply disrespect for any individual or group because of age, race, gender, sexual identity, sex, ethnicity, or sexual orientation
- Presentation of personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity

Please be aware that no privatization measure is perfect and that undesignated persons may still gain access to your networking site. A site such as YouTube is completely open to the public. Future employers often view such networking sites when considering potential candidates for employment. Therefore, think carefully before you post any information on a website or application. Always be modest, respectful, and professional in your actions.
When communicating electronically with the Program, only Marywood University email accounts will be recognized for student communication. In accordance with proper technology and professional communication, texting between faculty and students is prohibited. Faculty members and students in the PA Program should not be "friends" on social media. Students should also maintain professional boundaries with preceptors and patients, which includes not being "friends" on social media.

Violations of these guidelines are considered unprofessional behavior and will be the basis for disciplinary action, including professional probation and/or dismissal from the program.

# Alcohol and Controlled Substances Policy

Students are expected and required to report to classes and clinical rotations on time and in appropriate mental and physical condition. It is the Program's intent and obligation to provide a drug-free, healthy, safe, and secure environment. Students are to refer to the Marywood University Student Handbook on Drug and Alcohol Abuse for policies, clinical agencies, and/or appropriate workplace protocol at Marywood University Alcohol & Controlled Substances Policy. See "Background Screenings and Drug Testing" section for further information regarding positive drug testing and background checks.

# Background Screenings and Drug Testing

Criminal background checks (CBC), child abuse clearances, fingerprinting, Office of Inspector General (OIG) background check, and 10-panel drug screening must be done yearly as part of the requirements of the Program. Clinical sites require annual screenings and testing. The background checks and testing will be completed by First Contact HR Background. Screening will begin in February before the start of the didactic year and in April of the didactic year for the clinical year of the Program. The students will receive instructions via email from First Contact HR on how to proceed with completing the background checks and drug screens. All students must submit their urine sample for drug screening at an off-campus laboratory. Students must also complete fingerprinting at an off-campus site. First Contact HR will provide information on setting up the appointments.

The Program receives results of the child abuse clearance, criminal background checks, and OIG background check, and drug screen results on the First Contact HR portal. Fingerprinting results will be mailed directly to your home address via U.S. mail. The cost of the annual CBC, child abuse clearance, fingerprinting OIG background check, and 10-panel drug screening will be covered by the student. First Contact HR will bill

students directly.

A student failing to have all background screening and drug testing completed with a hard copy provided to the PA Program office **by May 1st of both the didactic (those accepted BEFORE March 31st) and clinical years** will be placed on professional probation. In addition, the student's entrance into the clinical year may be delayed, along with graduation.

If the student's drug screen is positive for any illicit substances or if the background check reveals information that is not compatible with the code of conduct, the student will be referred to the Marywood University Conduct Board. The PA Program Academic and Professional Performance Committee (APPC) will meet and the student will be placed on professional probation. Further disciplinary action, up to and including, dismissal from the program will be considered and voted on by faculty, in this setting.

Please note: Due to recent changes in laws that define illicit drug use, as well as, allow for medical exemptions and recreational use of traditionally illicit substances; the Marywood University PA Program reserves the right to refer to federal drug laws when determining which substances are considered illicit. Clinical students are expected to report for training in various states and commonwealths. Further, the clinical student is expected to attend rotations within government agencies, both state and federal. There are some clinical sites that require more frequent drug screenings and may require repeat screenings in intervals more often than annually. It is a necessity for students to be able to pass all required drug screenings to enter their clinical year. The PA Program requires that all students submit to the same drug screening protocol.

If a student is arrested or has any other legal action brought against them, they must notify the Program Director within three (3) business days of charges or legal action being taken against them. If a student is in or about to begin their clinical year, clinical rotations will be suspended immediately. The clinical site will be notified, and the site will determine if it is appropriate for the student to return. Any cancellation or suspension of clinical rotations will result in a delayed graduation. Based on the offense, a decision will be made by the APPC regarding progression in the Program.

In addition to the required annual drug screening, students are subject to at-will, random, and/or for-cause drug testing at any time throughout their enrollment in the Program at their own expense. Testing may be required by the PA Program, affiliated clinical sites, or university administration, with or without prior notice. Circumstances for additional testing may include, but are not limited to, observed behavior suggesting impairment, reports of suspected substance use, or specific requirements of a clinical site.

Failure to comply with a requested drug test, refusal to submit a sample, tampering with a sample, or failure to complete testing within the designated timeframe will be treated as a violation of this policy and may result in disciplinary action, up to and including dismissal from the Program.

# Safety Concerns

STANDARD A1.02g The sponsoring institution is responsible for

g) documenting appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs.

All students and faculty should feel safe at all times while on campus or at an assigned clinical rotation. On campus safety concerns should be directed to the PA program office, Campus Safety, or by calling 911. While on clinical rotations, students are to follow policies/protocols of the site, which will be discussed during that

rotation's orientation process. If a problem arises while at a clinical rotation site, students are to contact security at the site or call 911. Marywood University Campus Safety Department can be reached at any time by calling 570-348-6242. Campus Safety Policies and Reports are available at Marywood University Campus Safety.

# Learning Resources

STANDARD A1.09 The sponsoring institution *must* provide the program with access to instructional and reference materials needed to operate the educational program and support evidence-based practice.

**Learning Commons**

- A collection of current texts, journals, periodicals, and reference materials applicable and related to the curriculum and the continued professional growth of the physician assistant student is housed in the Learning Commons and is available for student use. Various texts are kept on reserve at the Learning Commons for on premise use only. A mini-reference section is housed within the Program student lounge area. Students may use these resources within the building only.

**Physical Assessment Laboratory (PAL)**

- The Physician Assistant Program maintains a number of audio-visual and manual demonstrative teaching modalities. Examination rooms, models, and equipment are available to practice clinical skills in the PAL.

**Internet**

- Internet access is available for all students. The PA Program is housed in a Wi-Fi enabled building.

**UpToDate®**

- Marywood University subscribes to the online database, UpToDate®, for PA students to access throughout the Program, which provides current evidence-based medical knowledge.

**McGraw-Hill AccessMedicine®**

- Learning platform including ebooks, multimedia, study tools, case studies, and exam prep

**Lippincott Health Library**

- Learning platform including ebooks, multimedia, study tools, case studies, and exam prep

**SmartyPANCE®**

- SmartyPANCE is utilized throughout the entire didactic year to help students supplement their coursework and prepare for exams. It offers fourteen blueprint courses with over 482 lessons and 1,000's of integrated board review questions, quizzes, and flashcards.

**RoshReview®**

- RoshReview® is utilized throughout the entire clinical year and after graduation to help students prepare to take the End of Rotation exams but ultimately the PANCE. RoshReview® offers advanced board preparation with question banks and practice exams that can be guided by both students and faculty to increase medical knowledge and expose students to challenging board style questions.

**Typhon®**

- Typhon® is a student tracking software program utilized during the clinical year of the Program. Students utilize Typhon® not only to track clinical hours and experiences but also to locate preceptor and clinical site information. Students are able to utilize Typhon® to report detailed clinical experiences to build a detailed portfolio to utilize when seeking employment after

graduation.

# Curriculum

## Didactic Year Curriculum

| Summer | Credits | Fall | Credits | Spring | Credits |
|---|---|---|---|---|---|
| PA 303/503: Culturally Competent Medicine & Underserved Populations | 1 | PA 304/504: Medical Procedures I | 1 | PA 505: Medical Procedures II | 1 |
| PA 306/506: Human Gross Anatomy | 2 | PA 314/514: Patient Assessment & Clinical Correlations II | 4 | PA 515: Patient Assessment & Clinical Correlations III | 4 |
| PA 307/507: Human Physiology | 1 | PA 316/516: Women's Health I | 1 | PA 517: Women's Health II | 1 |
| PA 308/508: Introduction to the PA Profession | 1 | PA 320/520: Pathophysiology I | 2 | PA 521: Pathophysiology II | 2 |
| PA 309/509: Evidence-Based Medicine & Epidemiology | 1 | PA 331/531: Clinical Medicine II | 3 | PA 553: Clinical Medicine III | 3 |
| PA 313/513: Patient Assessment & Clinical Correlations I | 4 | PA 332/532: Orthopedics | 1 | PA 547: Critical Care Medicine | 1 |
| PA 330/530: Clinical Medicine I | 3 | PA 343/543: ECG Interpretation | 1 | PA 551: Pharmacology II | 2 |
| PA 342/542: Laboratory Medicine I | 1 | PA 345/545: Laboratory Medicine II | 1 | PA 552: Emergency Medicine | 2 |

| | | | | | |
|---|---|---|---|---|---|
| PA 344/544: Radiology I | 1 | PA 348/548: Radiology II | 1 | PA 553: General Surgery | 1 |
| PA 349/549: Introduction to Pharmacology | 1 | PA 350/550: Pharmacology I | 2 | PA 554: Medical Nutrition | 1 |
| | | PA 362/562: Psychiatry | 1 | PA 563: Professional Practice | 2 |
| | | PA 371/571: Pediatrics I | 1 | PA 573: Pediatrics II | 1 |
| **Total Credits** | **16** | **Total Credits** | **19** | **Total Credits** | **21** |

## Clinical Year Curriculum

| Summer | Credits | Fall | Credits | Spring | Credits |
|---|---|---|---|---|---|
| PA 600: Clinical Rotation 1 | 4 | PA 603: Clinical Rotation 4 | 4 | PA 606: Clinical Rotation 7 | 4 |
| PA 601: Clinical Rotation 2 | 4 | PA 604: Clinical Rotation 5 | 4 | PA 607: Clinical Rotation 8 | 4 |
| PA 602: Clinical Rotation 3 | 4 | PA 605: Clinical Rotation 6 | 4 | PA 608: Clinical Rotation 9 | 4 |
| PA 616: Capstone Project I | 1 | PA 617: Capstone Project II | 1 | PA 609: Clinical Rotation 10 | 4 |
| PA 620: Clinical Seminar I | 1 | PA 621: Clinical Seminar II | 1 | PA 618: Capstone Project III | 1 |
| | | | | PA 622: Clinical Seminar III | 1 |
| | | | | PA 630: Summative Experience | 1 |
| **Total Credits** | **14** | **Total Credits** | **14** | **Total Credits** | **19** |

# Attendance Policy

The Program has an important obligation to maintain a positive rapport with the full-time and adjunct faculty of the Program, as well as visiting speakers. These relationships are vital to the ongoing success and development of the Program and the support of the clinical rotation experiences. Attendance is a minimum demonstration of this commitment. Given the importance of attendance, the following policy will be enforced:

## Excused and Unexcused Absences

- Attendance and full participation are mandatory in all classes, labs, seminars, small group discussions, quizzes, examinations, practical examinations, field experiences, clinical rotations, and any other activities designed by the Program faculty. Personal appointments must be scheduled outside of class time.
- Full-time or part-time employment is discouraged because of the rigors of the Program. No accommodations will be made due to a student's work schedule.
- Students are expected to be in their respective classes, labs, small groups, clinical rotations, examinations, and other Program activities at the scheduled time and ready to begin participation (i.e., properly prepared for labs regarding equipment and dress).
- Tardiness disrupts the entire class and clinical site and will not be tolerated. If a student is tardy three times in the didactic year, they will be placed on professional probation.
- Any absence due to illness or extenuating circumstances during the didactic or clinical phase must be reported to the Academic Director, Clinical Director, Program Director, and the instructor(s) for the activity being missed before the scheduled activity.
    - Notification after the absence has occurred will only be considered in cases of documented emergency.
    - Failure to provide notification before the start of the scheduled activity will result in the absence being considered unexcused.
    - It is the responsibility of the student to obtain any missed work or make-up assignments and to arrange completion of missed clinical time.
- An unexcused absence is defined as any absence from a class, Program activity, clinical rotation, quiz, examination, or practical examination without prior approval from the instructor, Academic Director, Clinical Director, or Program Director.
- Unexcused absences are not permitted in the Program. Any unexcused absence will result in:
    - Immediate placement on professional probation
    - A required professionalism review
    - Possible recommendation for dismissal from the Program, particularly in cases of repeated offenses
    - Potential reduction of the final course or clinical rotation grade
- Any quiz, examination, practical examination, or graded assignment missed due to an unexcused absence will not be rescheduled and will be recorded as a zero, with no opportunity for remediation.
- Any quiz, examination, or practical examination missed due to illness or a major life event must be supported by appropriate documentation from a licensed healthcare provider or other appropriate source.
    - Documentation must be submitted within 48 hours of the missed activity.
    - Documentation must clearly verify the inability to attend the scheduled activity on the date in question.
    - Failure to provide acceptable documentation within the required timeframe will result in the absence being reclassified as unexcused and the assessment being recorded as a zero.
- Any quiz, examination, or practical examination missed due to an approved excused absence must be completed within 24 hours of the originally scheduled assessment or as otherwise scheduled by the instructor, Academic Director, Clinical Director, Clinical Coordinator, and/or Program Director.
    - The format of the make-up assessment may differ from the original assessment and may be more comprehensive.
- Any student missing a total of two or more days during the didactic or clinical year due to illness will be required to provide a letter from their healthcare provider concerning their absences. The Academic

Director, Clinical Director, and Program Director will review the documentation and determine the student's ability to continue in the Program.
    - If absences exceed two days during either the didactic or clinical year, additional requirements may be made, including repeating clinical experiences, remediation assignments, delay of progression, or referral to the Academic and Professional Performance Committee.
- More than one excused absence from quizzes, examinations, or practical examinations within a course may trigger a formal academic review.
- Repeated absences, even if excused, may result in remediation requirements, delay of progression, or referral to the Academic and Professional Performance Committee.
- Students are solely responsible for:
    - Obtaining all missed material
    - Completing required make-up assignments
    - Arranging and completing any missed clinical time
    - Meeting all deadlines established by Program faculty
- Failure to fulfill these responsibilities may result in additional academic or professional consequences

**Absence due to Bereavement or Military Duty**

Any absence due to a death in the family or military duty must be reported to the Academic Director, Clinical Director, or Program Director prior to the scheduled activity the student will be missing. A student should report such absence before it occurs unless in the case of an emergency. It is the responsibility of the student to obtain any missed work or make-up assignments, or to make up missed clinical time. A student must make up any examination missed during the absence within 24 hours of return to class or as the instructor, Academic Director, Clinical Director, or Program Director schedules.

- Death in the immediate family: 3 days per occurrence
- Death in the extended family: 2 days per occurrence
- Military duty: up to 2 weeks per year for annual training/duties

**Severe Weather Policy/Class Cancellation**

Although Marywood University is committed to keeping its campus open at all times, inclement weather may result in necessary cancellations.

- The PA Program does not follow a compressed schedule. The regular schedule will be in effect for the remainder of the day regardless of the campus opening time. Students will be notified by the Academic Director when missed classes will be rescheduled.
- Students in the clinical phase of the Program do not follow the Marywood campus delay and cancellation schedule. Students are asked to use their best judgment when traveling. If weather does not permit attendance at their clinical rotation or if they arrive late, students are responsible for notifying their clinical site and a Clinical Coordinator prior to the start of the clinical day. The student is responsible for making up the missed time.
- It is understood that weather conditions can vary by geographic location. Therefore, in times of inclement weather, when the University classes are in session, students should use their own discretion in determining whether it is safe to travel to campus.
- If possible, during inclement weather, professors will teach classes remotely through Zoom®.

Members of the Marywood community should access the following sources for official announcements:

- Marywood University homepage
- Inclement Weather Hotline: 570-961-4SNO
- Text Messaging through e2Campus Notification System
    - All students must subscribe to e2Campus at the beginning of the program.

**Extracurricular Activities**

Students are encouraged to be as active in their state, national, and professional organizations as their time and academic commitments will allow. During the didactic year, only class representatives or student participants may be excused from classes to attend a state or national conference at the discretion of the Program. Judgment will be rendered on a case-by-case basis.

Students are discouraged from participating in an excessive amount of non-professional extracurricular activities as such participation will take away from their academic studies. Students may be excused from a clinical site to attend one board review conference. If attendance falls on End-of-Rotation Days or during Summative Examinations, they will not be able to attend. Students must submit a written request for permission to the Clinical Director to attend a conference at least 4 weeks in advance of the event.

- These requests are not to exceed 5 days per event
- Students must also be agreeable to make up all assignments missed during their absence
- Students must supply the Program with proof of registration for the conference
- Students will be required to submit a certificate of completion following the conference

**Request for Time Off**

When a student would like to be excused from class or their clinical rotation during the didactic or clinical year for any non-emergency cause, a written request to the Academic Director, Clinical Coordinator, or Program Director must be made at least 4 weeks prior to the event. All such absences must have prior Program approval before a student may notify the preceptor or instructor, and are not guaranteed.

If the clinical preceptor is on vacation for longer than a 2-day period, the student must report this to the Program so they can be reassigned to another supervisor for additional clinical hours or be provided with contingency assignments. Failure to comply with the above stated policy will result in the student being placed on professional probation and/or review by the Academic and Professional Performance Committee.

During the clinical year, a student may request time off for job interviews, which is limited to 2 days off per clinical year, and are not guaranteed. Interviews scheduled during End of Rotation days will not be approved.

**Leave of Absence**

A written request to the Program Director must be made when a leave of absence is needed. Leaves of absence may be granted at the discretion of the faculty and the Dean of the College of Health Sciences within the following guidelines:

- The student is in good academic and clinical standing, and is not on academic or professional probation.
- The student has successfully completed at least one semester of coursework.
- The requested leave of absence will not exceed one year.
- Each student is allowed only one leave of absence while matriculating in the Program.

- The Program faculty will determine re-entry requirements which may include repeating coursework.
- Permission to re-enter will be granted on a space-available basis and a case-by-case basis.
- Re-entry is not automatic.
- Documentation of satisfactory resolution to the problem necessitating the leave of absence must be provided to the PA Program prior to the return of coursework.
- Signed technical standards must be provided to the PA Program prior to return to coursework.
- Any period of time in excess of one year will require the student to repeat the entire Program beginning with the didactic year.

A leave of absence may be granted for medical illness. The student must meet with the Program Director to discuss the situation. The attending healthcare provider should supply proper documentation regarding the reason for the leave of absence plus expected duration of disability. If a leave of absence is needed for a situation other than illness, the student will need to meet with the Program Director. A leave of absence will be granted only if deemed necessary.

In addition, students must complete a Leave of Absence Request form, which the Program Director and the Dean of the College of Health Sciences must approve. Leave of Absence Request forms can be found here: Graduate Leave of Absence Request Form and Undergraduate Leave of Absence Request Form.

**Withdrawal Information**

STANDARD A3.15d The program *must* define, publish, consistently apply, and make *readily available* to students upon admission:

d) policies and procedures for withdrawal and dismissal.

- If a student withdraws from Marywood University for any reason, a percentage of the semester's tuition and room and board costs may be adjusted according to a schedule which the Student Accounts Office determines.
- Information concerning refunds can be found at the Marywood University Student Accounts Office.
- A withdrawal form must be completed by all undergraduate students. This form can be found here.
- Graduate students must email/put in writing that they are withdrawing and send it to the Program Director or Dean.
- This information can also be found via the academic calendar published each semester by the Registrar's Office. This can be found at Marywood University Academic Calendar.
- Requests for refunds must be submitted in writing to the manager of the Student Accounts Office. The percentage of tuition and fees due the University, as listed, must be paid in full at the time of withdrawal, if full payment had not been made at the time of registration. That is, the amount owed to the University is not affected by the payment plan (deferred tuition plan, financial aid deferred, employer deferred) selected by the student.

# Professionalism and Behavior Policy

"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 of the graduate PA." *Accreditation Standards for Physician Assistant Education, 2017.* http://www.arc-pa.org/about/pas/.

**Classroom Behavior**

If a student demonstrates a basic incompatibility with and/or inability to perform professionally in the Program's classroom based on requirements, the PA Program may place the student on professional probation and/or recommend the student for dismissal from the Program. A student may demonstrate an overall pattern of incompatibility with and/or inability through (but not limited to) the following:

- Inability to follow instructions as demonstrated by being consistently late in meeting academic deadlines and failing to complete requirements
- Being consistently late and/or absent from required classes
- Failure to respect other opinions in classroom discussions as demonstrated by verbal abuse and labeling of others
- Disrespect of faculty and/or classmates either in or out of the classroom setting
- Unprofessional behavior in or out of the classroom
- Misuse/damage to property
- Misuse/wasting/theft of clinical supplies
- Use of cell phones and/or smart watches at any time during class. This includes making or receiving phone calls, text messaging, and/or accessing the internet. In addition, cell phones cannot be used as a calculator. When in class, turn off cell phones or put them on silent so they do not interrupt classroom activities. During examinations or quizzes, cell phones must be stored and not accessible. Cell phone apps like Epocrates® or Kahoot® may be used at the direction of the instructor during class, but never during a test.
- Friends, family members, and/or pets are not permitted in any class, lab, or clinical space.

**Clinical Rotation Behavior**

Appropriate clinical rotation behaviors are necessary to promote learning while maintaining professional, respectful interactions among students, preceptors, site staff, faculty, and colleagues. If a student demonstrates a basic incompatibility with and/or inability to perform the Program's clinical rotation requirement, that student will be placed on professional probation and/or recommended for dismissal from the Program.

- Persistent noncompliance with the policies of the Program to include unexcused absences, excessive tardiness, and inability to maintain the required GPA
- Inappropriate behavior that may include, but not limited to, the inability to accept the student role in the learning process, persistent angry or hostile mood, and recurring behavior or mood conflicts with the staff, preceptors, or faculty
- Persistent failure to appear at the designated rotation site at the prescribed day and/or time
- Failure to meet End of Rotation deadlines
- Failure to complete assignments in a timely manner
- Current illegal activities including, but not limited to, the use of illegal drugs, drug trafficking, trouble with the law, fraud on Program documents, sexual harassment, assault, intentional intimidation of others, and/or violations of the personal rights of others

**Interpersonal Behavior**

Appropriate interpersonal behaviors are pleasant and professional to maintain and perpetuate an environment of respect and collegiality. If a student demonstrates interpersonal behaviors which are incompatible with the

Program's classroom or clinical rotation behavioral policies, they will be placed on professional probation and/or recommended for dismissal from the Program. Students may demonstrate an overall pattern of incompatibility with and/or inability through, but not limited to, the following:

- Inability to establish and maintain positive and constructive interpersonal relations including the ability to deal with conflict
- Emotional instability and/or immaturity as measured through repeated difficulties in forming professional relationships with faculty, staff, other rotation personnel, and peers (e.g. physical or verbal abuse, acts of relational impropriety, and/or criminal violations of the personal and/or property rights of others)
- Persistent personality deficits that consistently and significantly interfere with student's learning or classroom integrity
- Behaviors that show symptoms of sufficient dysfunction or personal distress so as to compromise the patient/provider integrity, or the inability to function as a member of the healthcare team

**Professional Image**

STANDARD A3.06 The Program *must* define, publish, make *readily available*, and consistently apply a policy that PA students *must* be clearly identified in the clinical setting to distinguish them from other health profession students and practitioners.

The professional image is designed to maintain and perpetuate professionalism and respect among students throughout the Program. By adhering to professional standards of dress, safety, and hygiene, students will project competence and credibility during their interactions with patients, colleagues, and the general public. Professional dress code includes, but is not limited to, the following criteria:

- Appropriate dress - clean and pressed while wearing a white lab coat bearing Marywood University PA Program patch and name tag. Students' attire should be consistent with the dress code at their clinical site. If the student is at an outpatient office, for example, professional dress and their lab coat should be worn. Scrubs should not be worn at an outpatient office unless directed to do so by the preceptor. Closed toe shoes should be worn at all clinical sites.
- Clothing should allow for adequate movement during patient care. It should not be tight, low cut, or exposing the trunk or undergarments.
- Watches, wedding bands, and/or engagement rings are permissible. Excessive or dangling necklaces or bracelets, more than 2 earrings per ear, and dangling earrings are not permissible
- No other body piercings are permitted, including but not limited to, nose and tongue piercings
- Fingernails should be kept clean and trimmed and meet the length requirements of the clinical site
- Students must not exhibit offensive tattoos. Students may be required to cover tattoos.
- Excessive or heavy perfumes or aftershaves/colognes are not permitted
- Hair should be clean and arranged so as not to interfere with patient care. Hair should be of a color that occurs naturally.
- Scrubs and closed-toe shoes must be worn during all Medical Procedure lab activities.
- Long hair must be pulled back during patient interactions and lab activities.
- Nametags must be clearly displayed and contain the following information: Marywood University, student's name, and the designation of the student (PA-S). Students are also required to display the Program patch to be worn on the left shoulder. This helps to distinguish the student from physicians, medical students, and other health profession students and Students.
- Students must always clearly identify themselves as a physician assistant student.

- Verbally: The student must introduce themselves by their first and last name followed by Marywood University Physician Assistant Student.
- Written: The student must sign their first and last name followed by "PA-S" in any medical documentation.

Students may demonstrate significant difficulties in forming a professional image through, but not limited to, the following:

- Severe and persistent problems with personal hygiene which inhibit interaction with others. This may stem from a severe lack of self-awareness, emotional instability/immaturity, a cultural incongruence with accepted minimum professional standards, and/or disregard for minimum public health standards.
- Severe and persistent disregard for the University dress codes of a degree to be considered disruptive to the learning environment or run counter to the professional integrity of the University, the Program, or the clinical site.
- Seriously inappropriate affect as demonstrated by extremely withdrawn personality style, persistent incongruent affective responses in the classroom and/or clinical site, violent and inflammatory responses, or persistent angry or hostile mood.
- Personal problems of such a magnitude that a student is unable to work effectively with colleagues and/or patients.

If a student does not follow the Program's policy of Professional Image, they will be placed on professional probation and/or recommended for dismissal from the Program.

**Professional Behavior**

In addition to mastery of cognitive skills and knowledge, a comprehensive evaluation of a student's performance includes appraisal of professional behavior and attitudes. Students are periodically evaluated on the following:

- Adherence to professional code of ethics
- Sensitivity to patient and community needs
- Ability to work and relate to peers, faculty, and other members of the healthcare team
- Attitude
- Attendance and punctuality
- Professional behaviors
- Appearance/image

**Fair Use Policy**

Fair use is a legal doctrine that promotes freedom of expression by permitting the unlicensed use of copyright-protected works in certain circumstances. PowerPoints and supporting material are made using many different resources. All of the material in the PowerPoints and supporting material are created according to the Fair Use Policy. More information on Fair Use.

**Recorded Lecture Policy**

All recorded lectures are the property of the individual faculty member and Marywood University. No lecture or training video may be used outside of the PA Program. No lecture or training video may be shared or sold. Lecture and training videos are meant for educational purposes. They are not intended to

provide clinical standards. Failure to adhere to the Recorded Lecture Policy will result in dismissal from the program.

# Grading Policies and Procedures

STANDARD A3.15a,b The program *must* define, publish, consistently apply, and make *readily available* to students upon admission:

a) any required academic standards,
b) requirements and deadlines for progression in and completion of the program.

Student's grades are the responsibility of the Program Director, Academic Director, Clinical Director, and faculty. Final grades will be based on knowledge of the subject matter as determined through testing and/or assessment.

**Academic Regulations and Evaluation Guidelines**

In the computation of grade point averages, the following grading system is used:

| | | |
|---|---|---|
| A | 97-100% | 4.0 |
| A- | 92-96% | 3.67 |
| B+ | 88-91% | 3.33 |
| B | 84-87% | 3.0 |
| B- | 80-83% | 2.67 |

- B- is the minimum acceptable grade for the PA Program didactic phase.
- B is the minimum acceptable grade for the PA Program clinical phase.
- PA students must maintain a minimum GPA of 3.0 every semester to continue onto the next semester of courses.
- PA students must pass all courses to continue onto the next semester of coursework. Courses cannot be re-taken. All professional didactic courses are prerequisites for clinical rotations.

| | | |
|---|---|---|
| F | Unofficial Withdrawal (failure to resolve I or X) | The grade of F indicates that the student has not obtained any credit for semester's work |
| X | Temporary Delay | There is a temporary delay in reporting the final grade. The X grade will not be calculated into the GPA. |

| | | |
|---|---|---|
| I | Incomplete | The grade of I is given to those who have done satisfactory work in a course but have not completed the course requirements because of illness or some other emergency situation. The student must submit to the course instructor a written request for the grade I. This grade must be resolved within 1 month after opening of the following semester or the grade will become a permanent F. The I grade will not be calculated into the GPA. |
| W | Withdrew Officially | The grade of W will not be calculated into the GPA. |

# Examination and Grading Policy

Course objectives, examinations, and materials are continuously being reviewed and revised in order to approximate more closely the intent of a competency-based curriculum. Course objectives will be provided for each course/clinical rotation at the start of the semester/clinical rotation. They are also available for review in the Academic Director or Clinical Coordinator's office and on the Brightspace page for each course/clinical rotation.

Cognitive skills and knowledge are measured by evaluative methods. Examinations consist primarily of objective items (e.g. multiple choice or short answer questions that may include diagrams to label, projected photographic slides, or audio clips for clinical descriptions or diagnosis). There will be no opportunity for extra credit in any PA courses.

**Testing Policies**

- There will be no food or drinks in the classroom during tests
- Students are not permitted to leave the classroom during a test to use the restroom, unless in the case of an emergency
- There will be no personal belongings in the classroom during tests
    - Cell phones, electronics, backpacks, jackets, and smart watches must be left outside the classroom
- Students are not permitted to wear watches of any kind during tests
- Proctors will randomly assign students to their testing seat prior to each test, and at that time, computers will be examined to ensure no notes are brought into the test
- Students are not permitted to ask the proctor questions during the test
- Scrap paper and pencils will be provided by the Program whenever needed but will be handed out once the test has begun
- All tests will be given using ExamSoft® or ExamDriver® an electronic testing platform, so students must always bring their computer to the classroom, fully charged and ready for the test
- When students finish their test, they must check out with the proctor to ensure the test has been uploaded properly
- After students finish their tests, they must leave the classroom quietly
- If a test is given on Zoom®, all students will utilize ExamSoft® or ExamDriver® to take their exam. Students will also sign onto a Zoom® meeting with the faculty member and class for remote proctoring. Students will set up their phone pointing so that the student/work space/computer

screen can be seen easily by the faculty member. Work spaces will be completely cleared except for the computer, one blank sheet of paper, and a pencil. Work spaces will be inspected via Zoom by the faculty member before the exam begins. Students will "check out" with faculty members when they complete the exam by showing them their ExamSoft® green screen and waiting for the faculty member to acknowledge receipt of exam or by checking out with faculty member if using or ExamDriver®.

- To maintain academic integrity and to minimize disruptions, restroom breaks are not permitted during examinations unless a documented medical condition or approved accommodation requires access. Students are strongly encouraged to use the restroom before check-in or the start of the exam.
- Prior to the examination date, students may request restroom access during an examination due to a medical need through the university's Student Disability Services. Such request will require appropriate medical documentation. The student must provide the PA Program with approval of this accommodation before the date of the examination.
- The exam clock does not pause during restroom breaks. The Physician Assistant Program reserves the right to record a student's time of departure and return and/or escort students to the restrooms to ensure no unauthorized materials or electronics are accessed.
- Unauthorized departure from the examination environment may result in exam submission or other academic consequences consistent with the Physician Assistant Program policies.
- For standardized examinations, such as the End of Rotation (EOR), PACKRAT, and End of Curriculum (EOC) examinations, scheduled breaks are built into the testing format. Students are expected to use these designated break periods for restroom access and other personal need. If a student needs additional breaks outside the allotted testing breaks, they must make this request in advance and support it with medical documentation.

**Assignment Policies**

- Any assignment handed in after the due date will receive no credit. A zero will be recorded for that assignment. The assignment must be handed in for completeness and to complete the learning objectives for that assignment. Complete failure to hand in the assignment will result in professional probation.
- The Program utilizes Turnitin® as a tool to detect plagiarism. Individual course syllabi will indicate the use of this tool in its course.

**Test Review Policies**

- All students have the ability to review any exams and/or assessments during the didactic year. This must occur either immediately after taking the exam or within one week of the exam, at the discretion of the instructor.
- During the clinical year, students will be provided with a breakdown of their performance on each EOR exam from PAEA. Students will not be able to review questions on their end of rotation exams or challenge questions. In the event a student is unsuccessful in passing an end of rotation exam, the student will be provided with a comprehensive remediation plan by the Clinical Coordinator and must be completed within 1 week after the test. Failure to adequately complete the remediation by the assigned due date will result in Academic Probation.
- During test review, students must use only their computer and put other personal belongings away.
- There will be no recording devices, cell phones, cameras, etc. allowed in the classroom.
- Note-taking is prohibited, unless the instructor allows for a written remediation at that time.
- There will be no talking among students, unless the instructor allows for a group discussion.
- If a written exam is being reviewed, marking or writing on the exam is prohibited.

Any violation of the above policy will constitute academic dishonesty and that student will be subject to review by the Academic and Professional Performance Committee with potential for dismissal from the Program.

**Grading Policies**

- Grades will be posted to ExamSoft® immediately upon uploading the student's test.
- Further information regarding class performance and individual strengths/weaknesses will be available to the student once the instructor releases that information.
- If the student feels a question or answer is in error, they may challenge the question/answer in writing to the course instructor, Academic Director, and/or Program Director (in that order) within 48 hours of review of the examination. The written appeal must include a minimum of 3 supporting sources. The decision reached by faculty will be final.
- Students will not be able to review or challenge End of Rotation exam questions.
- If a student feels a grade posted on Brightspace® or Typhon® is incorrect, they have 1 week after the grade is posted on Brightspace® to contact the faculty member for clarification of the grade.
- If resolutions cannot be made at the department level for any questions, the matter will be referred to the Marywood University Grade Appeal Committee.
- All examinations will be secured in student files and/or on the ExamSoft® database.
- Examinations include, but are not limited to, written tests, quizzes, history and physical exams (H&Ps), verbal/oral assessments, and any other form of evaluative methods used by course instructors.
- All further grading policies will be noted in each course's syllabus and are subject to change at the discretion of the faculty.

These guidelines may be modified either at the discretion of Program faculty, individual course instructor, and/or the Academic and Professional Performance Committee.

# Remediation Policy

STANDARD A3.15c The program *must* define, publish, consistently apply, and make *readily available* to students upon admission:

c) policies and procedures for *remediation* and *deceleration*.

These guidelines may be modified at the discretion of the Program faculty and/or Academic and Professional Performance Committee.

**Didactic Year**

- In the event a student scores <80% on an examination in any course, they will be required to complete a remediation assignment.
- Students will be required to meet with either the course instructor or the Academic Director to review the examination and complete their remediation within 1 week of the exam.
- The goal of the remediation is to ensure the student has a thorough understanding of any material that was missed on the original examination and is not meant to be a punishment.
- Failure to complete remediation will result in a failing course grade and be subject to policies

regarding academic standing including professional and/or academic probation.

- All students will be evaluated at mid-semester with their advisor.
- Any student with a course average of below 80% in any course at mid-semester will be placed on academic probation.
- Academic probation will serve as an official warning for the student and faculty to be aware that they are having academic difficulty.
- Students must meet with their academic advisor and/or student success coach to formulate a remediation plan that will serve as a guide for improvement for the remainder of the semester.
- If the course grade is 80% or above at the end of the semester, they will no longer be on academic probation.
- If the course grade is below 80% at the end of the semester, they will have to take a comprehensive remediation exam for the course(s) in which the student scored below 80%.
    - Students must successfully pass the comprehensive remediation exam with 80% or higher to continue in the program.
    - The comprehensive remediation exam will include material from the entire semester, and the questions will be new, written specifically for this exam.
    - Questions from prior examinations will not be included in the comprehensive remediation exam.
- Students are allowed 2 comprehensive remediation exams throughout the didactic year. If a student uses both comprehensive remediation exams and then is unsuccessful in passing an additional course (overall grade <80%), the student will be recommended for dismissal from the Program.
    - Students may only use 1 comprehensive remediation exam per course.
- At the end of the didactic year, PA faculty will review each student's performance, including Summative Examinations & PACKRAT (Physician Assistant Core Knowledge Examination) scores, to determine if a student is considered at-risk for failing the PANCE. At-risk is defined as a student who received a failing grade in any course, placed on academic probation, scored below 80% on any summative examination, or scored less than the national average on PACKRAT.
- Students who do not meet the national average on PACKRAT I will be assigned a written remediation assignment reviewing the relevant material. This assignment will include the creation of high-impact study notes that will be submitted during the clinical year. Submission will be scheduled for EOR following each clinical rotation. These high-impact study notes must be completed and submitted by the designated deadline. Failure to complete the assignment will result in a deduction of professionalism points within the program.
- Additionally, Students who do not meet the national average on PACKRAT I will be enrolled in the Student Success Program. They will have an initial meeting with the Student Success coach to make a study plan for the clinical year.

**Remediation Exam Review in Person**

- Students will be allowed to review past exams during the designated review sessions set by the Academic Director.
- Remediation exams will be scheduled for the Monday following finals week. Review sessions will take place during the Friday of final exam week.
- Students will be scheduled for a group session to review all exams given during the semester for a particular course. A two-hour time slot is allotted for each course review.
- No information from the review session may be recorded. Nothing can be written down.

- Remediation exams are developed by individual instructors and will follow the guidelines set in the course syllabus

**Clinical Year**

- All students will be evaluated after each clinical rotation using the PAEA End of Rotation examinations specific to the rotation they are completing.
- Students who are completing their elective rotation will take the Family Medicine End of Rotation Exam.
- Students who have a Clinical Track will take either the Family Medicine End of Rotation Examination or the Internal Medicine End of Rotation Examination. The assigned exam will be determined by the clinical faculty.
- In the event a student fails an End of Rotation (EOR) examination with a score of <70%, a comprehensive remediation plan will be provided to the student by the Clinical Director.
- Examination results using PAEA End of Rotation Exam feedback will be utilized to create the remediation plan and will be personalized for each student.
- If the failure of the EOR exam, combined with other components of clinical rotation grading, causes the student to fail the rotation, the student will be placed on academic probation.
- A student who is unsuccessful in passing 2 EOR exams in the entire clinical year will be placed on academic probation.
- Students will be permitted to remediate no more than 2 End of Rotation Examinations for their entire clinical year. If a student is unsuccessful in remediating their second failed EOR exam, they will be recommended for dismissal from the program.
- If a student takes an EOR remediation exam and passes, the student will receive the lowest possible grade on the rotation (B=84%) regardless of the remediation exam score.
- If a student takes an EOR remediation exam and fails, the student will fail the rotation. The student will need to repeat that same clinical rotation during Clinical Rotation 1 with the following cohort. This will delay graduation from May until August. The clinical student is only permitted to remediate one clinical rotation. Students will not be permitted to remediate a second clinical rotation. In the event a second clinical rotation is failed, the student will be recommended for dismissal.
- If a student is recommended for dismissal, the PA faculty will discuss their case at the Academic & Professional Performance Committee. All present faculty members will vote. If a simple majority is reached, and a recommendation for dismissal is agreed upon, that recommendation will be forwarded to the Dean of the College of Health Sciences. The Dean will make the final decision and the student will be notified of the decision in writing.
- If a student does not adequately complete the remediation plan assigned by the Clinical Director by the due date, the student will be automatically be placed on academic probation.
- In the event a student fails to meet the minimum final rotation grade of B, (84%), based on all clinical year rotation grading components, the student will be required to repeat the clinical rotation after successful completion of succeeding clinical rotations, ultimately delaying graduation. All costs incurred due to delaying graduation are the financial responsibility of the student.
- Students will be required to complete the PAEA End of Curriculum (EOC) Exam, as a graded component of the Summative Experience course, during the last four months of the clinical year. If the student is unsuccessful in passing the EOC, they will have to remediate the exam. Due to PAEA published rules regarding remediation, if a student is unsuccessful in passing the EOC exam, they may be delayed from remediation for up to 60 days from the date of failure.

# Delayed Graduation

In the event that a student does not successfully complete all Program requirements, including Clinical Rotations or any other coursework, the student will be required to successfully complete that Program

requirement prior to graduation. This will delay a student's graduation.

- If a student does not successfully pass a Clinical Rotation, that rotation will be re-registered for and completed during the subsequent semester after graduation. (For a May graduation, the repeated rotation will be completed during the Summer III semester.)
- If a student takes a leave of absence resulting in the need to complete one or more Clinical Rotations after their scheduled graduation date, those Clinical Rotations will be completed during the subsequent semester(s) after graduation. (For a May graduation, the repeated rotation will be completed during the Summer III semester.)
- If a student does not successfully pass a clinical-year course, including PA 616-618: Capstone Project I-III, PA 620-622: Clinical Seminar I-III, or PA 630: Summative Experience, those courses will be completed during the subsequent semester(s) after graduation.
- In the event that a student needs to repeat any of the coursework noted above (or any additional coursework), this will delay a student's graduation. If a student completes coursework during the Summer II semester, they will not be able to officially graduate from the Program until the end of that semester, which is August. Students cannot take PANCE or complete state licensing applications until they have successfully completed the Program.
- Students must re-register for any failed clinical rotations or courses, and incur any costs associated with it.

# Deceleration Policy

STANDARD A3.15c The program *must* define, publish, consistently apply, and make *readily available* to students upon admission:

c) policies and procedures for *remediation* and *deceleration*.

- The Program does not have a deceleration policy or process for students.

# Student Success Coaching

A specific PA faculty member will serve as the student success coach, serving as an additional resource for both students and faculty. The goal of the student success coach is to provide students with resources and tools for academic success, and ideally preventing problems before they arise. Students will meet with their student success coach frequently throughout the semester, make a contractual academic improvement plan, and be held accountable for the action steps within that plan. This program allows students to take charge of their own learning process.

# Advisors

STANDARD A1.04 The sponsoring institution *must* provide academic support and *student services* to PA students that are *equivalent* to those services provided to other *comparable* students of the institution.

Each physician assistant student is assigned to a member of the Program faculty for academic counseling and advisement. Each student must meet with their assigned advisor at least one time during each

semester of the didactic year. This meeting will typically be at or near the midterm to review academic standing at that time. Students may need to meet with assigned advisors or any faculty member as needed. Students will be assigned a clinical advisor in the Spring of their didactic year. Each student will meet with their clinical advisor in the Spring of their didactic year and throughout the clinical year. Should there be a personal conflict between student and advisor, the student may make an appointment with the Program Director to discuss the issue. Additionally, professional counseling services, if needed, are available through Marywood University's Counseling Center. Tutoring services are available through Marywood University's Office of Student Success.

# Tutoring Program

STANDARD A1.04 The sponsoring institution *must* provide academic support and *student services* to PA students that are *equivalent* to those services provided to other *comparable* students of the institution.

Peer tutoring will take place weekly as the schedule allows. It is open to all didactic students and encouraged but not mandatory (unless student is failing a course.) Peer tutors can provide additional academic support for students by reviewing critical concepts and material from class, clarifying points of confusion, and developing study strategies for upcoming exams, quizzes, and practical exams.

Please note: course and instructor material take precedence over information presented during a tutoring session.

If a student is failing a course, the student is required to attend tutoring sessions for that course. In addition, if a student is failing a course, the student is required to meet with the course instructor to discuss ways to improve performance. If a student has failed tests in two or more courses, the student is required to meet with the student success coach.

Please note this is not optional for those students who are failing a course. It is the student's responsibility to attend tutoring and make appointments with either the course instructor and/or the student success coach. This is done in an attempt to ensure each student has the best possible chance of success. If a student fails to abide by these policies, the student will be placed on professional probation.

Peer tutors will have a solid understanding of the course topic material, enthusiasm for the subject matter, and a desire to help others. This program benefits the tutor in several ways. It allows the tutor to add to their resume and strengthen their understanding of the material for rotations, EOR, and PANCE.

Peer tutoring is a volunteer position. Clinical students interested in becoming peer tutors should contact the Academic Director. Tutors are expected to be present for each tutoring session they are assigned to. Any changes to the schedule need to be reported to the Academic Director as soon as possible.

# Academic Problems

STANDARD A3.15f,g The program *must* define, publish, consistently apply, and make *readily available* to students upon admission:

f) policies and procedures for allegations of student mistreatment, and

g) policies and procedures for student grievances and appeals.

If a student is having any academic difficulty, that student should see the instructor promptly. If not addressed, academic problems have a way of multiplying themselves and making their repercussions felt in other courses in a cumulative manner.

Academic problems which arise during the didactic year should be resolved by seeking advice in the following sequence:

1. Instructor
2. Advisor
3. Academic Director
4. Program Director and/or Medical Director
5. Dean of the College of Health Sciences

Clinical problems which arise during the clinical year should be resolved by seeking advice in the following sequence:

1. Preceptor
2. Clinical Coordinator
3. Clinical Director
4. Program Director and/or Medical Director
5. Dean of the College of Health Sciences

# Academic and Professional Probation Policy

Using collective judgment, the faculty reserves the right to recommend the withdrawal or dismissal of a student whose health, academic standing, clinical performance, or professional conduct makes it inadvisable for that student to continue in the Program.

**Academic Probation**

- All students will be evaluated at mid-semester.
- Any student with an average below 80% in any course will be placed on academic probation.
- Academic probation will serve as an official warning for the student and faculty to be aware that the student is having academic difficulty.
- Students must meet with the course instructor and then their academic advisor and/or student success coach to formulate a remediation plan that will serve as a guide for improvement for the remainder of the semester. Upon meeting with the course instructor, the remediation packet can be reviewed for accuracy. The academic advisor can then review again to discuss areas for improvement. Packet will be filed in the student's academic file.
- If the course grade is 80% or higher at the end of the semester, they will no longer be on academic probation.
- If the course grade is less than 80% at the end of the semester, they will have to take and pass a comprehensive remediation exam. Once the student passes the comprehensive exam, they will receive a B-, the lowest passing grade, for the course. All students who take a comprehensive remediation exam will remain on academic probation for one semester afterwards (e.g. if a student used a comprehensive remediation exam in Summer semester and passed successfully, they will remain on academic probation for Fall semester).
- Students on academic probation will receive a letter from the Program Director stating all of the

above. Letters must be signed by the student, returned to the Program, and will remain in the student files.
- There is no appeal process for academic probation. Decisions made by the Academic and Professional Performance Committee regarding probation are final.
- During the clinical year, if a student had been placed on academic and/or professional probation during the didactic year, all previous probations will be considered when deciding on a course of action.

**Professional Probation**

- Professional probation is classified as a disciplinary action, whereby consideration of the student's overall performance is more closely monitored by faculty. Any infractions, involving professional behavior or academic underperforming during this period, are documented and discussed during the Academic and Professional Performance Committee meeting.
- Any student not adhering to the Professionalism and Behavior Policies will be placed on professional probation.
- A student may be placed on professional probation if the faculty has identified behaviors deemed as unprofessional that are not listed in the above noted policy. This may include failure to complete appropriate background screenings, failure to complete paperwork for clinical sites, etc.
- Professional probation will remain in place until determined by the Program Director and/or the Academic and Professional Performance Committee.
- A second act of unprofessionalism or furtherance of the original infraction will result in a second professional probation. Students placed on professional probation for a second time during their didactic or clinical year could be subject to further disciplinary action, up to and including dismissal from the Program.
- Disciplinary actions for a second professional probation could include assignments, University service, community service, repeat of rotation, delayed graduation, or dismissal from the Program. Implementation of these disciplinary actions are at the sole discretion of the members of the Academic and Professional Performance Committee and the Dean.
- The demonstration of professionalism by the student, as it relates to the requirements of becoming a physician assistant, remain ever important. Ultimately, the student's ability to pass any credentialing process for future employment may depend on their ability to remain in good academic and professional standing while in the PA Program. It is important for the student to recognize the role that PA Program faculty play in career development. Future employers will depend on references secured from this institution.
- A student who is placed on both academic and professional probation at any time in the Program will be recommended for dismissal from the Program.
- There is no appeal process for professional probation. Decisions made by the Academic and Professional Performance Committee regarding probation are final.

# Dismissal from the PA Program

STANDARD A3.15d The program *must* define, publish, consistently apply, and make *readily available* to students upon admission:

- policies and procedures for withdrawal and dismissal.

When considering a recommendation for dismissal from the Program, the faculty and the Academic and

Professional Performance Committee will review all academic and professional probations in both the didactic and clinical year at the time the recommendation is made. A student placed on multiple probations of any kind throughout the Program will be recommended for dismissal from the Program.

Students will be recommended for dismissal for the following reasons:

- A student fails to maintain a cumulative GPA of 3.0 or better during each semester
- A student earns <80% in a course and has no remaining comprehensive remediation exams
- A student fails more than 2 EOR examinations
- A student is determined to be cheating or in violation of the student Academic Honesty Policy
- A student exceeds the PA student scope of practice
- A student impersonates a PA or other health care professional
- A student falsifies or forges medical records and/or documents
- A student violates HIPAA standards in any form
- Abusive, harassing, argumentative, or threatening behavior that is directed toward any student, faculty, Program staff, patients, instructors, clinical preceptor(s), the PA Program, the University, medical staff, or visitors.
- A student is charged or convicted of a misdemeanor, felony, or offense involving moral turpitude while enrolled as a physician assistant student pending Program review by the Academic and Professional Performance Committee
    - Student must self-report to the Program Director within 24 hours of charges or legal action taken against them
- Illegally obtaining, possessing, selling, or using controlled substances
- Using or being under the influence of drugs or alcohol while participating in any Program activity or while present in any facility where Program activities occur
- Being dismissed from a clinical site based upon inappropriate behavior or unprofessional conduct
- Suspension or dismissal from Marywood University
- A student on professional probation who commits additional infraction(s)
- *The above list is not exhaustive. Any additional infractions not included in this list will be considered by the Academic and Professional Performance Committee, and decisions will be made on a case-by-case basis.*

A student will receive written notice of their recommendation for dismissal from the Program Director, outlining the actions taken by the Program and the rationale for that action. The Program recommendation for dismissal, along with any pertinent documentation, will be given to the Dean of the College of Health Sciences for the final decision regarding dismissal.

# Grievance Process, Harassment, and Appeals

STANDARD A3.15f,g The program *must* define, publish, consistently apply, and make *readily available* to students upon admission:

f) policies and procedures for allegations of student mistreatment, and

g) policies and procedures for student grievances and appeals.

Students dismissed from the Program may appeal the action.

- The student will receive a letter from the Program Director outlining the actions taken by the

Program and the rationale for that action.

- The student may contact the Program Director for further explanation of the action.
- The student may appeal the decision in writing to the Program Director within 7 days of having received the letter of action. Appeals will only be considered if the student shows one of the following:
    - Bias of one or more of the members of the Academic and Professional Performance Committee (APPC)
    - New information not available to the APPC at the time of its initial decision, as determined through a review by the Program Director
    - Procedural error
- The Program Director may invite the student to attend and present their position to the APPC.
- The APPC decides on a course of action and communicates the recommendation in writing to the student and the Dean of the College of Health Sciences. The final decision on the appeal and regarding recommendations for dismissal is made by the Dean of CHS. This decision shall be final and binding.
- If a student wishes to appeal a course grade that cannot be reconciled within the Program, they may do so as per the Marywood University Academic Appeals Policy. More information regarding academic appeal can be found at Marywood University Grade Appeals Policy.
- Marywood University recognizes the need to assure students a prompt, impartial, and fair hearing of their grievances related to academic matters. A student who feels that s/he has been treated unfairly or unjustly by instructional staff, chair, or dean with regard to an academic matter has a right to grieve according to approved procedures available in deans' offices. More information regarding the academic grievance process can be found at Marywood University Academic Grievance Policy.

# Didactic General Announcements

- Each student will be given a Marywood University email address when initially registered for classes. Students are responsible for checking their MU email accounts daily, and responding to messages from the Program within 24 hours. This is the primary and official source of communication from the PA Program and Marywood University.
- Students will be required to practice physical examinations on one another as assigned. This will include pulmonary/chest wall and lymph node examinations, with proper attire. All male/female examinations and breast examinations will be taught using anatomic learning models.
- Students will be required to practice medical procedures on each other, including venipuncture, IV insertion, and injections. Students with a documented excuse written by their medical provider may be excused from acting as a patient for needle skills on a case-by-case basis and must meet with Program faculty to discuss. All students must perform needle skills as directed by faculty.
- Personal appointments must be scheduled outside of class time whenever possible. Usual classroom hours are Monday through Friday, between 8am and 8pm, depending on the semester. Saturdays may be required from time to time. Students are usually given one hour for lunch from 12-1pm.
- Course materials will be available to all students on Brightspace®, and it is up to the student if they choose to print out materials. Marywood University uses Brightspace® as a learning management system (LMS). Students will be given a Brightspace® account when initially registering for classes. Information can be found at Brightspace login.
- It is the student's responsibility to register for each semester at the appropriate time, and no later

than one week prior to the first day of each semester.

- All students are required to notify the Program's administrative assistant immediately of any address or phone number changes, any updated emergency contact information, or change in medical insurance during the PA Program.
- Students are not permitted to take non-PA courses during the duration of the Program.
- Graduation will depend on acceptable performance in both the didactic and clinical phases of the Program.
- Using collective judgment, the Program faculty reserves the right to recommend the withdrawal or dismissal of a student whose health, scholastic standing, clinical performance, or professional conduct makes it inadvisable for that student to continue in the Program.

STANDARD A3.04 The Program *must* define, publish, make *readily available*, and consistently apply a policy that PA students *must* not be required to work for the Program.

- PA students are not required or permitted to work for the PA Program.

STANDARD A3.05 a,b The Program *must* define, publish, make *readily available*, and consistently apply a policy that PA students *must* not substitute for or function as:

a) *instructional faculty* and
b) clinical or *administrative staff*.

- Physician assistant students are not permitted to function as or substitute for instructional faculty, clinical or administrative staff.

STANDARD A3.15e The program *must* define, publish, consistently apply and make *readily available* to students upon admission:

c) policy for student employment while enrolled in the program.

- Physician assistant students are strongly discouraged from being employed while enrolled in the PA Program. In the event that students are absent from academic or clinical responsibilities, employment excuses will not suffice. In furtherance of this recommendation, the program cannot support student employment within the University, and recommendations for employment will not be issued.

STANDARD A3.16 Programs granting advanced placement *must* document within each student's file that those students receiving *advanced placement* have:

a) met program-defined criteria for such placement,
b) met institution-defined criteria for such placement, and
c) demonstrated appropriate course learning outcomes for the curricular components in which advanced placement is given.

- Marywood University PA Program offers no advanced placement.

STANDARD A3.18 PA students and other unauthorized persons *must* not have access to the academic records or other confidential information of other students or faculty.

- All evaluative materials and academic records are maintained electronically on password-protected computer hard drives.
- Students are not allowed to enter the PA Program office unless accompanied by a faculty

member and/or the student is requested to enter. Students are not allowed to make personal phone calls, use the copier, or fax machine in the PA Program office.

# Required Equipment List

STANDARD A3.12 The program *must* define, publish and make *readily available* to enrolled and *prospective students* general program information to include:

d) estimates of all costs (tuition, fees, etc.) related to the program.

Physician assistant students are required to obtain diagnostic equipment that will be used throughout the Program. The following is a list of required equipment, as well as the estimated cost of purchase of the equipment. Students can purchase their equipment prior to starting the Program, however, the Program will provide students with information on ordering to obtain a group rate on their medical equipment.

| Required Equipment | Estimated Cost | | Required Equipment | Estimated Cost |
|---|---|---|---|---|
| Stethoscope | $185-220 | | Lab coat | $20-40 |
| Oto/ ophthalmoscope | $400-900 | | Marywood patch for lab coat | $10 |
| Insufflator bulb for otoscope | $10 | | Name tag | $10 |
| Aneroid sphygmomanometer (BP cuff) | $20 | | Wrist watch with second hand | Price variable |
| Visual acuity card | $3 | | Simple calculator | Price variable |
| Percussion hammer | $3 | | Suturing skin pad & tool kit | $170 |
| Tape measure | $3 | | EKG Workbook | $30 |
| Penlight | $6 | | Laptop computer | $700-1500 |
| Tuning forks | $20 | | AAPA student membership (2 year) | $75 |
| MU PA scrubs | $25/pair | | PSPA student membership (2 year) | $50 |

# PACKRAT

- A comprehensive Physician Assistant Core Knowledge Examination (PACKRAT) will be administered to first- and second-year PA students.
- The PACKRAT is a nationally-based examination in which the students and the Program receive pertinent feedback on a student's medical knowledge strengths and weaknesses. The feedback data is designed to be used as a study guide for the Physician Assistant National Certifying Examination (PANCE) and as a curriculum guide for the Program.
- The PACKRAT examination will be administered during Spring semester on an annual basis. The didactic-year exam, (PACKRAT I), will guide students to help prepare for clinical rotations and PANCE board preparation. Students who do not meet the national average on PACKRAT I will be assigned a written remediation assignment reviewing the relevant material. This assignment will include the creation of high-impact study notes that will be submitted during the clinical year. Submission will be scheduled for EOR following each clinical rotation. These high-impact study notes must be completed and submitted by the designated deadline. Failure to complete the assignment will result in a deduction of professionalism points within the program. Additionally, Students who do not meet the national average on PACKRAT I will be enrolled in the Student Success Program. They will have an initial meeting with the Student Success coach to make a study plan for the clinical year. The goal of the Clinical PANCE preparation Mentorship Program is for students to improve their PACKRAT score and ultimately to pass the PANCE upon graduation. For this plan to be successful, it requires dedication and focus. Students must devote additional effort and time, as recommended by the PA faculty, to see positive results.
- The clinical-year exam, (PACKRAT II), will provide students a final assessment of the knowledge gained during the PA program, as well as further prepare students for PANCE.
- Students' PACKRAT scores will not be factored into any course grade, but the examination is required for all PA students to take. Scores will help Program faculty to identify students at-risk for failing PANCE.
- More information about PACKRAT can be found at https://paeaonline.org/assessment/packrat/.

# Summative Examinations/Experience

STANDARD A3.15b The Program *must* define, publish, consistently apply, and make *readily available* to students upon admission:

b) requirements and deadlines for progression in and completion of the Program.

STANDARD B4.03 The Program *must* conduct and document a *summative evaluation* of each student within the final four months of the Program to verify that each student meets the program *competencies* required to enter clinical practice, including:

a) *clinical and technical skills*,
b) clinical reasoning and problem-solving activities, interpersonal skills,
c) medical knowledge, and
d) professional behaviors.

The Summative Examinations will take place in the final semester of the didactic and clinical years. In the clinical year, summative examinations will occur during Spring semester, in the Summative Experience course, within four months of graduation. They will function as an assessment of the student's overall

knowledge and skills. The Summative Examinations will consist of an OSCE, Interpretation of lab/x-ray/EKG, End of Curriculum exam (in the clinical year), and a Medical Procedure, as well as a Professionalism Assessment (in the clinical year). Each component must be successfully passed prior to the beginning of clinical rotations (for didactic students) and prior to graduation (for clinical students).

- **Objective Structured Clinical Examination (OSCE)**: Students will be required to perform an OSCE. OSCEs will test not only the student's medical knowledge, but their interpersonal skills in interacting with a patient, patient care skills, and their professionalism during the exam. Students are expected to act as if the experience is a real patient and include all aspects of patient care. Students are expected to obtain an appropriate history, conduct a problem-focused physical examination, and make an accurate diagnosis along with providing an appropriate plan for the patient. Patient education should also be given during the OSCE. The OSCE will test the student's medical knowledge, clinical reasoning and problem-solving activities, interpersonal skills, and professional behaviors.
- **Interpretation**: Students will be required to accurately interpret diagnostic studies including X-rays, EKGs, and labs. The interpretation exam will test the student's medical knowledge, clinical reasoning and problem-solving activities.
- **Medical Procedure**: Students will be required to perform a randomly assigned medical procedure. All procedures were taught during the didactic year. The Medical Procedure will test the student's medical knowledge and clinical/technical skills.
- **PAEA End of Curriculum Exam (clinical year only):** Students will be required to complete the PAEA End of Curriculum (EOC) Exam, as a graded component of the Summative Experience course, during the last four months of the clinical year. Timing for the exam varies from cohort to cohort based on the End of Rotation (EOR) schedules and academic calendar. The EOC will test the students' cumulative medical knowledge in preparation for graduation. Due to PAEA published rules regarding remediation, if students are unsuccessful in passing the EOC exam, students may be delayed from remediation for up to 60 days from the date of failure. If a delay in remediation occurs, the program's ability to release the student to take the PANCE may be affected by this. If the student is unable to take the PANCE as previously scheduled, the student will be responsible for any associated fees. The program will not reimburse the student for any forfeited costs incurred.
- **Service Hours**: Didactic-year students are required to submit their didactic Year Service Hours Form with a minimum of 20 hours of community service documented. Failure to submit this documentation will delay the start of the clinical year.

If a student fails a component of the Summative Examinations, the following steps will be taken:

- The student will be given the opportunity to review the component they were unsuccessful in passing.
- A remediation and retest will be scheduled by PA faculty for the student to perform a component a second time.
    - If a student is unsuccessful in passing the summative component for the second time, a more intensive remediation plan will be provided to the student. This plan may include, but is not limited to, additional instruction given by faculty, at-home written assignments, and oral presentations. The student will then be retested for a third time after successfully completing the remediation assignment. If a student is unsuccessful in passing on the third attempt, they will be placed on academic probation for the duration of the program, and they will participate in an intensive remediation plan then retest.

- Please note that the inability to successfully pass all components of the Summative Examinations on the third attempt will result in a delayed start to the clinical year (for didactic students) or a delay in graduation (for clinical students).

# BCLS & ACLS Certifications

All physician assistant students are required to maintain current BCLS (Basic Cardiac Life Support) certification. A BCLS certification/recertification course is offered for didactic-year students prior to the clinical rotations. A student may be excused from participation if they provide documentation of current certification and continued coverage through the end of their clinical year.

ACLS (Advanced Cardiac Life Support) certification is required prior to the clinical year. A mandatory course is offered during the Spring semester for all didactic-year students. A student may be excused from participation if they provide documentation of current certification and continued coverage through the end of their clinical year.

Maintaining current BCLS and ACLS after the didactic year is the responsibility of each student. The cost to the student for BCLS is approximately $75, the cost of ACLS is approximately $200 each. These fees are part of the student's tuition. Copies of all certification cards will be kept in the student's file throughout the clinical phase.

# Purpose of the Clinical Phase of the Program

- To give the student supervised exposure to the many facets of the practice of medicine in various disciplines, specifically Emergency Medicine, Family Medicine, Internal Medicine, Women's Health, Pediatrics, Surgery, and Behavioral and Mental Health.
- To expose students to the various aspects of primary health services across the lifespan, to include appropriate assessment, diagnosis, treatment, ordering and interpreting diagnostic tests, patient education, and applying the principles of preventative medicine.
- To provide the student with hands-on teaching and supervision by clinical preceptors in actual clinical settings.
- To initiate and foster the process of self-learning in the development of a competent healthcare provider.
- To develop a realistic awareness and understanding of the role of the physician assistant as a functioning member of a healthcare team.
- To facilitate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and other healthcare professionals.
- To provide students the opportunity to interact with patients seeking medical care across the lifespan, to include infants, children, adolescents, adults, and the elderly.
- To provide students with the experience of providing care for conditions requiring surgical management, pre-operative, intra-operative, and post-operative care, management of emergent, acute and chronic conditions, preventative care, care for behavioral and mental health issues, and women's health issues to include prenatal and gynecologic care in both the inpatient and outpatient settings.

# Role of the Physician Assistant Student

The physician assistant student (PA-S) shall be considered an extension of their specific preceptor and is permitted to perform tasks delegated to them by the preceptor. Although the specific role of the PA student will vary from rotation to rotation, there are certain broad procedures which should be followed by both preceptor and PA student.

- To monitor the activities of the student in a manner that will afford the preceptor, together with the PA Program faculty, a continual and objective assessment of the student's performance throughout their clinical training.
- To provide a mechanism to enable the PA student to be a lifelong learner. The continuous feedback system of the clinical phase will provide students with the foundation necessary to continue throughout their medical career and life in accordance with the mission statement and values of Marywood University and the PA Program.

# Clinical Year General Announcements

STANDARD B3.02 Clinical sites and *preceptors* located outside of the United States *must* only be used for *elective rotations*.

- Marywood University PA Program does not offer any rotations outside of the United States.

STANDARD B3.03 *Supervised clinical practice experiences must* enable all students to meet the program's *learning outcomes*:

a) For preventative, emergent, acute, and chronic patient encounters,
b) Across the life span, to include infants, children, adolescents, adults, and the elderly,
c) For women's health (to include prenatal and gynecologic care),
d) For conditions requiring surgical management, including pre-operative, intra-operative, post-operative care, and
e) For behavioral and mental health conditions.

STANDARD B3.04 *Supervised clinical practice experiences must* occur in the following settings:

a) Emergency department,
b) Inpatient,
c) Outpatient, and
d) Operating room.

For the past 12 months, PA students have been learning the science of medicine. Now the student will begin to practice the art of medicine. Now is the time to make the transition from theory to practice, and from simulated cases to real patients. Remember, the PA student is a guest in the preceptor's home and must act like one. During the clinical education experience, the PA student is expected to behave and perform in a manner consistent with the highest standards expected of healthcare professionals. The PA student must be respectful to all people at all times.

STANDARD B3.07 *Supervised clinical practice experiences must* occur with *preceptors* who enable students to meet program-defined *learning outcomes* for:

a) Family medicine,
b) Emergency medicine,
c) Internal medicine,
d) Surgery,
e) Pediatrics,
f) Women's health including prenatal and gynecologic care, and
g) Behavioral and mental health care.

The clinical phase of the PA Program consists of 10 clinical rotations, which occur in the following specialties:

- Emergency Medicine
- Surgery
- Pediatrics
- Women's Health
- Behavioral & Mental Health
- Family Medicine x2
- Internal Medicine x2
- Elective

Students may elect to apply to a Clinical Track if their overall GPA is above 3.5 in the summer **and** fall semesters of the didactic year. Clinical Tracks are available in the area of:

- Surgery
- Emergency Medicine
- Hospitalist
- Orthopedics

Students may also choose the Primary Care Track with a focus on primary care to include:

- Family Medicine
- Internal Medicine
- Pediatrics
- Behavioral & Mental Health
- Women's Health

# Clinical Year Guidelines

STANDARD A3.03 The program *must* define, publish, make *readily available*, and consistently apply a policy for prospective and enrolled students that they *must* not be required to provide or solicit clinical sites or *preceptors*.

- Students are not required to find preceptors/sites.

STANDARD A3.05 The program *must* define, publish, make *readily available*, and consistently apply a policy that PA students *must* not substitute for or function as:

a) *instructional faculty*, and
b) clinical or *administrative staff*.

- PA students cannot be used to substitute for hospital or office staff. Students may NOT

receive monetary or other compensation for their services at a clinical site.

STANDARD B3.05 *Instructional faculty* for the *supervised clinical practice* portion of the educational program *must* consist primarily of practicing physicians and PAs.

STANDARD B3.06 *Supervised clinical practice experiences should* occur with:

a) Physicians who are specialty board-certified in their area of instruction,
b) *NCCPA* certified PAs, or
c) Other licensed healthcare providers qualified in their area of instruction.

- Preceptors during the clinical phase are primarily practicing physicians and physician assistants. On occasion, you may be assigned to a preceptor other than a physician or PA. For example, you may be assigned to a certified nurse midwife or nurse practitioner during portions of your Women's Health rotation.
- Students will be required to travel or find housing for all clinical rotation sites.
- There may be additional fees required for housing at certain clinical sites. This fee is the student's responsibility.
- The student must contact the preceptor/clinical site at least two weeks prior to the start date of the rotation. Keep in mind all sites are aware you are coming; however, this is a courtesy call to remind them. This is also a great opportunity for you to inquire about start times, scheduling, directions, and any other details related to the rotation.
- All paperwork required for clinical sites is located on Typhon. It is the student's responsibility to have all paperwork completed and sent to the clinical site a minimum of 6 weeks prior to the start of the rotation. Some clinical sites may have different deadlines for completing paperwork. Failure to complete necessary paperwork can result in cancellation of the scheduled rotation and a delay in graduation.
- Students are expected to be available for clinical experiences whenever the preceptor is available. Therefore, often students are expected to be available on weekends, evenings, or holidays, or to spend more time than originally planned during certain periods.
- The clinical schedule does not follow the Marywood University academic schedule.
- Self-directed learning is an important aspect in the education of any healthcare provider, especially in the clinical phase of the PA Program. The PA student should show a willingness to learn, an interest in assuming professional responsibilities, and initiative in approaching their work. It is important for the PA student to use their time wisely and to read guidelines and instructions in a thorough and efficient manner.
- Ask questions!! Clinical preceptors not only like to be stimulated, it shows them that the student is interested in learning. Keep in mind there are better times to ask questions than others. Use the best judgment, be appropriate, or make a list of questions to ask at the end of a busy day.
- The PA student at Marywood University is covered by liability (malpractice) insurance; however, the preceptor has ultimate legal responsibility for the actions of the PA student while under their supervision. Students are not allowed to see patients in an office or clinical setting without the clinical preceptor present.
- Students are referred to individual institutional policy regarding the types of entries which can be made by students on medical records. All students' entries must be countersigned by the supervising physician. If there is any doubt as to the correct format, students must consult with their preceptor.

- All students will maintain Health Insurance Portability and Accountability Act (HIPAA) compliance regulations per facility.
- Patient data will remain confidential and is not to be documented on any assigned/completed paperwork to be collected by the Clinical Director/Coordinators.
- All students will have a minimum of two site visits per clinical phase.
- Students will return to campus the last two days of each clinical rotation and other dates as assigned by the clinical coordinators/director. During these times, students will enhance their knowledge by attending NCCPA-blueprint topic lectures by medical professionals, taking their End of Rotation (EOR) examination, and participating in student presentations.
- Students are required to spend a minimum of 40 hours per week during each clinical rotation to which they are assigned. In addition, each student may take call, usually on the same schedule of the preceptor to which they are assigned.
    - Students are excused from their clinical sites on New Year's Day, Good Friday, Easter Monday, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Day, and/or other requested and approved religious holidays and observances. Students are permitted to be at a clinical site that is open these days, however the student is not required to attend.

# Clinical Patient Case Requirements

Students are required to meet specific minimum patient case requirements during their clinical rotations prior to graduation. This information will be tracked using the Typhon system. If a student anticipates having difficulty meeting a specific minimum competency, it is their responsibility to contact the Clinical Director/Coordinators as soon as possible (and not when the rotation is complete). Students failing to meet specific minimum patient case requirements will face a delay in graduation where additional experiences will be scheduled.

| Type and Setting of Patient Case | Number of Patient Cases Required |
|---|---|
| Preventative | 100 |
| Acute | 100 |
| Chronic | 100 |
| Emergency | 100 |
| Pediatrics | 100 |
| Internal Medicine | 100 |
| Family Medicine | 100 |
| Women's Health | 50 |

| | |
|---|---|
| Prenatal | 5 |
| Pre-Operative | 50 |
| Intra-Operative | 35 |
| Post-Operative | 50 |
| Behavioral and Mental Health | 50 |
| Outpatient Setting | 100 |
| Emergency Department Setting | 100 |
| Inpatient Setting | 100 |
| Operating Room Setting | 35 |

# Job Placement

The Physician Assistant Program does not guarantee employment as a physician assistant upon successful completion of the Program to students. The Program can, however, act as a liaison for the student in the employment process.

# State Laws and Regulations

Each student must review the laws and regulations of the state in which they are planning to work to ensure they meet that state's requests. Please refer to the specific state's website. It is the duty of each graduate to register in the state of employment and request all required transcripts from the Registrar's Office.

# Preceptor Guidelines

Learning in the clinical setting presents a unique set of challenges to both the preceptor and the student. The traditional educational structure of classroom and examination is replaced with the highly personal and loosely structured mentor relationship of preceptor and student. Each student/preceptor relationship is very subjective, based on the style of the practice, and is not necessarily generalized or transferred to other clinical situations.

There are some principles which apply to clinical education that may help preceptors both to conceptualize and to specify their own objectives in the teaching situation. They are presented here to focus the preceptor's perspective regarding the clinical rotation experience as a teaching model, and to help develop an individual teaching plan.

The needs of students and instructors:

- Clearly identified objectives: an understanding of what is to be learned/taught
- A commitment by instructor and student to achieve these objectives
- A clearly stated plan for achieving these objectives, which emphasize practice by the learner and observation and review by the instructor
- An evaluation process, based on formal and informal feedback mechanisms, which measures the student's progress in achieving these objectives

Feedback is an essential learning ingredient in the preceptor/student relationship. Evaluation of clinical learning must attempt to achieve the same validity and objectivity as evaluation of classroom learning. To do this, there must be similar sets of well-defined objectives, and standardized criteria must have been met. The defined objectives and evaluative mechanisms enhance student learning, and most of them are utilized as teaching aids both before and after the clinical learning experience.

The Program has written specific objectives for behavioral and intellectual skills, and established methods of evaluating these skills. These tools are designed to give the preceptor and student a clear understanding of the learning goals of the Program, provide a means of measuring the achievement of these goals, and enhance the learning process through the use of ongoing feedback.

**Responsibilities expected of preceptors:**

- **Task Assignment**: The specific tasks delegated to the PA-S should be examined as to the skill and training required to adequately perform the task(s) and the competence of the PA-S in performing the task. Task delegation, during this segment of the curriculum, should emphasize developing strong skills in the area of data interpretation, history and physical examination, diagnosis, and treatment plans, as well as placing the student in a position which will begin a trend of competent problem-solving skills.
- **Student Supervision**: Preceptors serve as Instructional Faculty of Marywood University by providing clinical direction and supervision during the clinical experience.
- **Course Learning Outcomes/Instructional Objectives**: Please refer to the listed clinical learning outcomes/instructional objectives within the related discipline. These should serve as a guide for providing clinical exposures and teaching. We do not expect the preceptor to attempt to provide exposures unrelated to your practice.
- **Student Schedule**: We expect the clinical preceptors to create a schedule for the student to maximize the clinical exposure for the PA students. We would like students to experience a varied, but typical exposure, to clinical practice in the preceptor's field. The students are expected to be available and in close association with the preceptor during the hours of practice. We request that students accompany the preceptor to the hospital, nursing home, and/or other clinical practice facilities. We recognize evenings and weekends are beneficial to the student experience, and therefore request that if the preceptor practices during such hours, please involve the student as well. Students are required a work a minimum of 40 hours a week up to a maximum of 60 hours per week.
- **Student Academic Responsibilities**: Each student should play an active role in their learning experience during the clinical phase of the PA Program. The student is expected to show initiative, ask questions, and complete reading assignments as given. Students will be given an End of Rotation examination at the end of each clinical rotation on materials pertinent to the objectives in

the syllabus.

- **Agree to Preceptor and Clinical Site Pre-Assessment Forms**: All preceptors are required to have a signed copy of an Agree to Precept and Clinical Site Pre-Assessment Form on file with Marywood University prior to the clinical rotation.
- **Liability Insurance**: Proof of insurance is forwarded to each preceptor prior to the start of clinical rotations. Please retain this copy in your office during the student's rotation.
- **Student Identification**: Students are required to properly identify themselves at all times. It is also important that the office staff understands the role of the PA student while assigned to your facility. Patients are also entitled to a brief introduction as well.
- **Troubleshooting**: It is necessary that the PA Program become aware of any potential problems as soon as they arise. If you or your office staff have any concerns regarding a student, please notify the PA Program as soon as possible.
- **Evaluation**: All preceptors are expected to provide feedback to the students throughout the clinical rotation based on their performance and progress. In addition, all preceptors are required to complete a Mid-Point Clinical Evaluation form as well as a Final Clinical Evaluation of the student. The Mid-Point Clinical Evaluation form will be provided to the preceptor by the student halfway through the clinical rotation. The purpose is to provide the student and preceptor the opportunity to assess progress to date, redefine expectations, and provide a plan for continued development of knowledge and skills. After completion by the student and preceptor, the Mid-Point Clinical Evaluation form will be submitted to and reviewed by the Program midway through the clinical rotation. The Final Clinical Evaluation form is completed near the end of the clinical rotation based on knowledge for level of training, interpersonal skills, and professionalism. The students will provide the form during the last week of the clinical rotation and are responsible for returning this form to the Program as part of their clinical assignments. We request that you meet with the student to discuss your evaluation and sign the form indicating whether it has been reviewed with the student.