Student Handbook
Class of
2022

ACADEMIC YEAR
2020-2021

Updated July 2019
The faculty and administration of the University of the Sciences PA Program have developed this student handbook to provide specific guidelines, rights, and responsibilities regarding the PA Program. This handbook is designed to supplement rather than supplant existing University policies and procedures, including those set forth in the University Catalog and University Student Handbook. We encourage every student to become familiar with and refer to those and other University publications for further information.

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

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

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

-- The PA Program Faculty

**New policies approved after publication of this handbook may add to or supersede those contained herein. This document was last updated June 2019**

All policies are derived from the “Accreditation Standards for PA Education, 4th edition©”

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

The University of the Sciences PA Program (USPAP) has applied for Accreditation-Provisional from the Accreditation Review Commission on Education for the PA (ARC-PA). The University of the Sciences PA Program anticipates matriculating its first class in August 2020 (Fall semester), pending achieving Accreditation – Provisional status at the March 2020 ARC-PA meeting.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program’s ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

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

All program policies contained within this handbook apply to all students, principal faculty and the program director, regardless of location.
GENERAL INFORMATION

MISSION STATEMENT

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

GOALS

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

   Demonstrated by:
   o Demographics of the applicants meeting all admissions criteria
   o Graduation rate at or greater than 95%
   o Attrition rate less than 5%

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

   Demonstrated by:
   o All students will complete the didactic phase with a minimum 3.0 GPA
   o All students will attain a score of 4.0/5.0 average on the Preceptor’s Evaluation of Student on each rotation
   o All students’ rotations will include underserved and diverse populations
   o Successful completion of the Summative Examination, OSCEs and Clinical Skills Examination
   o Graduation rate at or greater than 95%

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

   Demonstrated by:
   o PA students engage with USciences OT, PT, and Pharmacy students during both the didactic and clinical phases of the program to provide an understanding of the roles and responsibilities of each health profession and engage in the application of those roles and responsibilities during the entire PA Program
   o PA students are required to journal additional interprofessional opportunities during each clinical rotation
   o Research courses provide the students with the knowledge to participate in evidence-based practice during the clinical phase and the Capstone project

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

   Demonstrated by:
- Oral case presentations to PA faculty and preceptors
- Multiple OSCE presentations in both didactic and clinical phases
- Electronic medical records

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

Demonstrated by:
- Successful completion of the following courses with a grade of at least 70%:
  - i. Psychosocial Medicine
  - ii. Professional Practice Issues I, II, III
- Preceptor evaluations of students
- OSCE evaluations
- Student self-reflection
- Active participation during lectures and labs.

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

Demonstrated by:
- Providing case-based scenarios/questions throughout the program
- OSCE evaluations
- Preceptor evaluation of critical thinking and medical problem-solving skills

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

Demonstrated by:
- Goal of first-time pass rate at or above the national average

SPONSORSHIP

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

PROGRAM ADMINISTRATION

The University of the Sciences PA Program is administered by the department personnel listed on page 8.

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

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

Program Director, Chair
Robert W. Young, MS, PA-C
IPEX 216
215-596-7146
r.young@usciences.edu

Associate Program Director, Vice Chair
Deborah Summers, MS, PA-C
IPEX 217
215-596-8675
d.summers@usciences.edu

Medical Director
Anthony Roselli, M.D.
IPEX 210
215-596-7281
aroselli@usciences.edu

Director of Clinical Education
Virel Prajapati, MMS, PA-C
IPEX 207
215-596-7143
vprajapati@usciences.edu

Director of Academic Education
Allison Williams, MSPAS, PA-C
IPEX 212
215-596-7145
a.williams@usciences.edu

Admissions and Assessment Coordinator
Katherine Jackson, MA
IPEX 206
215-596-7141
kjackson@usciences.edu

Director of Academic Education
Allison Williams, MSPAS, PA-C
IPEX 212
215-596-7145
a.williams@usciences.edu

Director of Clinical Education
Virel Prajapati, MMS, PA-C
IPEX 207
215-596-7143
vprajapati@usciences.edu

Associate Program Director, Vice Chair
Deborah Summers, MS, PA-C
IPEX 217
215-596-8675
d.summers@usciences.edu

Faculty
Michelle Reslier, MSPAS, PA-C
IPEX 211
215-596-7144
mreslier@usciences.edu

Administrative Coordinator
Angela M. Flowers, AA
IPEX 205
215-596-7140
a.flowers@usciences.edu

Simulation Laboratory Manager
Eugene Smith
IPEX Simulation Lab
215-596-7163
eu.smith@usciences.edu

Simulation Instructor
Kyle Hihn
IPEX Simulation Lab
215-596-7163
k.hihn@usciences.edu

Program Fax: 215-596-7147

Program Website:
HISTORY OF THE PA PROFESSION

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

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

With the increase in the number of PA training programs came a need to develop a program evaluation mechanism. In 1971, the American Medical Association (AMA) Committee on Allied Health Education and Accreditation (CAHEA) developed training program guidelines and implemented a program accreditation mechanism, in an effort to maintain consistency throughout PA programs. Simultaneously, the recognition of a need for an agency to represent the professional interests evolved, and the American Academy of PAs (AAPA) was established. Soon after, the Association of PA Programs, APAP, (currently known as the PA Education Association) was formed to provide a forum for the exchange of information between educators.

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

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

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

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

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

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

The USciences PA Program MSPAS degree signifies that the graduate is prepared for entry into the practice of medicine. It shows that the graduate must have the skills and knowledge to function in a broad variety of clinical situations and to render a wide spectrum of patient care. It is essential for good patient care to require minimum standards for the education of the physician assistant.

In the admission process, the University must judge not only the scholastic accomplishments and potential of the applicant, but also consider the applicant's current physical and emotional status, cumulative and progressive disability, and drug-induced impairments that may pose obstacles to the safe application of the student's knowledge and skills or prevent effective interaction with patients and co-workers.

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

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

1. **Observation:** The candidate must be able to observe demonstrations and experiments in the basic sciences, visual presentations in lectures and laboratories, laboratory evidence and microbiologic cultures, microscopic studies of microorganisms, and tissues in normal and pathologic states. A candidate should be able to observe a patient accurately and completely at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by a sense of smell.
2. **Communication:** A candidate should be able to speak, to hear, and to observe patients in order to elicit information, perceive non-verbal communication, describe changes in mood, activity and posture. A candidate should be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing. Communication in oral and written form with the health care team must be effective and efficient.

3. **Motor:** Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. A candidate should be able to carry out basic laboratory tests (urinalysis, CBC, wet mount, gram stain, etc.), carry out diagnostic and therapeutic procedures (phlebotomy, venipuncture, placement of catheters and tubes), and read ECG’s and X-rays. A candidate should have motor function sufficient to execute motor movements reasonably required to provide general care and emergency treatment for patients. Examples of emergency treatment reasonably required of a physician assistant are cardiopulmonary resuscitation, the administration of intravenous medications, the application of pressure to arrest bleeding, the opening of obstructed airways, the suturing of simple wounds and the performance of simple obstetrical maneuvers. Such skills require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

4. **Intellectual (Conceptual, Integrative and Quantitative Abilities):** These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem-solving, the critical skill demanded of PA’s, requires all these abilities. The candidate must also be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures in order to understand the pathophysiology of the human body.

5. **Behavioral and Social Attributes:** A candidate should possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates should be able to tolerate physically taxing workloads, and to function effectively under stress. They should be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainty inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the Admission and education processes.

**DISABILITY SUPPORT SERVICES POLICY**

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

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

STUDENT ACCOMMODATIONS

Whitecar Hall – Suite 1110 215.596.8758
University of the Sciences supports the educational endeavors of all its students. If a student believes that he or she has a disability that may impact his or her ability to fulfill any degree requirements, or other educational endeavors, and would like more information on applying for an accommodation, please contact the Office of Student Accommodations at 215.596.8758. To learn more about the University’s policy, please see the General Information and University Policies section of this Student Handbook under Disability Support Services Policy, p. 18 (policy listed above).
PA COMPETENCIES

Competencies for the PA Profession

Preamble

Between 2003-2004, the National Commission on Certification of PAs (NCCPA) led an effort with three other national PA organizations (Accreditation Review Commission on Education for the PA (ARC-PA), American Academy of PAs (AAPA), and PA Education Association (PAEA) -- formerly Association of PA Programs (APAP)) to define PA competencies in response to similar efforts conducted within other health care professions and the growing demand for accountability and assessment in clinical practice. The resultant document, Competencies for the PA Profession, provided a foundation from which PA organizations and individual PAs could chart a course for advancing the competencies of the PA profession.

In 2011, representatives from the same four national PA organizations convened to review and revise the document. The revised manuscript was then reviewed and approved by the leadership of three of the four organizations in 2012; the AAPA House of Delegates will consider the new version in 2013.

Introduction

This document serves as a map for the individual PA, the physician-PA team, and organizations committed to promoting the development and maintenance of professional competencies among PAs. While some competencies will be acquired during formal PA education, others will be developed and mastered as PAs progress through their careers. The PA profession defines the specific knowledge, skills, attitudes, and educational experiences requisite for PAs to acquire and demonstrate these competencies.

The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. Professional competencies for PAs include the effective and appropriate application of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, and systems-based practice.

Patient-centered, PA practice reflects a number of overarching themes. These include an unwavering commitment to patient safety, cultural competence, quality health care, lifelong learning, and professional growth. Furthermore, the profession’s dedication to the physician-PA team benefits patients and the larger community.
PA COMPETENCIES

Medical Knowledge

Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. PAs must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, PAs are expected to demonstrate an investigative and analytic thinking approach to clinical situations. PAs are expected to understand, evaluate, and apply the following to clinical scenarios:

- evidence-based medicine
- scientific principles related to patient care
- etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
- signs and symptoms of medical and surgical conditions
- appropriate diagnostic studies
- management of general medical and surgical conditions to include pharmacologic and other treatment modalities
- interventions for prevention of disease and health promotion/maintenance
- screening methods to detect conditions in an asymptomatic individual
- history and physical findings and diagnostic studies to formulate differential diagnoses

Interpersonal & Communications Skills

Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. PAs must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients’ families, physicians, professional associates, and other individuals within the health care system. PAs are expected to:

- create and sustain a therapeutic and ethically sound relationship with patients
- use effective communication skills to elicit and provide information
- adapt communication style and messages to the context of the interaction
- work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
- demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
- accurately and adequately document information regarding care for medical, legal, quality, and financial purposes
Patient Care

Patient care includes patient and setting specific assessment, evaluation, and management. PAs must demonstrate care that is effective, safe, high quality, and equitable. PAs are expected to:

- work effectively with physicians and other health care professionals to provide patient-centered care
- demonstrate compassionate and respectful behaviors when interacting with patients and their families
- obtain essential and accurate information about their patients
- make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment
- develop and implement patient management plans
- counsel and educate patients and their families
- perform medical and surgical procedures essential to their area of practice
- provide health care services and education aimed at disease prevention and health maintenance
- use information technology to support patient care decisions and patient education

Professionalism

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one’s own. PAs must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. PAs must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. PAs are expected to demonstrate:

- understanding of legal and regulatory requirements, as well as the appropriate role of the PA
- professional relationships with physician supervisors and other health care providers
- respect, compassion, and integrity
- accountability to patients, society, and the profession
- commitment to excellence and on-going professional development
- commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- sensitivity and responsiveness to patients’ culture, age, gender, and abilities
- self-reflection, critical curiosity, and initiative
- healthy behaviors and life balance
- commitment to the education of students and other health care professionals

Practice-based Learning & Improvement
Practice-based learning and improvement includes the processes through which PAs engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement. PAs must be able to assess, evaluate, and improve their patient care practices. PAs are expected to:

- analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
- locate, appraise, and integrate evidence from scientific studies related to their patients’ health
- apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness
- utilize information technology to manage information, access medical information, and support their own education
- recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others

**Systems-based Practice**

Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. PAs must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve the health care system of which their practices are a part. PAs are expected to:

- effectively interact with different types of medical practice and delivery systems
- understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively
- practice cost-effective health care and resource allocation that does not compromise quality of care
- advocate for quality patient care and assist patients in dealing with system complexities
- partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes
- accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- apply medical information and clinical data systems to provide effective, efficient patient care
- recognize and appropriately address system biases that contribute to health care disparities
- apply the concepts of population health to patient care

*Adopted 2012 by ARC-PA, NCCPA, and PAEA*

*Adopted 2013 by AAPA*
STUDENT LEARNING OUTCOMES & COMPETENCIES

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

The PA student will be able to:

1. Evaluate the structures of the human body and how they function at the biochemical and physiological level.

2. Integrate and apply their knowledge of the basic sciences and clinical medicine to the care of the patient.

3. Analyze the etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions.

4. Describe and understand the principles of drug absorption, distribution, action, toxicity, and elimination, and have a practical, working knowledge of commonly prescribed drugs.

5. Differentiate the indications, contraindications, and side effect profiles for the pharmacologic agents used in the treatment of various diseases and conditions.

6. Recognize the importance of patient education and compliance as it relates to pharmacologic interventions.

7. Collect and document essential and accurate patient medical history and perform an appropriate comprehensive or problem-focused physical examination based on the patient’s presentation.

8. Formulate an appropriate differential diagnosis based on history and physical examination of pertinent positive and negative findings and diagnostic study results in the diagnosis and management of common medical and psychiatric conditions across the life-span.

9. Demonstrate competency in written, oral, and electronic forms of communication and the ability to effectively communicate with patients, patients’ families, physicians, and various other professional associates in outpatient, inpatient, operative, emergent and behavioral health settings for patients across the lifespan.

10. Use communication skills and collaborate with patients, their families/caregivers, and members of the healthcare team to provide competent comprehensive patient-centered care across the life-span.

11. Interpret and recognize the significance of various laboratory and radiographical studies in relation to the disease process.
12. Differentiate between normal and abnormal signs, symptoms, and diagnostic studies results.

13. Demonstrate the ability to provide superior patient care, including presentation-based diagnosis and management of emergent, acute, and chronic medical and psychological disorders across the lifespan.

14. Formulate a working differential diagnosis and create an assessment and plan that is evidence-based and appropriate, based on the patient's signs and symptoms.

15. Develop and implement appropriate treatment plans for common disorders including medications, surgery, counseling, therapeutic procedures, rehabilitative therapies, and specific disease prevention, and evaluate the success of those treatments.

16. Demonstrate the knowledge and ability to perform the skills necessary for prevention, health promotion/maintenance, patient evaluation, monitoring, diagnosis/differential diagnosis, therapeutics, counseling, rehabilitation, and appropriate referral of the patient.

17. Screen for diseases, assess for risk factors of common diseases, and initiate and recommend health promotion and disease prevention measures.

18. Identify when referral is indicated and work effectively with physicians and other health care professionals as a member of an interprofessional patient-centered health care team.

19. Apply the scientific method and critically evaluate landmark research publications that lead to establishment guidelines for disease management and apply that information in the health care of the patient.

20. Understand the principles of scientific inquiry and research design, so that they will be able to apply those principles to critically interpret medical literature and enhance their ability to provide quality health care.

21. Keep abreast of the evolving practice of medicine through a dedication to life-long learning and enhancement of one's knowledge, skills, and attitudes as a PA by self-reflection, active management and professional development.

22. Demonstrate an understanding of health care policy, health care and social service systems, coding/reimbursement, billing, and the role of the PA/Physician Team within those systems and how they apply in clinical practice.

23. Conduct themselves in a professional courteous manner and with the highest ethical and legal standards expected of a health care professional and consistent with the role and responsibilities of a PA.

24. The knowledge, appreciation, and application of legal and ethical concepts related to medical care.

25. Evaluate the impact of the racial, ethnic, and socioeconomic ramifications on the diagnosis and treatment of various medical conditions, as well as the ethical considerations within medical practice, and demonstrate sensitivity regarding the emotional, cultural, and socioeconomic aspects of the patient, the patient's condition, and the patient's family.
26. Appraise the psychological, socioeconomic, cultural, and spiritual dimensions of the patient's experience of the health and disease and utilize the information in the development of appropriate plans of care.

27. Understand the commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.

28. Effectively advocate for patients and the PA profession.

29. Demonstrate respect, compassion, and accountability to patients and society, and be responsive to the patient's values, culture, age, gender, and capabilities.

30. Create healthy living behaviors through patient education and counseling.

31. The attitudes and skills which demonstrate a commitment to personal growth and sensitivity to cultural and individual differences, respect for self and others throughout a diverse patient population.

32. Continually assess and demonstrate self-reflective practice and an awareness of one's own implicit bias and recognize its potential effect on the care of patients.

33. Demonstrate understanding of the important considerations in reproductive and sexual health, including the societal and clinical aspects of human sexuality, prenatal care, gynecologic care, men's health and associated preventative medicine.

34. Understand the importance of superior patient care in the pre-operative, intra-operative and post-operative settings, with consideration for patient safety and optimal outcomes.

35. Demonstrate the ability to provide appropriate behavioral and mental healthcare across the lifespan, through the appraisal of both the societal and clinical aspects of behavioral health and wellness.
STANDARDS OF PROFESSIONAL CONDUCT FOR THE PA STUDENT

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

The American Academy of PAs (AAPA) has identified four primary bioethical principles, i.e., autonomy, beneficence, nonmaleficence and justice, which form the foundation of the Statement of Values of The PA Profession. The Statement of Values provides a guideline for ethical conduct by PAs. The Guidelines for Ethical Conduct required of PAs can be found at the American Academy of PA website: https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf. In addition to the AAPA’s guidelines, The National Commission of Certification of PAs (NCCPA) recently adopted a code of conduct for certified and certifying PA students. NCCPA’s code of conduct “outlines the principles that all certified or certifying PAs are expected to uphold.” A complete discussion can be found at: http://www.nccpa.net/Code-Of-Conduct?mID=114.

The Accreditation Review Commission on Education for the PA (ARC-PA), the accrediting body for PA programs, recognizes that “the role of the PA demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient’s welfare are essential attributes.”

In addition to understanding and complying with the principles and standards promulgated by the American Academy of PAs, The National Commission on Certification of PAs, and the Accreditation Review Commission on Education for the PA, PA students are required to understand and comply with the policies, procedures and rules of the Graduate PA Program and the University (see the USciences Student Handbook: http://www.usciences.edu/studenthandbook/; and the policies, procedures, and rules of each clinical site to which the student is assigned. Further, PA students are required to conduct themselves in a manner that complies with the following principles and standards.

Respect

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

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

Flexibility
Although every effort is made to provide training activities at times and places scheduled in advance, PA students often will be required to be flexible because of changes in the schedule. For example, instructors who are also practicing clinicians may not have a regular schedule and accordingly flexibility is required of PA students. Lectures or clinical sessions may, at times, need to be rescheduled with short notice. In addition, clinical sites create the student schedules for the clinical year and such schedules may require PA students to work weekends and nights.

**Academic Integrity**

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

- Students are not permitted to use notes or other materials during examinations unless expressly authorized in advance to do so by the instructor.
- Students are required to do their own work and, without prior approval of the instructor, may not submit work created by others (including such things as papers purchased from commercial enterprises) as their own work.
- Students are required to sit for examinations that are required to fulfill their own academic obligations; students may not have another student or person take an examination for them.
- The same academic work may not be submitted more than once for credit or to fulfill the requirements of an academic exercise.
- Obtaining a copy of an examination or graded assignment (e.g., case presentation, patient education project) used in a previous year or completed by another person is prohibited.
- Prior to taking an examination or completing an assignment, students are not permitted to review prior examination questions or answers and/or graded assignments completed by another person.
- A student may not knowingly allow another student to copy or use his or her work.
- A student must give proper attribution when using the words or ideas of another person, whether in a written or oral academic exercise. This includes, among other things, proper citation of quoted and paraphrased material.
- Knowingly presenting false information to Program faculty and staff, supervisors, patients and clinical preceptors is prohibited.
- Falsifying any information or document is prohibited.
- Forging another’s name or signature is prohibited.
- Misrepresenting oneself as a graduate of the Program or a PA-C, physician, nurse practitioner, medical resident, etc., is prohibited.
Honesty and Trustworthiness

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

Student Role and Accountability

PA students have a unique role in health care delivery. In that role, they are accountable as follows:

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

Concern for the Patient

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

- PA students must treat patients and their families with dignity and respect.
- At all times the physical and emotional comfort of the patient is of paramount importance.
- Students must use appropriate verbal and non-verbal communication to convey concern, pleasantness and professionalism to the patient.
- The patient’s modesty must be considered at all times.
- Students shall deliver health care services to patients without regard to their race, religion, national origin, age, sex, marital status, citizenship, sexual orientation or gender identity, disability, medical condition, socioeconomic status, political beliefs, or any status protected by law.
- Students may not accept gifts or gratuities from patients or their families.
- Students may not give gifts, money, etc. to patients.
- Sexual and romantic relationships with patients are prohibited and will not be tolerated.
- Students may not communicate with patients or families (e-mail, phone, text, social media sites) outside of the supervised clinical setting.

Professional Demeanor

PA students must dress in professional attire. Name tags or badges are required to be worn at all times. Good personal hygiene is always required. More detailed information on attire/identification may be found on page 58 of the Student Handbook. Sexual and/or romantic relationships with principal faculty,
instructional faculty, program support staff, clinical preceptors while in the PA Program will not be tolerated.

**Maintaining Composure**

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

**Drugs and Alcohol**

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

**Timeliness and Lateness**

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

The professional conduct of PA students is evaluated on an ongoing basis throughout the Program. Violations of standards of conduct are subject to disciplinary actions administered by the University Conduct Committee and by the PA Program Student Progress Committee.
GUIDELINES FOR ETHICAL CONDUCT FOR THE PA PROFESSION (AAPA)

INTRODUCTION

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

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

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

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

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

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

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

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

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

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

**STATEMENT OF VALUES OF THE PA PROFESSION**

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

**THE PA AND PATIENT**

**PA Role and Responsibilities**

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

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

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

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

The PA and Diversity

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

Nondiscrimination

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

Initiation and Discontinuation of Care

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

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

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

Informed Consent

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

In caring for adolescents, the PA should understand all of the laws and regulations in his or her jurisdiction that are related to the ability of minors to consent to or refuse health care. Adolescents should be encouraged to involve their families in health care decision making. The PA should also understand consent laws pertaining to emancipated or mature minors. (See the section on Confidentiality.)
When the person giving consent is a patient’s surrogate, a family member, or other legally authorized representative, the PA should take reasonable care to assure that the decisions made are consistent with the patient’s best interests and personal preferences, if known. If the PA believes the surrogate’s choices do not reflect the patient’s wishes or best interests, the PA should work to resolve the conflict. This may require the use of additional resources, such as an ethics committee.

Confidentiality

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

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

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

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

The Patient and the Medical Record

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

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

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

Care of Family Members and Co-workers

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

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

Genetic Testing

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

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

Reproductive Decision Making

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

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

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

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

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

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

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

THE PA AND INDIVIDUAL PROFESSIONALISM

Conflict of Interest

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

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

Professional Identity

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

Competency

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

Sexual Relationships

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

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

Gender Discrimination and Sexual Harassment

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

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

- Such conduct has the purpose or effect of interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive work or academic environment, or
- Accepting or rejecting such conduct affects or may be perceived to affect professional decisions concerning an individual, or
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's training or professional position.

THE PA AND OTHER PROFESSIONALS

Team Practice

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

Illegal and Unethical Conduct

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

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

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

**PA–Physician Relationship**

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

**Complementary and Alternative Medicine**

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

**THE PA AND THE HEALTH CARE SYSTEM**

**Workplace Actions**

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

**PAs as Educators**

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

**PAs and Research**

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

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

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

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

**PAs as Expert Witnesses**

The PA expert witness should testify to what he or she believes to be the truth. The PA’s review of medical facts should be thorough, fair, and impartial.

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

**THE PA AND SOCIETY**

**Lawfulness**

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

**Executions**

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

**Access to Care / Resource Allocation**

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

**Community Well Being**

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

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

PROFESSIONAL AGENCIES AND REGULATORY BODIES

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

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

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

http://www.arc-pa.org

AMERICAN ACADEMY OF PHYSICIAN ASSISTANTS (AAPA)

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

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

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

www.aapa.org

PENNSYLVANIA SOCIETY OF PHYSICIAN ASSISTANTS (PSPA)

The Pennsylvania Society of Physician Assistants (PSPA) was established in 1976. As a growing nonprofit organization, the PSPA strives to be representative of all PAs within the Commonwealth of Pennsylvania. The goals and objectives of the Society are to enhance quality medical care to the people of Pennsylvania through a process of continuing medical education, both to the membership and to the public; to provide loyal and honest service to the public and to the medical profession; to promote professionalism among its membership; and to promote understanding of the PA profession.
The PSPA is a constituent chapter of the American Academy of Physician Assistants (AAPA). The Society sends delegates to the AAPA House of Delegates, which meets annually to perform policy making activities under the Academy's bylaws. The elected Board of Directors of the Society includes the president, president-elect, secretary, treasurer, and six Board members. Two of the six Board members are student members.

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

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

www.pspa.net

NATIONAL COMMISSION ON CERTIFICATION OF PHYSICIAN ASSISTANTS (NCCPA)

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

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

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

www.nccpa.net

STATE LICENSURE

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

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

PENNSYLVANIA

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

<table>
<thead>
<tr>
<th>Journal of the American Academy of Physician Assistants (JAAPA)</th>
<th>The Clinical Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://journals.lww.com/jaapa">http://journals.lww.com/jaapa</a></td>
<td><a href="http://www.clinicaladvisor.com">www.clinicaladvisor.com</a></td>
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<table>
<thead>
<tr>
<th>Clinician Reviews</th>
<th>Newsline for Physician Assistants</th>
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<tbody>
<tr>
<td><a href="http://www.clinicianreviews.com">www.clinicianreviews.com</a></td>
<td><a href="https://www.news-line.com/home.lasso?-token.profession=pa">https://www.news-line.com/home.lasso?-token.profession=pa</a></td>
</tr>
</tbody>
</table>
ACADEMIC CALENDAR

2020 – 2022
PA Program

FALL 2020

Orientation: Thursday, 8/27/20 – Friday, 8/28/20
First Day of Classes: Monday, 8/31/20
Labor Day: Monday, 9/7/20 – University Closed
Thanksgiving Break: Thursday, 11/25/20 – Sunday, 11/29/20 – No Classes
Finals Week: Monday, 12/14/20 – Friday, 12/18/20
Winter Break: Saturday, 12/19/20 – Sunday 1/3/21

SPRING 2021

First Day of Class: Monday, 1/4/2021
MLK Day of Service: Monday, 1/18/21
Finals Week: Monday, 4/19/21 – Friday, 4/23/21
Vacation: Saturday, 4/24/21 – Sunday, 5/2/21

SUMMER 2021

First Day of Class: Monday, 5/3/21
Finals Week: Monday, 8/16/21 – Friday, 8/20/21
Summer Break: Saturday, 6/21/21 – Wednesday, 6/25/21

FALL 2021

Orientation to Clinical Rotations, Thursday, 8/26/21 – Friday 8/27/21
Labor Day: Monday, 9/6/21
First Day of Rotation1: Tuesday, 8/30/21
Call Back Days: Thursday, 9/30/21 – Friday, 10/1/21
First Day of Rotation 2: Monday, 10/4/21
Call Back Days: Thursday, 11/4/21 – Friday, 11/5/21
First Day of Rotation 3: Monday, 11/8/21
Thanksgiving Break: Thursday, 11/25/21 – Friday, 11/26/21
Call Back Days: Thursday, 12/9/21 – Friday, 12/10/21
Finals Week: Monday, 12/13/21 – Friday, 12/17/21
Winter Break: Saturday, 12/18/21 – Sunday, 1/2/22

SPRING 2022

First Day of Rotation 4: Monday, 1/3/22
Call Back Days: Thursday, 2/3/22 – Friday, 2/4/22
First Day of Rotation 5: Monday, 2/7/22
Call Back Days: Thursday, 3/10/22 – Friday, 3/11/22
First Day of Rotation 6: Monday, 3/14/22
Call Back Days: Thursday, 4/14/22 – Friday, 4/15/22
Finals Week: Monday, 4/18/22 – Friday, 4/22/22
Vacation: Saturday, 4/23/22 – Sunday, 5/1/22

SUMMER 2022

First Day of Rotation 7: Monday, 5/2/22
Call Back Days: Thursday, 6/2/22 – Friday, 6/3/22
First Day of Rotation 8: Monday, 6/6/22
Call Back Days: Thursday, 7/7/22 – Friday, 7/8/22
First Day of Rotation 9: Monday, 7/11/22
Call Back Days: Thursday, 8/11/22 – Friday, 8/12/22
Finals Week: Monday, 8/15/22 – Friday, 8/19/22

GRADUATION: September 9, 2022
EXPENSES

Please see the table below for approximate cost of attending the University of the Sciences PA Program for 2020 - 2022. Please note all costs subject to change at any time. Additionally, the Program is not responsible for any changes in the tuition or financial aid of students who must repeat a course or semester, nor is it responsible for changes made while a student is on leave of absence. *

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
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<tbody>
<tr>
<td>Tuition and fees</td>
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<td>Transportation to clerkships</td>
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*These are approximate costs
## COURSE OF STUDY

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<thead>
<tr>
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<th>Fall 2020</th>
<th>Spring 2021</th>
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<tbody>
<tr>
<td>Human Anatomy</td>
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<tr>
<td>Human Physiology</td>
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<tr>
<td>History/Physical I</td>
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<tr>
<td>Pharmacology I</td>
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<td>3</td>
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<tr>
<td>Genetics for PAs</td>
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<tr>
<td>Psychosocial Medicine</td>
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**Total: 17**

### Summer 2021

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<tbody>
<tr>
<td>Clinical Medicine II</td>
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<tr>
<td>Diagnostics II</td>
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<tr>
<td>Research Methods, Designs and Implementation</td>
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<td>Pediatrics</td>
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**Total: 17**

### Spring 2022

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<tr>
<td>5 week Behavioral/Mental Health Rotation</td>
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<td>5 week Surgery Rotation</td>
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<tr>
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<tr>
<td>Issues in Geriatrics I</td>
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**Total: 17**

### Fall 2021

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<table>
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<tbody>
<tr>
<td>5 week Family Medicine Rotation I</td>
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<tr>
<td>5 week Family Medicine Rotation II</td>
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<tr>
<td>5 week Internal Medicine Rotation</td>
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<tr>
<td>Professional Practice Issues I</td>
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<tr>
<td>Professional Practice Issues III</td>
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**Total: 16**

### Spring 2022

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<td>5 week Emergency Medicine Rotation</td>
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<tr>
<td>5 week Elective Rotation</td>
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<tr>
<td>5 week Pediatrics Rotation</td>
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<tr>
<td>Issues in Geriatrics II</td>
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<tr>
<td>Professional Practice Issues III</td>
<td>1</td>
</tr>
<tr>
<td>Capstone</td>
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</tbody>
</table>

**Total: 19**

**Total Curriculum: 103**
COURSE DESCRIPTIONS

Year 1 - FALL

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

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

PHA 503 – History and Physical I:
This is the first of two sequential courses designed to provide students with the fundamental grounding and cognitive knowledge to prepare them for their clinical role in patient-centered care. The course will serve as an introduction to physical examination techniques, patient counseling, documentation, and communication skills used to conduct age-appropriate, culturally sensitive histories. The course will progress to acquiring the skills, knowledge, and sensitivity needed to communicate and intervene effectively in a diverse variety of patient encounters. This is a combined lecture and lab course using teaching methods to include small group demonstrations and practice sessions. This course will instruct the students on the normal history and physical exam and prepare them for the problem-focused techniques they will learn in later clinical medicine courses. Students will also be involved in active learning with simulation lab experiences. At the completion of this course, students will have obtained the necessary skills to elicit a comprehensive or directed history, perform a complete or directed physical exam, and develop a comprehensive oral and written description of the entire patient encounter.
3 credits
(Co-requisites: PHA 501, 502, 504, 505, 506, 507)

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

3 credits
(Co-requisites: PHA 501, 502, 503, 505, 506, 507)

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

1 credit
(Co-requisites: PHA 501, 502, 503, 504, 506, 507)

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

1 credit
(Co-requisites: PHA 501, 502, 503, 504, 505, 507)

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

2 credits
(Co-requisites: PHA 501, 502, 503, 504, 505, 506)
Samson College of Health Sciences  
Department of Physician Assistant

Year 1 – SPRING

**PHA 521 - Pathophysiology:**
This course is designed to provide students with an overview of the pathophysiology of the various organ systems of the human body. An understanding of the pathophysiology of disease and disease states is necessary to apply basic science knowledge to a clinical situation. This course will concentrate on the basic pathophysiologic understanding of disease and its clinical manifestations and will not emphasize areas of diagnosis or treatment.

3 credits  
(Pre-requisites: PHA 501, 502, 503, 504, 505, 506, 507)  
(Co-Requisites: PHA 522, 523, 524, 525, 526)

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

3 credits  
(Pre-requisites: PHA 501, 502, 503, 504, 505, 506, 507)  
(Co-Requisites: PHA 521, 523, 524, 525, 526)

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

4 credits  
(Pre-requisites: PHA 501, 502, 503, 504, 505, 506, 507)  
(Co-Requisites: PHA 521, 522, 524, 525, 526)

**PHA 524 - Pharmacology II:**

Where healthcare and science converge.

Founded in 1821 as the Philadelphia College of Pharmacy

600 S. 43rd Street • Philadelphia, PA 19104 • paprogram@uscience.edu • Phone: 215-596-7140 • Fax: 215-596-7147
This is the second of two courses designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Drugs will be discussed by class with attention given to specific drugs, indications, contraindications, dosage, mechanism of action, side effects, similarities, and differences. Each unit will provide instruction on effective communication with patients with regards to patient education and patient safety. Emphasis will be placed on the more common drugs in treatment of common diseases including gastrointestinal, genitourinary, endocrine, neurological, musculoskeletal, psychiatric, and behavioral. Students will learn about current issues with opiates and associated management issues of opiates. This will include instruction on the history of the opioid epidemic, underlying addiction pathophysiology, alternative pain management methods for acute and chronic pain, interprofessional management of patients with substance abuse disorder, Medication Assisted Therapy, and barriers to care including socioeconomic factors and regulation of controlled substances.

3 credits
(Pre-requisites: PHA 501, 502, 503, 504, 505, 506, 507)
(Co-Requisites: PHA 521, 522, 523, 525, 526)

PHA 525 - Diagnostics I:
This 2-credit course is the first of two courses providing students with insight into the use of laboratory and radiographic studies that aid clinicians in the diagnosis, treatment, and management of both acute and chronic diseases across the life span. Diagnostic studies utilized in urgent and emergent clinical scenarios are discussed, and students will learn the appropriate preventive medicine settings that diagnostic testing might assist in. Students will be instructed in the selection, indication, and interpretation of laboratory tests and radiographic studies. Emphasis will be placed on the importance of provider-patient communication when discussing the risks and benefits of diagnostic testing, as well as discussing the medical decision making and the results with the patient. Students will also be provided the corresponding patient safety information, when applicable.

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

PHA 526 - Introduction to Research/Evidence Based Medicine:
This course is the first of two required courses in the Physician Assistant research sequence. The course provides an introduction to the research process and its relationship to evidence-based practice. Students will obtain a basic understanding of theory-based research, methodological and ethical considerations in the design of research, and ways of evaluating evidence for practice. Additionally, students will be introduced to concepts of epidemiology.

2 credits
(Pre-requisites: PHA 501, 502, 503, 504, 505, 506, 507)
(Co-Requisites: PHA 521, 522, 523, 5234, 525)

Year 1 - SUMMER

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

4 credits
(Pre-requisites: PHA 521, 522, 523, 524, 525, 526)
(Co-Requisites: PHA 542, 543, 544, 545, 546, 547)

PHA 542 - Diagnostics II:
This 2-credit course is the second of two courses designed to provide the student with knowledge of laboratory testing as an adjunct to the proper diagnosis, treatment and management of both acute and chronic disease processes across the life span. Diagnostic studies utilized in urgent and emergent clinical scenarios are discussed, and students will learn the appropriate preventive medicine settings that diagnostic testing might assist with. The course will use slides, specimens, and clinical case studies to encourage critical thinking with corresponding proper decision making. Students will be instructed in the indication, selection, and interpretation of laboratory tests and diagnostic radiology. Students will learn the importance of communicating with patients with regard to medical decision making and discussing results. Students will also be provided the corresponding patient safety information, when applicable.

2 credits
(Pre-requisites: PHA 521, 522, 523, 524, 525, 526)
(Co-Requisites: PHA 541, 543, 544, 545, 546, 547)

PHA 543 - Research Methods, Design & Implementation:
Building on the first research course and using experiences from clinical skills courses, students are required to design and implement a research project. Students will frame a research question, write a research proposal and prepare to implement a project. This activity will provide students with the ability to translate clinical problems into research protocols by incorporating published research and class learning with clinical cases.

3 credits
(Pre-requisites: PHA 521, 522, 523, 524, 525, 526)
(Co-Requisites: PHA 541, 542, 544, 545, 546, 547)

PHA 544 - Pediatrics:
This course introduces students to the fundamentals of pediatric medicine to include newborns, infants, children and adolescents. Topics include normal growth and development, preventive care and anticipatory guidance, immunizations, common pediatric illnesses, other diseases limited to the pediatric population and special considerations for this population.

2 credits
(Pre-requisites: PHA 521, 522, 523, 524, 525, 526)
(Co-Requisites: PHA 541, 542, 543, 545, 546, 547)
PHA 545 - Emergency Medicine:
This course focuses on the specialty of emergency medicine including an understanding of pre-hospital care (EMS), the relationship between the ER and inpatient services and the ER as a primary care setting. Emphasis is placed on the skills required to work in the ER. BLS & ACLS accreditation will be required for successful completion of this course. Social and community aspects of emergency medicine is also reviewed, as well as considerations for pediatric and geriatric patients. Students will learn important communication skills between pre-hospital care, with attending physicians, ER staff, consultants and admitting teams. Focus will be placed on the appropriate gathering of relevant, focused information in order to appropriately screen for and manage urgent and emergent cases. Students will learn comprehensive encounter management from initial triage, intradepartmental management, referrals, admission and discharge. Students will participate in clinical reasoning conferences of potentially life-threatening scenarios in order to work through a differential diagnosis in a team-based manner. Students will also be involved in active learning with simulation lab experiences.
2 credits
(Pre-requisites: PHA 521, 522, 523, 524, 525, 526)
(Co-Requisites: PHA 541, 542, 543, 544, 546, 547)

PHA 546 - Surgery:
This course is designed to provide students with an overview of the surgical specialty for patients across the life span. The management of acute surgical problems, critical illness, solid organ malignancies, and elective surgery procedures will be discussed as well as pre-op & post-op care of surgical patients. Laboratory sessions will teach technical skills such as universal precautions, sterile technique, suturing, and minor surgical procedures. Students will also be involved in active learning with simulation lab experiences.
2 credits
(Pre-requisites: PHA 521, 522, 523, 524, 525, 526)
(Co-Requisites: PHA 541, 542, 543, 544, 545, 547)

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

Year 2 - FALL

PHA 651 – Family Medicine Rotations I
This course is the 1st in a series of two 5-week rotations in an outpatient setting at a family medicine office. The goal of this rotation is to educate the PA student in the diagnosis, management and treatment of both acute and chronic illness for the patient in the primary care setting. Experience is provided at the level of a primary care PA and will include becoming familiar with the primary care provider’s role in overall patient health, prevention of disease and screenings, wellness, and coordination of care within the health care system.
5 credits
Samson College of Health Sciences
Department of Physician Assistant

PHA 652 – Family Medicine Rotations II
This course is the 2nd in a series of two 5-week in an outpatient setting at a family medicine office. The goal of this rotation is to educate the PA student in the diagnosis, management and treatment of both acute and chronic illness for the patient in the primary care setting. Experience is provided at the level of a primary care PA and will include becoming familiar with the primary care provider’s role in overall patient health, prevention of disease and screenings, wellness, and coordination of care within the healthcare system.
5 credits
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)

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

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

Year 2 – SPRING

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

PHA 656 - Behavioral/Mental Health Rotation:
This five-week rotation provides the PA student with experience in a behavioral health facility (inpatient and/or outpatient). The student will also be provided with practical clinical experience in identification, evaluation, management and referral of patients presenting with common and/or emergent psychiatric
conditions. Students learn to recognize and treat acute and chronic health disorders, affective and cognitive disorders.

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

**PHA 657 - Surgery Rotation:**
This five-week rotation provides the PA student with practical clinical experience in data gathering, evaluation and management of general surgical problems encountered in the hospital. Students participate in the management of surgical patients during the pre-operative phase, assist during surgery and provide post-operative care, including post-operative screening for complications.

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

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

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

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

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

**Year 2 – SUMMER**

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

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

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

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

**PHA 660 - Elective Rotation:**
This five-week rotation provides the PA student with practical clinical experience by working in a medical setting of their choice. This enables the student to develop focused and systematic approach to the diagnosis and treatment of common medical issues in that specialty. In addition, this rotation provides students with the opportunity to formulate organized and complete medical records, problem lists and management plans. Each student will present an interesting case that they were involved in evaluating and managing and will complete a research project during their elective rotation.

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

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

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

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

1 credit
(Pre-requisites: PHA 541, 542, 543, 544, 545, 546, 547)
PHA 604 - Capstone:
This 2-credit course encompasses three integrative elements. The first element outlines study skills that aid the student in preparing for the PANCE Exam. The second element consists of a comprehensive written exam, OSCE, and demonstration of clinical skills. The third integrative element will provide the student with the opportunity to share their research projects with colleagues, faculty, and the University at large.
2 credits
(Pre-requisites: PHA 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661)
CLASSROOMS

All courses are taught at USciences with the exception of the gross anatomy lab. Students have access to all available facilities on campus. The gross anatomy lab utilizes laboratory space at Thomas Jefferson University East (formerly Philadelphia University) PA Program, 4201 Henry Avenue, Philadelphia, PA 19144, and is taught by their faculty.

LIBRARIES & TEXTS

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

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

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

INSTRUCTIONAL AIDS

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

Basic Rights

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

The student has the right to competent, knowledgeable instructors who conduct themselves in a professional manner in their interactions with students in the work setting. If a student is experiencing difficulty with an instructor, and cannot resolve it directly with the instructor, the student should contact the Program Director.

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

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

Rights to Privacy

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

Students will be granted access to their own permanent student file after completion of a Student Request for File Access form, page 85. Students may inspect and review files in the PA Program office during regular office hours. At no time may information be removed from a student’s permanent file. Students will also not be allowed to photocopy or otherwise duplicate information found in their file. All evaluations and minutes of meetings regarding a student, such as Student Progress Committee meetings, become part of the student’s official Program record, which is maintained by the Department of Physician Assistant Studies as required by ARC-PA. Students who wish to challenge the content of records may do so in one of two ways:

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

2. A student may request a review regarding an entry with the Academic and Professional Affairs Committee.

Release of student records by the Program to outside parties is granted only upon submission of a written Consent for Release of Confidential Information by the student.

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

Each student will be assigned to a faculty advisor. The faculty advisor will meet with the student a minimum of once per semester via phone, video chat, email, or in person. At this time, progress in meeting the PA Program objectives, both academic and behavioral, will be discussed. These sessions are an opportunity to assess strengths and identify areas for improvement, and to develop plans to capitalize on strengths and improve weaker areas. The faculty advisor will also be available at other times to discuss issues of concern either raised by the student or others. The PA Program faculty believes participation in the advising process is highly beneficial to the success of the student.

Prior to each scheduled session, the faculty advisor will collect data concerning the student’s performance. The student will be asked to complete a Self-Assessment Form (see page 69) and the Professional Performance Form (see page 75), that will complete the data provided as a basis for discussion.

Faculty Advisor

The role and responsibilities of the faculty advisor include but are not limited to the following:

1. Initiate communication between the student and faculty
2. Meet with the student at least once per didactic semester
3. Meet with the student more often if problems arise, e.g. academic or professional difficulties
4. Know the student advisee’s grades, skills and professional conduct
5. Assist the student in meeting the educational objectives of the Program
6. Discuss strengths and areas for improvement
7. Suggest improvements in time management and study skills, as needed
8. In conjunction with a course director, help develop a plan for remediation for deficiencies in skills or knowledge, as needed
9. Discuss academic progress, clinical skills and behavioral evaluations
10. Help identify additional faculty member(s) that will be easily accessible if a student wishes to discuss a problem of a personal or professional nature
11. Record meetings with student advisee in student file as per department protocol
12. Refer students to appropriate services, including but not limited to, the Student Health and Counseling Center, the Center for Academic Excellence, etc., as needed
13. Enable the student to identify materials necessary to achieve the educational objectives and professional standards of the Program

Student input is critical for the success of this process. Both advisee and faculty advisor have specific responsibilities.
Student Responsibilities

- Discuss areas of strengths and areas for improvement with the faculty advisor
- Complete the self-assessment form and the professional performance form
- Help plan a course of action to remediate deficiencies and capitalize on strengths
- Meet with faculty advisor at least once per semester at a mutually arranged time
- Meet with faculty advisor on an as-needed basis when problems arise
- Make an honest effort to follow the plans devised from the session
- Follow up with Faculty advisor if a specific action or next step is required

Examples of Outcomes from Advising Sessions (not comprehensive)

- Referral to Learning Resource Center
- Referral to Student Health And Counseling (SHAC)
- Assess time management skills/make changes to allow additional study time
- Change study habits
- Behavior modification
- Specific remediation program
- Meet with a tutor, based on availability
- Begin exercise program/other stress reduction techniques
- Career goal re-examination

THE FACULTY ADVISOR WILL NOT:

1. SOLVE THE STUDENT’S PROBLEMS. The student can discuss his or her problems with their faculty advisor and he or she can help clarify options and devise a plan of action.

2. ACT AS THE STUDENT’S MEDICAL PROVIDER. It is not permitted for any of the principal faculty, the program director or the medical director to participate as health care providers for any student in the PA Program. If a student has a medical problem, they should be seen in the USciences Student Health Center (SHAC) or see the outside provider of their choice.

3. ACT AS A COUNSELOR. If a student has problems that require counseling, they need the help of a professional counselor. They can seek help at the USciences Counseling (SHAC) in accessing mental health services.

It is the student’s responsibility to see their faculty advisor and schedule a mutually convenient time for their advising session. The faculty advisor will not “track down” any student who does not make an appointment after initial notification by the PA Program. It is also the student’s responsibility to act on the plan devised during the session.

The advising session can be a powerful tool for a student to use to get the most from their education and in their development as a health care professional. The process must be an active one to be effective.
ATTENDANCE AND PUNCTUALITY

Students in the PA Program must report to all scheduled program functions on time, dressed appropriately, with any necessary equipment, and prepared to participate fully. This applies to all classes, clinical labs, seminars, critical thinking sessions, small group activities/discussions, clinical experiences, exams, and any other activity required by the PA Program. Students who are absent from any scheduled activities as mentioned above will be held responsible for the material they have missed. Any unexcused absence in excess of one day will be brought before the Student Progress Committee.

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

Attendance is mandatory for all scheduled program functions. Students with chronic attendance issues will be referred to the Student Progress Committee.

Missed Examinations or Assignments Due to an Anticipated Absence

It is the student’s responsibility to be present for all scheduled examinations, written or practical, and any assignments. (Assignments include but are not limited to hospital visits, group interactive case-based sessions, and critical thinking sessions.)

If a student is unable to take an examination or participate in the assignment when it is scheduled, he or she must, prior to the time of the examination or due date of the assignment, notify the course director of the absence. If the student does not notify the course director, he/she may receive a zero for the examination or assignment, and may not be permitted to make it up.

If the course director has been notified of the absence, the student may be permitted to complete a make-up examination or assignment. The date and time of the make-up will be determined by the course director. The content and format of the make-up examination or assignment may differ from that of the original examination or assignment, and will be determined by the course director. If the student is not present for the scheduled make-up, he/she will receive a grade of zero for that examination or assignment. A second make-up opportunity will not be provided, and the student will be referred to the Student Progress Committee for review.

Classroom Areas

Students of a professional PA Program represent both the University and the profession. In this role, students will encounter a variety of patients and practitioners who come from diverse cultural, ethnic and socioeconomic backgrounds. In order to efficiently establish professional and trusting relationships and to decrease the potential for offense or discomfort to patients, a standard of professional grooming, hygiene, and clinical attire is required. A health care provider’s dress and appearance are essential in
establishing a relationship of trust and confidence with patients. In some cases, this requires that individual personal attire preferences be secondary to the need for effective patient interaction. As a student and soon-to-be medical professional, patients’ needs come first, even at the expense of individual expression.

Every student must prominently display the student’s official University of the Sciences’ ID card at all times while on campus and display their official name tag while in attendance at all affiliated training locations. During the didactic year of PA education, clinical attire is expected during patient interviews, clinical laboratories, interprofessional activities, and when visiting facilities for further educational opportunities. Any student not dressed appropriately for clinical encounters will not be allowed to participate in clinical experiences, and will lose grade points appropriately.

ATTIRE

As health care professionals, PA students are expected to maintain the highest possible standard of appearance. Students are expected to be neatly dressed, and practice good hygiene throughout all phases of their professional education.

PA students are expected to be in full professional attire and to comply with the standards as outlined by the clinical site.

1. Wear clean, pressed, short white jackets with the issued University of the Sciences PA Program patch attached to the left upper sleeve.

2. Identification badges bearing the student’s name and designating him/her as a “Physician Assistant Student” must be worn at all times.

3. Slacks/skirts-at an appropriate length, with shirts/blouses that are non-revealing.

4. Skirts or dresses should be no more than three inches above the knee.

5. Denim, regardless of color, is not allowed.

6. No shorts, sweatshirts, cut-off clothing, capri pants, cargo pants, or leggings without skirts.

7. Scrubs may be worn if approved by the preceptor and/or clinical site (e.g. OR and/or ER).

8. No midriff tops, halter tops, translucent or transparent tops; no shirts with low-cut necklines or tank tops.

9. Undergarments should not be visible, even with movement.
10. No sneakers are permitted (unless wearing scrubs and approved by your preceptor), shoes are to be worn with socks or hose; heel height should be conservative. Open toe shoes are not permitted at any site.

11. Jewelry and make-up, if worn, must be and subtle. Perfume and cologne are not permitted, as some patients may be allergic.

12. Hair styles should be clean, combed, and neatly trimmed or arranged worn in a neat style. Long hair should be worn back if necessary, to avoid interference with work or patient care.

13. Body piercings including, but not limited to, tongue, lip, eyebrow or nose piercings, should not be worn. Pierced earrings are allowed. Tattoos should be covered.

Clinical supervisors, preceptors, or PA Program faculty reserve the right to remove any student from a clinical site/experience who is not appropriately dressed. If a student is sent home due to inappropriate attire or poor hygiene, the student will not be permitted to make up any clinical work, assignments or experiences for the missed day. All such incidents will be documented in the student’s permanent record.

IDENTIFICATION

Students should clearly display their current USciences ID card while on campus. During clinical experiences students must clearly display their official name tag and Program patch. Students will introduce themselves as PA students and legibly sign all documentation with their full signature followed by ‘PA-S’.

At no time should a student, either by virtue of his/her skills or knowledge attained while progressing through the Program, misrepresent him or herself as being other than a PA student. While in the Program, students may not use previously earned titles (i.e. RN, MD, DC, PhD, etc.) Failure to identify oneself appropriately or misrepresenting oneself will result in immediate dismissal from the Program.

ELECTRONIC DEVICES AND SOCIAL MEDIA

Electronic Devices/Cellular Phones

The use of cellular/mobile telephones is NOT permitted during any lecture or lab. All students must place all communication devices in the “silent” mode or turn their device off. Any student who does not comply will be asked to exit the lecture and/or lab and will not be permitted back until the next scheduled lecture/lab.

Social Media

USciences PA program recognizes that social media has many far-reaching benefits both socially as well as in the healthcare setting. That being said, it is imperative that our students follow and abide by patient confidentiality guidelines and be HIPPA compliant in all of their social media activities. The PA Student must follow these rules while enrolled in USciences PA Program:
a) Students are not permitted to post material on social media that has information about a patient encounter, even if identifying information is omitted
b) Students are not permitted to post material on social media that contains pictures of a medical facility where they are assigned
c) Students are not permitted to post any derogatory or disparaging material on social media that involves another student, faculty, staff, University representatives, Institution/Practice representatives, healthcare employees, patients, or preceptors

Violation of this policy may result in loss of points for the professionalism component of the evaluation and final course grade, and will require a meeting with the Program Director, Director of Clinical Education, and/or Student Progress Committee. In addition to disciplinary action, violations may trigger legal ramifications.

HEALTH CLEARANCE POLICY

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

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

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

IT IS THE RESPONSIBILITY OF STUDENTS TO ASCERTAIN THAT THE APPROPRIATE HEALTH CLEARANCE IS OBTAINED.

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

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

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

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

If a health condition arises during the course of study that would in any way alter the student’s ability to perform in the didactic or clinical setting, it is the student’s responsibility to notify the Director of the PA Program immediately.

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

- Substance Abuse
- Drug-Free Environment
- Smoking
- Substance Abuse
Academic & Professional Policies
POLICY ON ACADEMIC INTEGRITY

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

“According to the USciences Student Handbook, Academic Dishonesty includes, but is not limited to, the following: falsification of laboratory data, bringing unauthorized material to an examination seat, copying another student’s work on an examination, misrepresenting someone else’s work as one’s own (including borrowing or purchasing term papers), and plagiarism. Any questions or concerns regarding a student’s academic integrity will be reviewed using the Student Conduct Policy (p. 40-63).

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

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

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

BEHAVIORAL STANDARDS

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

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

While in the clinical phase of the program, students may not assume the responsibilities or take the place of qualified staff. However, demonstrating proficiency, students may be permitted to undertake certain defined activities with appropriate supervision and direction. If a student feels he/she is being placed in a position of responsibility outside that of the PA student, he/she must contact the Director of Clinical Education immediately.

All of the following offenses are serious violations of conduct for a PA student and may result in swift
disciplinary action, referral to the University’s Student Conduct Process (please see the USciences handbook for further information, and/or possible dismissal from the Program). This list is not intended to be comprehensive.

1. Cheating or plagiarism.
   a. Using crib notes and/or online resources during an exam
   b. Copying from another student’s exam
   c. Obtaining a copy of the exam prior to taking the exam
   d. Obtaining a copy of the previous year’s exam
   e. Submitting the same product as an assignment in two classes
   f. Substituting another student to take exams, or substituting for another student in an exam
   g. Purchasing take-home exams from others
   h. Purchasing a research paper, project or other program assignments
   i. Drawing formulas, sentences, graphs and other information on desks, walls, etc.
   j. Copying from texts or online resources
   k. Submitting another person’s work as one’s own

2. Lying to Program faculty/staff or clinical preceptors

3. Forgery, altering or misuse of Program and/or medical documents, or knowingly furnishing false information

4. Misrepresentation of oneself as a graduate of the Program or in a capacity other than that of a PA student

5. Obstruction or disruption of the Program’s education process or other University of the Sciences functions while on or off university or clinical site property

6. Physical or verbal abuse or the threat of physical violence against anyone

7. Entry into an unauthorized area of the Program, University, or clinical sites

8. Theft, malicious or non-accidental damage to Program, University, or clinical site property

9. Possession of explosives, dangerous chemicals, or deadly weapons on University, hospital or clinical site property

10. Engaging in lewd, indecent, or obscene behavior on University, hospital or clinical site property.

11. Use, possession, sale or distribution to others of controlled or unlawful substances on University, hospital or clinical site property

12. Soliciting or assisting another person to perform any act which could subject the student to discipline as cited in this section

13. Proven deficiencies in patient care or being a danger to patients

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

**PROFESSIONAL PERFORMANCE STANDARDS**

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

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

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

1. Treats others with respect, dignity, and compassion.
2. Maintains professional appearance and hygiene.
3. Avoids all forms of academic/intellectual dishonesty and unethical behavior.
4. Recognizes responsibility for identifying and reporting unprofessional behavior.
5. Is on time for all scheduled classes, labs, and clinical activities including timely return from breaks.
6. Uses appropriate verbal and non-verbal communication.
7. Listens attentively during class and in communication with faculty, staff, clinical preceptors, and peers.
8. Limiting the use of personal technology (laptops, tablets, phones, etc.) in class to the lecture material being presented. *
9. Submits assignments on time and in professional format.
10. Accepts, applies, and offers constructive criticism.
11. Recognizes and respects negotiated decisions.
12. Maintains patient confidentiality, privacy.
13. Understands and respects cultural norms.
14. Assumes responsibility for choices made in all situations, especially those involving legal or ethical issues.
15. Adheres to policies and procedures at institutions participating in student education.
16. Takes personal responsibility for own learning; understands limits of knowledge and when to ask questions.

*Inappropriate use of personal technology at any time may result in loss of this privilege for the student and/or entire class.

The professional behaviors listed above will be reviewed periodically in advising sessions utilizing the Professional Performance Evaluation Form. At the end of the 3rd year of the PA Program, your faculty advisor will complete a summative evaluation of professional performance. Any unsatisfactory ratings that have not been remedied may result in an appearance before the Student Progress Committee and/or the University’s Student Conduct Process. Outcomes of the committees might include a delay in graduation that in turn may delay a student’s ability to sit for the PANCE exam.
PA students are not required to procure their own clinical sites; however, the PA Program will allow students to assist the PA Program in identifying new clinical site(s) where the PA Student is interested in participating in a rotation. These potential sites must undergo the same approval process as program-identified sites and be approved appropriate for use.

**Participation**

Every student is expected to complete all requirements of the course including actively engaging in group activities, question and answer sessions. Required readings are expected to be completed prior to lectures in order to facilitate learning.
PA PROGRAM GRADING POLICY

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 and above</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>B</td>
<td>80-76.99</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
</tr>
<tr>
<td>C</td>
<td>70-76.99</td>
</tr>
<tr>
<td>F</td>
<td>0-69.99</td>
</tr>
</tbody>
</table>

Incomplete (I)

Academic Standards

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

2. Students must pass the comprehensive final after each rotation with a minimum grade of 70% (C).

EVALUATION OF STUDENTS

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

- Didactic Tests
- Comprehensive Physical Exams
- Physical Exam Simulations (OSCE)
- Graded Interactive Case Studies
- Observation by faculty in class, small groups, clinical experiences, and clinical rotations
- Performance of Clinical Procedures
- Clinical Experiences
- Faculty Advisory Reviews
- Evaluation of H & P write-ups
- Oral Patient Presentations
- PACKRAT Examination
- Summative Examination
- Capstone Project

Examinations

Examinations are scheduled throughout the Program and students are required to take examinations when they are scheduled. Please see the Attendance policy in this Handbook for further information regarding missed examinations due to absence.

Students will be tested on the content of the course as described in the course syllabus. The basis of an examination includes information presented in class as well as reading assignments (even if the reading
assignments were not discussed in class). The formats of examinations are varied and may include multiple choice, short answers, essays, oral presentations, practical's, simulated patient encounters, and/or a combination of formats. A proctor or faculty member will administer each examination, give the instructions for taking the examination, and keep track of the time permitted for taking the examination.

All examinations (including make-up examinations) are subject to the following conditions:

- The time allotted for examinations of a multiple-choice format are based on level of progression in the Program. Additional time may be permitted at the discretion of the course director or by awarding of an official accommodation.
- Students are required to place all personal belongings in a designated area in the examination room prior to beginning the examination including but not limited to backpacks, purses, hats, cell phones, watches, and any other wearable technology.
- A student who arrives after the examination has begun, may be permitted to enter the room at the discretion of the proctor. If permitted they should enter the room quietly, sit down in the closest available chair, and wait for the examination materials to be given to them. Students who arrive late will not be permitted to have additional time in which to complete the examination.
- Unless authorized by the course director prior to the examination, students are not permitted to talk for any reason during an examination.
- Students are not permitted to approach the proctor with questions during the examination. Questions regarding the examination maybe placed on the back of the examination and noted to the proctor when turning in exam.
- When the proctor or faculty member announces that the time for the examination has ended, every student must stop immediately. If a student continues after the announcement, he or she may be subject to disciplinary action.
- Unless authorized by the course director prior to the examination, students are not permitted to use electronic devices during an examination. If a proctor or faculty member has a reasonable belief that a student used an electronic device during an examination, the device will be confiscated, and the student will be subject to disciplinary action.
- No food is permitted in the examination room.
- Students must include their names, ID number, and other required information on all examinations and answer sheets.
- Only answers recorded on the approved answer sheets will be graded.
- Students are not permitted to leave the examination at any time with the exception of emergency or illness as determined by the proctor. At the discretion of the proctor, an escort may be required. Please note that no additional time will be permitted for time away from the exam.
- Students who complete the examination early may leave the examination room but will not be permitted to re-enter until the examination has ended. Additionally, they are required to vacate the immediate testing area and refrain from discussing exam material until after the conclusion of the exam.
- All examinations, answer sheets, and scrap paper must be returned to the proctor or faculty member at the end of the examination. Students are prohibited from removing examinations and answer sheets from the examination room.
Except when taking an examination or during reviews of examinations (see Review of Examinations below), no student is permitted to have possession of an examination or answer sheet. Furthermore, students are not permitted to copy (whether by hand or electronically) examination questions or answers. This prohibition against possession and copying of examinations and answer sheets applies to current and previous examinations, and students who violate this will be subject to disciplinary action.

Assignments

All assignments must be submitted on or before the due date, unless otherwise authorized by the course director. The course director will deduct points from the final grade for each calendar day that an assignment is past due.

Review of Examinations

A review of examination questions and answers provides students with an opportunity to enhance their knowledge of specific subject matter. Guidelines for examination reviews will be established by the individual course director or Program Director.
PROGRESSION

Prerequisites for Clinical Rotations

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

1. Successful completion of all didactic course work.
2. Successful completion of clinical skills labs and demonstrated proficiency in the following procedures:
   - Nasogastric Tube
   - PEG Tube placement
   - Foley Catheter
   - Thumb Spica Splint
   - Volar Splint
   - Ulnar Gutter Splint
   - Finger Splint
   - Sugar-tong Splint
   - Posterior Lower extremity
   - Upper Extremity Cast
   - Lower Extremity Cast
   - Suturing: simple interrupted, subcutaneous, running, mattress
   - Staple placement and removal
   - Suture removal
   - Injections: subcutaneous, intradermal, intramuscular
   - Joint injection
   - IV-line placement
   - ABG
   - Surgical scrubbing, gowning, and gloving
   - Sterile Technique
   - Ankle Brachial Index
   - Performing an EKG

3. Maintain a valid personal health insurance policy. Failure to maintain health insurance throughout the clinical year will result in removal from rotations until valid proof of insurance coverage is submitted.

4. Successful completion of a criminal background check (and any other background checks required or requested by a particular clinical site or Institution), and drug testing if required.

5. Completion of all required immunizations and testing (MMR, varicella, DTaP, record of hepatitis B vaccine and/or serum titer levels, PPD with or without chest x-ray, if
indicated). Maintain yearly TB testing while on rotation. Students are responsible for maintaining their personal immunization record, and it is recommended that they carry a copy of this record to the assigned clinical site on the first day of each rotation. Failure to demonstrate an up-to-date immunization status on request will result in removal from the rotation until valid proof of current immunization status is presented. Immunizations are based on the Center for Disease Control guidelines for health professionals.

Maintain a functional mobile phone number and University of the Sciences email. As well, it is the students’ responsibility to make sure the PA Program always has the most updated contact information to reach them throughout the entire clinical year.

**Requirements for Progression within the Didactic Phase.**

1. PHA courses must be passed with a minimum grade of 70% (C)
2. Remediation of any grade below a 70% (C) on a written, practical, or combination examination will be required at the discretion of the course director(s). The contents will be determined by the course director(s).
3. A minimum GPA of 3.0 is required for progression within the Program. See section regarding Program Probation.
4. Demonstration of required skills necessary for clinical practice as determined by the Program.
5. Receiving a satisfactory rating review from Student Progress Committee by meeting all the academic and behavioral requirements at the conclusion of each semester.
6. Compliance with polices of the University of the Sciences and the PA Program.
7. Compliance with the Behavioral Standards and Professional Performance Standards contained in this section and Standards of Conduct for the PA Student located in the General Information section of this Handbook.

**Requirements for Progression within the Clinical Phase.**

In addition to the Requirements for Promotion within the Didactic Phase, a PA Program student must complete the following requirements in order to complete the PA Program.

1. Satisfactory remediation for a grade below 70% (C) on any examination.
2. Preceptor evaluations must be passed (graded) with a minimum grade of “70% (C)
3. Each PHA course/rotation must be passed with a minimum grade of 70% (C)
4. Satisfactory completion of BLS/ACLS.
5. Demonstration of required skills necessary for clinical practice as determined by the PA Program.
6. Receiving a satisfactory review from Student Progress Committee by meeting all the academic and behavioral requirements at the conclusion of each semester.
7. Compliance with policies of the University of the Sciences and the PA Program.
8. Compliance with the Behavioral Standards and Professional Performance Standards contained in this section and Standards of Conduct for the PA Student located in the General Information section of this Handbook.
Requirements for Graduation

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

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

NCCPA Examination: PANCE (PA National Certification Examination)

Only those students who graduate in good standing from a program approved by the Accreditation Review Committee for PAs (ARC-PA) may sit for the PANCE exam. Advanced registration is required and can be completed 3 months prior to graduation. Registration is completed online at [www.nccpa.net](http://www.nccpa.net). Following completion of the application is received from a candidate and confirmation of graduation is received from the PA Program, a scheduling permit is created by the NCCPA and emailed directly to the candidate. The available testing dates for each candidate will begin seven days after the expected program completion date and end 180 days later. Please contact NCCPA at [www.nccpa.net](http://www.nccpa.net) for more detailed information.

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

REMEDICATION POLICY

Students who fail to demonstrate the requisite knowledge or skills will be required to remediate those deficiencies. Remediation is a process intended to correct a student’s academic deficiencies and includes such activities as assignments, examinations, and other assessment. The student will work with the course director or their assigned faculty advisor/designee to collectively develop a strategy to successfully remediate the failed item which could include tutoring, additional readings, and developing efficient study skills. A student who requires remediation will be contacted by the course director or their assigned faculty advisor/designee. Failure of an exam in defined by a grade below 70% (C) or a “Fail” from a Pass/Fail evaluation.

Remediation of Assignments (Case Studies, H & P’s, SOAPs, etc.) and Practical Examinations within a Didactic or Clinical Course:
1. A student who fails an assignment, project or practical examination must complete the following:
   
   a. RemEDIATE the failure by successfully repeating the assignment or practical examination as determined by the course director.
   b. The PA student will be given an assignment to complete. The assignment is meant to satisfy knowledge deficiencies.

2. The highest grade that can be achieved for the remediation is 70%

3. Failure of remediation assignments will trigger a meeting with the course director or the assigned faculty advisor/designee to discuss additional remediation. The PA student will receive the lowest achieved assignment grade.

Remediation of Written Examinations: Didactic Year

The PA student will be required to achieve a minimum score of 70% (C) on written exams. Any student who is unsuccessful in meeting the minimum score requirement of 70% (C) on the first attempt will:

1. Be required to meet with the course director or their assigned faculty advisor/designee for a remediation plan
2. Given the option to take another version of the exam and complete an assignment.

   a. Assignment will aim to reflect objectives missed in the exam
   b. Assignment is due within 1 week of remediation plan meeting

➢ The highest grade the student will be able to receive for the repeat exam is a 70% (C).
➢ In the event that a student fails the remediation exam (score of <70%), they will receive the lower of the two scores.

Remediation of Written Examinations: Clinical Year

The PA student will be required to achieve a minimum score of 70% (C) on the End of Rotation exam. Any student who is unsuccessful in meeting the minimum score requirement of 70% (C) on the first attempt will be:

1. Required to meet with the Director of Clinical Education and/or their assigned faculty advisor/designee (clinical coordinator) for a remediation plan
2. Required to take another version of the exam the following Monday and complete an assignment.

   a. Assignment will aim to reflect objectives missed in the exam
   b. Assignment is due within 1 week of remediation plan meeting

➢ The highest grade the student will be able to receive for the repeat exam is a 70% (C).
➢ In the event that a student fails the remediation exam (grade of <70%), they will be placed on academic probation and referred to the Student Progress Committee. If it is the Committee’s
determination that the student has not met the rotation requirements, the following actions will take place:

1. Implementation of a remediation plan
2. The student will be required to repeat the rotation
   a. Attempt will be made to place student in the remediation rotation within the same clinical year
   b. If the student is not able to remediate the rotation within the same clinical year, they will be required to remediate the rotation the following clinical year. This will delay graduation and sitting for the PANCE. Remediation of a failed rotation course will incur additional tuition/fees.
   c. The highest grade the PA student can achieve for the rotation is 70% (C)
   d. Repeating of the clinical rotation may cause a delay in graduation and additional tuition costs may occur

Remediation of a Didactic Course:

In the event that a student fails a didactic course (grade of <70%), the student will be placed on academic probation and referred to the Student Progress Committee. If it is the Committee’s determination that the student has not met the course requirements, the following actions may take place:

1. Implementation of a remediation plan
2. The student will be required to take a comprehensive remedial examination in order to demonstrate the requisite knowledge and skills required to successfully complete the course.

➢ This remediation must be completed as determined by the course director, who will also design the format and content
➢ A student will be allowed one attempt of the designated course comprehensive exam.
➢ If a student fails the designated comprehensive exam for the failed course, they will be required to repeat the course and will result in program deceleration and a delayed start to the clinical year courses.
➢ Failure of a didactic course will result in program deceleration and a delayed start of clinical year courses.
➢ At the time of a second course failure (Didactic or Clinical), the student will be dismissed from the program.

Remediation of a Clinical Rotation Course:

In the event that a student fails a rotation (grade of <70%), the student will be placed on academic probation and referred to the Student Progress Committee. If it is the Committee’s determination that the student has not met the rotation requirements, the following actions will take place:

1. Implementation of a remediation plan
2. The student will be required to repeat the rotation
a. Attempt will be made to place student in the remediation rotation within the same clinical year.

b. If the student is not able to remediate the rotation within the same clinical year, they will be required to remediate the rotation the following clinical year. This will delay graduation and sitting for the PANCE. Remediation of a failed rotation course will incur additional tuition/fees.

➢ The highest grade the PA student can achieve for the rotation is 70% (C)

➢ In the event that a student fails 2 (two) clinical rotations or 2 (two) courses in the entire program, the PA student will be dismissed from the USciences PA Program.

3. No student will be allowed to repeat a rotation more than once. A failed performance of a repeated rotation (<70%) while on academic probation will be grounds for dismissal from the PA Program.

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

Students who receive a FINAL grade below 70% (C) on 2 PHA courses will be dismissed from the program.

PROGRAM PROBATION

Academic Program Probation

Any student whose overall average (GPA) falls below a 3.00 and/or receives one course grade below a 70% (C) will be notified that they will be placed on academic program probation. The PA student will be required to appear before the Student Progress Committee within fifteen (5) business days of notification. The Student Progress Committee, with approval of the Course Director, will review the student’s case and create a contract with the student setting forth the terms of probation. This contract will need to be signed by the student and kept on file within the PA Program.

The student may be allowed to complete a remediation assignment or repeat the course based on recommendations of the Student Progress Committee and/or course director(s). Repeating a course may cause a delay in starting clinical rotations and/or graduation.

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

- Students who fail to meet the terms of the contract of probation within the designated time frame will be dismissed from the Program.

- Students who do not achieve a grade of “C” or better in any repeat of a PHA course will be
Students may be placed on probation only once during the entirety of the program. If it is required that a student be placed on probation for a second time in either the didactic or clinical phase of the PA Program, he/she will be dismissed from the program.

**Behavioral or Professional Program Probation**

PA Program Faculty and Staff who believe that a student has behaved in an unacceptable manner shall report such conduct to the Program Director. When students are referred for behavioral problems, the Program Director will investigate and take such steps that he/she deems to be in the best interest of the University of the Sciences PA Program. The Program director will determine if the PA student is required to appear before the Student Progress Committee.

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

Students placed on probation for behavioral or professional reasons who fail to meet the terms of the contract of probation within the designated time frame will be dismissed from the Program. If it is required that a student be placed on any form of probation after an initial probation in either the didactic or clinical phase of the Program, he/she will be dismissed from the program.

**Contract of Program Probation**

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

**Removal from Program Probation**

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

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

All students placed on program probation for academic and/or behavioral problems must fulfill ALL requirements of the contract of program probation within the designated time frame or face dismissal.
THE STUDENT PROGRESS COMMITTEE

The Student Progress Committee is a designated group of faculty, staff, and program designees whose intent is to maximize a student's learning opportunities, as well as maintain PA Program standards. Maintenance of PA Program standards is necessary to protect the integrity of the PA Program, but also more importantly, to safeguard the welfare of patients. Examples of outcomes of the Student Progress Committee are program probation, deceleration (alteration of the student’s curriculum plan) or dismissal.

The purpose of the Student Progress Committee is to ensure that each student is graduated from the University of the Sciences PA Program with adequate skills, knowledge, judgment, and appropriate behavioral attributes to assume the responsibilities of a PA. To perform its duties, the Student Progress Committee may request the cooperation, advice and judgment of faculty, students, administration, and/or the University Student Conduct Process.

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

Individual students may also request a review by the Student Progress Committee. To request this review, a student must submit a written request to the Program Director outlining the reasons a review is warranted. The Student Progress Committee will then attempt to meet within fifteen (5) business days of receipt of the written request.

The Student Progress Committee will be chaired by either the Director of Academic Education or the Director of Clinical Education dependent upon which phase the student is currently in. Additional members may consist of the following: Program Director (non-voting member), Associate Program Director, Medical Director, Director of Academic Education, Director of Clinical Education, other faculty and staff members, a non-PA student advocate, and university representative. The membership of the Student Progress Committee may vary according to the availability and applicability to certain specific circumstances.

Faculty advisors, attorneys, representatives, friends, classmates and family members of the student are not permitted to participate in this process.

The Student Progress Committee, exclusive of the Program Director, will deliberate after reviewing any and all evidence presented. The Student Progress Committee will then make a formal recommendation to the Program Director which may include a contract of probation or dismissal.

It is the student’s responsibility to attend any meetings, workshops, tutoring, etc., associated with the development and implementation of this plan. The contract includes utilizing resources in the Division of Student Affairs such as: Academic Advising, Tutoring, Counseling, Career Counseling, the Writing Center, etc.
The Program Director, in consultation with the Student Progress Committee, may modify the conditions of probation or dismissal as deemed appropriate to the circumstances. Upon receipt, the Program Director shall decide to accept or veto the Committee’s recommendation. The Program Director’s decision is final. The PA student has the right to file a formal grievance by contacting the Dean of Students. Please refer to the Student Grievance Policy below for details.
STUDENT GRIEVANCE POLICY

Prior to initiating the grievance process, the student should make every reasonable effort to resolve the complaint informally by discussing the situation with the person most directly involved. If an informal discussion between the student and the respondent does not resolve the issue, the student may initiate a grievance. This should be done within one month of the incident. To begin the process, the student should contact the Office of the Dean of Students. During this initial meeting, the Dean of Students or designee will outline the informal and formal grievance processes. More information regarding this policy can be found in the University’s Student Handbook in the link below.

Student Grievance Policy.
Pages #67 - #71

COURSE GRADE APPEAL PROCESS

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

Student Grievance Policy
Pages #70 - #71

DISMISSAL FROM THE PROGRAM

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

The Program Director or designee will, as soon as possible, notify a student in writing, usually by email or other notification as deemed appropriate by the Program Director, that he/she has been dismissed from the PA Program.

Students who have been dismissed and wish to be reinstated must petition the Student Progress Committee for readmission to the PA Program. The petition must be in writing and delivered to the Program Director who will forward the request to the Student Progress Committee. The Program must receive the petition within five (5) business days of the date of the dismissal notification.

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

In order to be reinstated the student must establish to the satisfaction of the Student Progress Committee that his/her unsatisfactory performance: 1) is due to extraordinary and non-recurring circumstances AND 2) is not representative of the student’s academic ability and/or usual professional conduct.
The Program Director or designee will notify the student in writing of both successful and unsuccessful petitions. Additionally, a successful outcome may include specific conditions of program probation. Any conditions of program probation are final and may not be appealed to the Student Progress Committee.

A student who is reinstated but fails to satisfy the conditions of program probation will automatically be dismissed from the PA Program without further review or appeal within the PA Program.
PROGRAM EVALUATION

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

Methods of Program evaluation that employ student’s input may include:

- Didactic Course Evaluation
- Instructor Evaluations
- Program Director Forum*
- Admission Process Evaluation
- Student Self-Assessment
- Class Meetings with Faculty Representative

*Provide a scheduled forum for the Director to present any Program news to the class and for the class, as a whole, to address the Director.

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

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

*All Program students are obligated to participate in ALL ongoing Program evaluation efforts in a professional and appropriate manner.
Ill/Impaired Student

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

Counseling & Medical Services

University of the Sciences Student Health and Counseling Center (SHAC) operates Monday – Friday for medical services (215.596.8980) and counseling services (215.596.8536). For more information regarding the University’s health and counseling services, please see the University of the Sciences Student Handbook, usciences.edu/studenthandbook/.

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

SAFETY

Universal Precautions

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

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

Universal Precautions Guidelines:

1. Avoid direct contact with: blood, body fluids, secretions, excretions, mucous membranes, non-intact skin, and lesions
2. Avoid injuries from all “sharps”
3. Avoid direct contact with items, objects, and surfaces contaminated with blood, body fluids, secretions, and excretions
4. Dispose of all “sharps” promptly in special puncture-resistant containers
5. Dispose of all contaminated articles and materials in a safe manner, as prescribed by law

In practice, using Universal Precautions also requires:

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

These barriers are to be used to protect:
• Skin, especially non-intact skin (where there are cuts, chapping, abrasions, or any other break in the skin)
• Mucous membranes, especially eyes, nose and mouth

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

**Student Incident Reporting**

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

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

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

4. If exposed (i.e. needle-stick injuries, splashing of body fluids on exposed mucous membranes, inhalation exposure, etc.), students should take the following steps:
   1. Using gloves, remove and dispose of all contaminated personal protective equipment (PPE). Wash the exposed area thoroughly with soap and running water. Use non-abrasive, antibacterial soap, if possible. If blood is splashed in the eyes or mucous membranes, flush the affected area with running water for **at least** 15 minutes.
   2. Many clinical facilities will initiate some aspect of post-exposure procedure(s) with a student. There is no mandatory requirement for them to do so, and any costs incurred following such a plan is the student’s responsibility. Students should ascertain costs (if any) in advance of accepting such services.
   3. Students may also contact their personal primary care provider or seek immediate care at an Emergency Room.

5. The Director of Clinical Education must also be notified within 24 hours via e-mail of any exposure/possible exposure (i.e. needle-stick injuries, splashing of body fluids on exposed mucous membranes, inhalation exposure, etc.).
6. All costs for treatment and follow-up are the student’s sole responsibility. Please refer to the attendance and absenteeism policies in this handbook to account for any and all time missed due to clinical injury or exposure.

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

a. University of the Sciences “Environmental Health and Radiation Safety (EHRS)” Department via this online Incident Report Form:


b. USciences PA Program Incident Reporting form found in the appendix of this document and by clicking here:

Incident Report

8. The PA Program may recommend reporting the incident to the University’s Risk Management Department:

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

Bloodborne Pathogens Training

- In any situation involving possible exposure to blood or potentially infectious materials, students should always practice Universal Precautions and try to minimize exposure by wearing protective barrier devices (i.e. gloves, splash goggles, gowns, pocket mouth-to-mouth resuscitation masks, etc.). For more information on University of Science’s Bloodborne Pathogen Exposure Control Plan, visit:


- All students will need to complete online video training on Bloodborne Pathogen Exposure prior to starting clinical rotations, which can be accessed at the following site:

https://www.redcross.org/take-a-class/classes/bloodborne-pathogens-training-online/05447631.html

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

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


2. If a student encounters any issues with safety may contact the following:

   1. Emergency Dispatch: 215-596-7000 or 911

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

   1. Hours are 3am- 7pm
   2. Please call 215-898-RIDE

4. Emergency call boxes are located throughout the entire campus.

5. USciences Mobile App with Public Safety applications

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

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

   Incident Report
ADDITIONAL POLICIES

E-MAIL

University e-mail is the required mode of communication between the Program Faculty/Staff and students. Students should check their e-mail accounts daily for posts from Program Faculty/Staff. “Not checking an account” is not a permissible excuse for missing a Program event or notification.

UNIVERSITY ELS

Blackboard is the primary learning management system at the University of the Sciences. Blackboard is a single, highly customizable, and integrated system with tools for hosting online courses, sorting and managing course material, collaborating on documents and projects, conducting live synchronous online classes and accessing the success of students and courses.

PROFESSIONAL MENTORS

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

STUDENT MENTOR PROGRAM

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

MALPRACTICE LIABILITY INSURANCE

The University has assumed the cost of providing PA students with blanket malpractice liability insurance coverage throughout the duration of their participation in the Program. This coverage does not extend outside of the scope of didactic or clinical requirements.

TRANSPORTATION

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

**INFORMATION FOR STUDENTS WITH DISABILITIES**

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

For more information regarding the University’s Disability Support Services Policy, please see the University of the Sciences Student Handbook, usciences.edu/student handbuch/.

**SEXUAL HARASSMENT POLICY**

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

*Incident Report*

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

For more information regarding the University’s Discrimination and Harassment Policy, please see pg 36 the University of the Sciences Student Handbook, usciences.edu/student handbuch.


**EMPLOYMENT POLICY**

Program faculty does not advise outside employment while participating in the PA Program. Faculty recognizes that employment may be an issue that some students will face. Given this recognition, realize that Program obligations will not be altered due to a student’s work obligations. It is further expected that work obligations will not interfere with the student’s learning progress or responsibilities while in the Program. Working often interferes with learning opportunities during rotation activities. The schedule of clinical experiences and clerkship hours to be observed are set by the Program or preceptor and are not negotiable. The PA Program also does not allow the student to substitute for clinical or administrative staff during any of their supervised clinical practical experiences. The PA student is not allowed to work at the same site where they are completing clinical experiences or clerkships.

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

The PA Program will not employ students at any time. Students are not permitted to serve as either didactic or clinical year instructional faculty. If a student has specific knowledge, experiences, or skills that are beneficial to the classroom or laboratory, they are encouraged to share them with the class under the supervision of the course director or principal faculty member. Known prospective students will not be permitted to work for the program.

**LEAVE OF ABSENCE, WITHDRAWALS OR RE-ADMISSION**

Generally, a student must complete the PA Program in two years. However, the maximum time allowed from matriculation to conferral of the MSPAS degree is five years, including any leaves of absence.

Students contemplating a leave of absence, withdrawal or re-admission should consult the USciences Student Handbook for the appropriate policies (usciences.edu/student handbook/). Additionally, please be advised that a leave of absence may be considered a withdrawal for financial aid purposes and may affect a student’s full time status and financial aid packages. It is strongly suggested that all students consult their financial aid advisor about all leaves of absence and withdrawals in an expeditious manner.

**DECELERATION**

In the event a student wishes to take a leave of absence they will be placed on deceleration status. The student’s case will be brought before the Student Progress Committee who will determine a specific plan of action for the student prior to restarting the program. Timing of the restart of the program will be decided by the University Dean of Students and the Program Director.

**DEMONSTRATION OF CURRENT COMPETENCY**

Students whose usual course of study is interrupted either because of a leave of absence or the need to repeat a course, are required to demonstrate their current competency in certain PHA-level courses prior to resuming their studies or progressing in the program. To demonstrate current competency, a student may be required to take a written, oral or practical examination, or to perform clinical activities as determined by the Student Progress Committee.

**TUITION REFUND POLICY**

**Student Self-Assessment Form**

Name: Click here to enter text.  
Date: Click here to enter text.

### Didactic Year
- Fall
- Spring
- Summer

### Clinical Year
- Fall
- Spring
- Summer

Please check the appropriate letter 5 – 1 in accordance with your answer.  
*5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree*

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>1. I complete assigned readings</td>
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<td>2. I complete all assignments on time</td>
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<tr>
<td>3. I complete self-initiated readings on topics I am interested in.</td>
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<tr>
<td>4. I complete self-initiated readings on topics I am weak in.</td>
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<tr>
<td>5. I am punctual</td>
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<tr>
<td>6. I am prepared for my assigned classes/rotations.</td>
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<tr>
<td>7. I take advantage of opportunities for responsibility that are appropriate to my level of training (i.e. volunteer experiences).</td>
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<tr>
<td>8. My basic science knowledge is appropriate for my level of training.</td>
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<tr>
<td>9. My appearance represents a positive image for the PA profession.</td>
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<tr>
<td>10. I feel that I am prepared to enter into the professional phase of the PA Program.</td>
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<tr>
<td>11. I understand Program expectations</td>
<td></td>
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<tr>
<td>12. I am able to keep up the with Program expectations</td>
<td></td>
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<tr>
<td>13. I am comfortable with my overall level of ability as it relates to my role as a PA student.</td>
<td></td>
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</tr>
</tbody>
</table>
My present stress level is: ☐ Low ☐ Medium ☐ High  
*Please Check One*

List at least Three Strengths
1. Click here to enter text.
2. Click here to enter text.
3. Click here to enter text.

List at least Three Areas for Improvement
1. Click here to enter text.
2. Click here to enter text.
3. Click here to enter text.

My Concerns Are:
Click here to enter text.

My Professional Goals Are:
Click here to enter text.

Faculty advisor Comments/Concerns/Recommendations:
Click here to enter text.

_________________________________________  ____________________________
Student Signature  Date  Faculty advisor Signature  Date
# University of the Sciences PA Program

## Student Health Checklist

**Name:** ________________________________  **Date:** __________

- **Medical History and Physical Examination**
  - Date Performed: _____________________
  - *Note: This exam must occur within one month of commencement of classes or clinical rotations.*

## Immunizations:

- **Meningitis**
  - Date Administered: ____________________

- **Tdap (Adacel or Boostrix are acceptable)**
  - Date Administered: ____________________

- **MMR**
  - Date #1 Administered: ____________________
  - Date #2 Administered: ____________________
  - Serologic evidence of immunity date: ____________________

- **Varicella**
  - Date #1 Administered: ____________________
  - Date #2 Administered: ____________________
  - Serologic evidence of immunity date: ____________________

- **Hepatitis B**
  - 1st Dose ______________
  - 2nd Dose ______________
  - 3rd Dose ______________
  - Serologic evidence of immunity date: ____________________

- **Influenza**
  - Date Administered: ____________________
  - *Students on clinical rotations are required yearly immunization*

- **Polio**
  - Date Administered: ____________________

## Two Step PPD

(#1 Must be read in 48-72 hours; #2 must be 7-21 days after #1)

- **#1**
  - Date administered: __________
  - Date read: __________
  - Results: __________

- **#2**
  - Date administered: __________
  - Date read: __________
  - Results: __________

- **Chest x-ray is required if PPD is positive**
  - Date ____________  Results ____________

I certify the above information is accurate and the above student is medically fit for medical education and training as a PA including patient care responsibilities and is able to meet the technical standards of the PA Program.

**Provider Signature** ________________________________

**Print Name** ________________________________

**Address** ________________________________

**Telephone** ________________________________
University of the Sciences PA Program
Student Advising Form

Student Name: Click here to enter text. Date: Click here to enter a date.

Instructions: Faculty advisors are to complete this form once per trimester and review with each of their advisees. This form is intended to be completed on your computer, then printed and signed. Completed forms should be submitted to the Program Director for review and inclusion in the student’s official record.

Year: ☐ Didactic ☐ Clinical Term: ☐ Spring ☐ Summer ☐ Fall

Academic Progress:
Current GPA: ☐ 3.5-4.0 ☐ 3.0-3.49 ☐ <3.0
Didactic Phase Courses: ☐ Complete ☐ On Schedule ☐ Behind Schedule
Clinical Phase Courses: ☐ Complete ☐ On Schedule ☐ Behind Schedule ☐ N/A
Satisfactory Professional Behaviors: ☐ Yes ☐ No
Completed/On-Schedule Summative Evaluations: ☐ Yes ☐ No ☐ N/A

Please check the appropriate number 1 – 3 in accordance with your answer using the following scale: 1 = Unsatisfactory; 2 = Satisfactory; 3 = Outstanding

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Treats others with respect, dignity, and compassion</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Maintains professional appearance and hygiene</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Academic integrity; identifying/ reporting unprofessional behavior</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Is punctual for learning activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Uses appropriate verbal and non-verbal communication</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Listens attentively</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. Submits assignments on time and in professional format</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. Able to accept, apply, and offer constructive criticism</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. Recognizes and respects negotiated decisions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. Maintains confidentiality</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11. Understands and respects cultural norms</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>12. Assumes personal responsibility for choices</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13. Adheres to institutional policies and procedures</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14. Takes personal responsibility for own learning; i.e. - understand limits of knowledge and when to ask questions.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Does the student report any academic, behavioral, or personal problems?
Click here to enter text.

Faculty advisor recommendations:
Click here to enter text.

Student Comments:
Click here to enter text.

____________________________________
Student Signature  Date

____________________________________
Faculty advisor Signature  Date
University of the Sciences PA Program
Student Absence Form

**Student Instructions:** It is your responsibility to obtain and complete this form whenever you miss a class, lab, activity, or assignment. If it is an anticipated absence, please complete the form at least a week in advance of the class, lab, activity, or assignment you expect to miss; if it is an unanticipated absence, you must fill out this form on the **first day** you return to class. When you have completed this form, print and sign it, then submit it to the course director.

**Student Name:** Click here to enter text.  
**Date Submitted:** Click here to enter a date.

Check one:  
☐ Anticipated absence  
☐ Unanticipated absence

**Date(s) of absence:** Click here to enter a date.

**Class/Lab/Activity/Assignment/Rotation missed:**  
Click here to enter text.

**Reason for absence:**  
Click here to enter text.

**How will the missed material be remediated?**  
Click here to enter text.

______________________________  __________________________
Student Signature  
Date

**For Course Director Use Only:**

Form submitted on time:  
☐ Yes  
☐ No  
Date received: ____________

Excused absence?  
☐ Yes  
☐ No

Course material missed due to absence (check all that apply):  
☐ Lecture  
☐ Exam  
☐ Group Assignment  
☐ Skills Lab  
☐ Quiz  
☐ Anatomy Lab  
☐ Other: ________________________________

May the student remediate the missed work?  
☐ Yes  
☐ No

Plan for remediation (if applicable):  
_____________________________________________________________________________________

___________________________  __________________________  ___________________
Printed Name  
Signature  
Date

**Instructions:** Submit completed form to Course Director or Co-Director for review and inclusion in the student’s record.
University of the Sciences PA Program
Student Assessment of Course

Student Name:  Click here to enter text.       Date:  Click here to enter a date.
Course Instructor:  Click here to enter text.
Course Title:  Click here to enter text.

Please check the appropriate number 1 – 5 in accordance with your answer.
1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This course had clearly stated objectives.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. The course syllabus was easy to understand.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. I know what was expected of me in this course.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>4. I felt adequately prepared for this course.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>5. The delivery method of information in this course (PowerPoint, lecture, lab, group work, etc.) was appropriate.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>6. This course helped me to think critically.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>7. This course helped me to think independently.</td>
<td>☐</td>
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<tr>
<td>8. This course provided an adequate number of ways to assess my performance (tests, quizzes, assignments, etc.).</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>9. Information provided in this course is relevant to the practice of medicine.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>10. This course provided skills and/or knowledge I can use in my clinical year of medicine.</td>
<td>☐</td>
<td>☐</td>
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</table>

Please comment on the following, being thoughtful, professional, and constructive in your feedback.

Things I liked about this course:
Click here to enter text.

Things I did not like about this course:
Click here to enter text.

What suggestions would you make to the Course Director for improving this course?
Click here to enter text.
Your overall rating of this course:

☐ 10-20  Poor
☐ 21-30  Fair
☐ 31-40  Average
☐ 41-45  Above Average
☐ 46-50  Excellent

Additional Comments:
Click here to enter text.

____________________________________  _____________________
Student Signature  Date
# Student Assessment of Instructor

**Student Name:**  
Click here to enter text.  

**Course Instructor:**  
Click here to enter text.  

**Course Number and Name:**  
Click here to enter text.  

---

Please check the appropriate number 1 – 5 in accordance with your answer.  

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

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<tr>
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<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor provided clearly stated objectives.</td>
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<tr>
<td>2. The instructor communicates in a way that is easy to understand.</td>
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<tr>
<td>3. The instructor is available to assist students outside of class time.</td>
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<tr>
<td>4. The instructor encouraged a professional atmosphere.</td>
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<tr>
<td>5. The instructor started and stopped classes on time.</td>
<td></td>
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<tr>
<td>6. The instructor presents the course material in a way that is interesting and engaging.</td>
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<tr>
<td>7. The quality of images and videos used in the course was acceptable.</td>
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<td>8. The instructor encourages students to think critically and independently.</td>
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<tr>
<td>9. The instructor was knowledgeable, well prepared and organized.</td>
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<tr>
<td>10. The instructor provided an adequate number of ways to assess my performance in this subject (tests, quizzes, assignments, etc.).</td>
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<tr>
<td>11. The instructor delivered content that supports the required course learning outcomes.</td>
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<tr>
<td>12. The instructor encouraged students to ask questions.</td>
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</tbody>
</table>

**Total: ____ / 60**
Your overall rating of this instructor:

- □ <20 Poor
- □ 21-30 Fair
- □ 31-40 Average
- □ 41-50 Above Average
- □ 51-60 Excellent

Please comment on the following, being thoughtful, professional, and constructive in your feedback.

List up to 3 strengths of this instructor:
1. Click here to enter text.
2. Click here to enter text.
3. Click here to enter text.

List up to 3 areas for improvement of this instructor:
1. Click here to enter text.
2. Click here to enter text.
3. Click here to enter text.

Additional Comments:
Click here to enter text.

____________________________________  _____________________
Student Signature                      Date
Professional Performance Evaluation Form

Name:  
Check:  ☐ DIDACTIC  ☐ CLINICAL  ☐ Fall  ☐ Spring  ☐ Summer

Please check the appropriate number 1 – 3 in accordance with your answer using the following scale:  
1 = Unsatisfactory; 2 = Satisfactory; 3 = Outstanding

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Treats others with respect, dignity, and compassion</td>
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<tr>
<td>Maintains professional appearance and hygiene.</td>
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<tr>
<td>Academic integrity; identifying/ reporting unprofessional behavior</td>
<td></td>
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<tr>
<td>Is on time for learning activities</td>
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<tr>
<td>Uses appropriate verbal and non-verbal communication</td>
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<tr>
<td>Listens attentively</td>
<td></td>
<td></td>
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<tr>
<td>Submits assignments on time and in professional format</td>
<td></td>
<td></td>
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<tr>
<td>Able to accept, apply, and offer constructive criticism</td>
<td></td>
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<tr>
<td>Recognizes and respects negotiated decisions</td>
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<tr>
<td>Maintains patient confidentiality</td>
<td></td>
<td></td>
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<tr>
<td>Understands and respects cultural norms</td>
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<td></td>
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<tr>
<td>Assumes personal responsibility for choices</td>
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<td></td>
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<tr>
<td>Adheres to institutional policies and procedures</td>
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<tr>
<td>Takes personal responsibility for own learning; understand limits of knowledge and when to ask questions.</td>
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</tbody>
</table>

Faculty advisor/Student Comments/Concerns/Recommendations for improvement of unsatisfactory rating:

______________________________  ______________________________
Student Signature                   Date

______________________________  ______________________________
Faculty advisor Signature           Date
PERFORMANCE AGREEMENT

I have received a copy of the USciences PA Program Student Handbook. I have read the enclosed policies and procedures concerning the PA program. I understand my obligation to fulfill all requirements of the Program in the outlined time frame. I fully understand the information, have had an opportunity to have any questions answered and hereby agree to abide by the information concerning PA Program policies and procedures contained within these documents, specifically the progression standards, as listed below. Additionally, I agree to abide by the University rules and regulations as set forth in the University Student Handbook.

Progression and continuance in University of the Sciences PA Program is not only based upon scholastic achievement. It is also, necessarily, based on the professional performance and the ability to meet the requirements of the Program.

1. Students are required to maintain a cumulative GPA of 3.00 or higher to continue, and/or graduate from the PA Program.

2. Students must obtain a minimum grade of 70% (C) in all PHA courses.

3. Students must meet all professional and behavioral criteria as set forth in the student handbook.

4. Students must meet, maintain, and acknowledge adherence to the technical standards as set forth in this handbook.

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

Students should be aware that if they fail a course and remediate, the highest grade they can achieve with the remediation will be a 70% (C). Students who qualify for program probation more than once while enrolled in the Program will be dismissed.

__________________________________________  _________________________________________
Student Name (PRINT)                       Student Signature  Date

_____________________________________
Faculty Witness                           Date
CONSENT FOR RELEASE OF CONFIDENTIAL HEALTH INFORMATION

___________________________________________________________  _______________  _______________
Student Name (PRINT)  Year/Class  Date

All of the clinical sites utilized by the PA Program require documentation of medical status of the students that will be performing experiential learning activities at those sites. In order for the Program staff to provide the required information to the sites, student permission is needed to permit the Program to release the necessary information to the clinical sites.

I, ________________________________________________________, authorize the PA Program staff to release my medical health form checklist to the clinical sites I will be rotating through during the Didactic and Clinical Phase. I understand that information will be sent only to those facilities requiring documentation of my medical status.

___________________________________________________________  _______________
Student Name (Signature)  Date

___________________________________________________________
Student Name (PRINT)  

___________________________________________________________  ____________________________
Witness Name (Signature)  Relationship

___________________________________________________________  _______________
Witness Name (PRINT)  Date
Student Request for File Access

I, ____________________________, hereby request to inspect the contents of my University Master of Medical Science Physician Assistant Studies Program student file in the immediate presence of The USciences PA Studies Program core faculty member.

______________________________
Date

______________________________
Signature

Appointment for Review:

______________________________
Date

File Inspected:

______________________________
Student Signature

______________________________
Program Representative Signature

______________________________
Date
Technical Standards Student Attestation Form

I, (Student’s Printed Name) ______________________________, hereby attest that I am able to meet all of the technical standards as outlined in the Physician Assistant Student Handbook. I understand that if I am unable to fulfill these technical standards at any time after admission (with or without reasonable accommodation), I will not be allowed to progress in the USciences PA Studies Program.

Student Signature: ________________________________    Date: _______/_______/________

Please return this signed form to the Physician Assistant Program office in person, via FAX (714-289-2086), or e-mail

VIOLATION OF PROFESSIONAL PERFORMANCE Form

Name: ___________________________  Date: __________

Circle:  DIDACTIC or CLINICAL  Fall  Spring

___Treats others with respect, dignity and compassion
___Maintains professional appearance and hygiene
___Academic integrity; identifying/reporting unprofessional behavior
___Is on time for learning activities
___Uses appropriate verbal and non-verbal communication
___Listens attentively
___Submits assignments on time and in a professional format
___Able to accept, apply and offer constructive criticism
___Recognizes and respects negotiated decisions
___Maintains patient confidentiality
___Understands and respects cultural norms
___Assumes personal responsibility for choices
___Adheres to institutional policies and procedures
___Takes personal responsibility for own learning; understands limits of knowledge and when to ask questions.

_______________________________    ________________________________
Student Signature               Date

_______________________________    ________________________________
Faculty Signature               Date
**Student Annual Evaluation Form**

The Student Annual Evaluation of the PA Program is distributed and collected during the last week of both the didactic phase and the Clinical Phase of the PA Program. The Students are asked to respond to the questions using a 5-point Likert scale and to indicate if they are in the didactic phase or clinical phase of the program.

Please check the appropriate number 1 – 5 in accordance with your answer.

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

<table>
<thead>
<tr>
<th>Admissions Process</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program announcements and advertising accurately reflected the program offered (courses, policies and procedures, etc.).</td>
<td></td>
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<tr>
<td>2. The PA program faculty/staff were available to answer questions about the admissions process.</td>
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<tr>
<td>3. The admission criteria and process of application were clearly defined on the PA Programs website and handbooks.</td>
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<tr>
<td>4. Admission and policies on successful progression standards of the PA Program were accurately presented in the Student handbook.</td>
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<tr>
<td>5. Classroom/lab space and study space are available.</td>
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<tr>
<td>6. Counseling services (academic, tutoring, career services) are for students.</td>
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<tr>
<td>7. Financial aid services are available for students.</td>
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</table>

<table>
<thead>
<tr>
<th>Services Available to Students</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Health care services are available for students.</td>
<td></td>
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<tr>
<td>2. Library resources (internet, medical information, current literature) services are available for students.</td>
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<td>3. Access to Computing services and technical support staff is available for students.</td>
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</table>
### Program Personnel

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<tr>
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<th>3</th>
<th>4</th>
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<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. The program has adequate administrative staff support.</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>2. The program has adequate number of PA principal faculty (PD, MD, PA-Cs).</td>
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<tr>
<td>3. The program has adequate number of instructional faculty (basic sciences, quest lectures, preceptors).</td>
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</table>

### Program Policies

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<tr>
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<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. The PA Program policies and procedures were clearly in program handbooks and were presented by the faculty.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>2. Criteria for health records and immunization were clearly presented by the faculty in the didactic phase of the program.</td>
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<tr>
<td>3. Criteria for health records and immunization were clearly presented by the faculty in the clinical phase of the program.</td>
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### Curriculum

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</thead>
<tbody>
<tr>
<td>1. The PA Program curriculum reflects the program goals and expected learning outcomes as listed in the handbook.</td>
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<td>☐</td>
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<tr>
<td>2. The PA Program curriculum provided instruction needed to obtain the knowledge (cognitive, reasoning, comprehension), skills (psychomotor, skills with movement and thinking are combined) and attitudes (values, beliefs, professional behavior) to be successful in clinical practice.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>3. The PA Program curriculum reinforces students’ ethical and professional behavior.</td>
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<tr>
<td>4. The PA Program curriculum was sequenced from lower to higher levels of learning so that students are able to develop the required program learning outcomes/competencies for clinical practice.</td>
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<tr>
<td>5. The PA Program curriculum provided a strong foundation in the basic sciences (anatomy, physiology, pathophysiology, pharmacology, genetics and molecular sciences).</td>
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<tr>
<td>6. The curriculum provided a strong foundation in the clinical sciences (H&amp;P, clinical medicine, diagnostic, clinical and technical skills, managing of patients, and understanding of professional practice).</td>
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</tbody>
</table>
7. The curriculum provided instructional objectives for each course during the didactic phase guided the student in the acquisition of required program learning outcomes to proceed to the clinical phase of the program in the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>1</th>
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<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Research</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>b. Ethics/Professionalism</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>c. PA History of the Profession</td>
<td>☐</td>
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<tr>
<td>d. Pharmacology I</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>e. Pharmacology II &amp; III</td>
<td>☐</td>
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<tr>
<td>f. Anatomy</td>
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<tr>
<td>g. Physiology/Pathophysiology I &amp; II</td>
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<td>h. History and Physical I &amp; II</td>
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<td>i. Clinical Medicine I &amp; II</td>
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<td>j. Diagnostics I &amp; II</td>
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<tr>
<td>k. Emergency Medicine</td>
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<td>l. SBIRT</td>
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<tr>
<td>m. Pediatrics</td>
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<td>n. Women’s Health</td>
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<tr>
<td>o. Surgery</td>
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<tr>
<td>p. Professional Practice Issues I &amp; II</td>
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### Curriculum Continued

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<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. The curriculum provided required supervised clinical practice experiences (rotations) and course(s) instructional objectives for each rotation guided the student in the required learning outcomes expected in the following rotations:</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>a. Family medicine</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<td>☐</td>
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<tr>
<td>b. Internal medicine</td>
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<td>☐</td>
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<tr>
<td>c. General Surgery</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>d. Pediatrics</td>
<td>☐</td>
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<tr>
<td>e. Women’s Health</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>f. Behavioral health</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>g. Elective</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>h. Capstone</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<td>☐</td>
</tr>
<tr>
<td>2. The required and elective supervised clinical practice experiences enabled the acquisition of the required program learning outcomes for clinical practice.</td>
<td>☐</td>
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<td>☐</td>
</tr>
<tr>
<td>3. The curriculum prepares students for graduation and clinical practice.</td>
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<td>4. The curriculum prepares students for the Physician Assistant National Certification Exam.</td>
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Please select one of the following:

☐ I am completing the didactic phase of the program

☐ I am completing the clinical phase of the program.
What is the greatest strength of the PA Program?

If you could change one element of the PA Program what would it be?

Semester: Fall Spring Summer

Year: ________________

________________________________________
Student Signature Date
Incident Report

Student Name (PRINT) ____________________________ Year/Class __________________ Date __________________

Date Incident(s) Occurred __________________ Time Incident Occurred __________________

Institution/Office __________________ Preceptor Name __________________

Has an incident Report been filed at the Institution/Office? Yes _____ No _____

If yes, who filed the report? _________________________________________________________________

Describe incident in detail. Give times, names of other personnel present, etc. Attach additional sheets as necessary.

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Student Name (Signature) __________________ Date __________________

Please send a copy to your Faculty Advisor and the Program Director
CONSENT FOR RELEASE OF CONFIDENTIAL HEALTH INFORMATION

_________________________________________________
Student Name (PRINT) Year/Class Date

All of the clinical sites utilized by the PA Program require documentation of medical status of the students that will be performing experiential learning activities at those sites. In order for the Program staff to provide the required information to the sites, student permission is needed to permit the Program to release the necessary information to the clinical sites.

I, _____________________________________________, authorize the PA Program staff to release my medical health form checklist to the clinical sites I will be rotating through during the Didactic and Clinical Phase. I understand that information will be sent only to those facilities requiring documentation of my medical status.

_________________________________________________
Student Name (Signature) Date
Receipt & Acknowledgement of Student Year Handbook

This Student Handbook is an important document intended to help the student become acquainted with and guide them through the didactic year of the USciences PA Studies Program. Because educational systems at USciences may evolve and change according to institutional and/or accreditation requirements, the contents of this material may be changed at any time, at the discretion of the PA Studies Program. In the event of a change, the student will be notified in writing.

Please read the following statements and sign below to indicate receipt and acknowledgment of this material:

1. I have received a copy of the Student Handbook. I understand that the policies, rules, and information described in it are subject to change at the sole discretion of the USciences PA Studies Program at any time.
2. I understand that my matriculation is terminable by myself at any time, regardless of the length of my matriculation. My matriculation may also be terminable secondary to infraction/violation of any PA Program policy, guideline, or procedure, in accordance with the established policy for such matters.
3. I understand that, should the contents of the Student Handbook be changed in any way for any reason, the PA Studies Program or USciences will provide me with the current version and may require an additional signature from me to indicate that I am aware of and understand such changes.
4. I understand that, for the duration of my time as a student at USciences, any medical costs incurred incidental or coincidental to my enrollment in the PA Studies Program are my own responsibility. USciences is not responsible for covering any costs for medical treatment required or provided during the didactic year. I further understand that I must maintain a valid health insurance policy throughout the entire didactic year, and be able to provide proof of such insurance upon request. Failure to comply with this policy may result in suspension until compliance can be documented, which may result in delays of course completion, graduation, and eligibility to sit for the PANCE.
5. I further understand that my signature below indicates that:
   a. I have received a copy of the Student Curriculum Handbook;
   b. I have read and understand the above statements;
   c. I have read and understand the material in its entirety contained within the Student Handbook;
   d. I agree to abide by the rules, guidelines, and policies contained therein.

_______________________________
Student’s Printed Name

_______________________________
Student’s Signature & Date

_______________________________
Witness Name

_______________________________
Date