PROGRAM POLICY MANUAL

Master of Science in Physician Assistant Studies

Class of 2017
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## PART I: GENERAL POLICIES AND PROCEDURES

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Notice: POLICY MANUAL UPDATES

This Program Policy Manual for the Master of Science in Physician Assistant Studies (MSPAS) contains policies and procedures unique to the MSPAS program and is distributed initially to students as they begin the first professional year. Updated versions of this Policy Manual may be provided during a student’s enrollment in the program, and the most recent Policy Manual will supersede all previously distributed versions. Where no specific MSPAS program policy exists, students are to consult the general guidelines of the Adventist University Student Handbook. The MSPAS program reserves the right to update this Policy Manual without prior notice. In the event of an update without prior notice, all matriculated students will be provided with a written copy of any updated policies. A student’s continuation in the MSPAS program will be contingent upon submission of a signed and dated ‘Receipt and Acknowledgement’ form for the most recent update of the Policy Manual.

Version: Summer 2015, updated 8/2015
PART I:
GENERAL POLICIES AND PROCEDURES

Welcome to the Department of Physician Assistant Studies at Adventist University!

We are pleased that you have chosen to join us for your education and we look forward to working with you to help achieve your professional goals.

This manual is designed to serve as a supplement to other University publications such as the Student Handbook and the Adventist University Graduate Catalog. It will provide you with important information as you progress through your studies.
INTRODUCTION

WELCOME CLASS OF 2017

On behalf of Adventist University and the faculty and staff of the Physician Assistant program, I would like to welcome you. We want to thank you for considering us in your education and career plans and appreciate you joining us. We believe you will find this a very beneficial and rewarding experience.

You are beginning your educational journey at a momentous time in the history of the Physician Assistant profession. 2015 marks the 50th anniversary since Eugene A. Stead, Jr., M.D. and Duke University announced the inaugural PA program and accepted 4 former Navy corpsmen for a unique educational and training experience. We would like to think that you, as a member of the inaugural class in the PA program here at ADU, will likewise embark on a new exciting and unique experience.

While this program will undoubtedly prove to be very challenging we as the faculty and staff want you to know that we are committed to your success. We will make ourselves available to you for any questions, concerns or assistance you may need. Together we will forge a path of success in your education and subsequent career as a PA.

Again welcome to ADU and to the PA program. We look forward to our journey ahead with each of you. May God bless you in your future endeavors.

Sincerely,

Mark Payne, DHSc, PA-C, DFAAPA
Department Chair/Program Director
PROGRAM ACCREDITATION

STANDARD A3.02 The program must inform students of program policies and practices.

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

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

This policy manual is in part based on the 4th edition Accreditation Standards for Physician Assistant Education, published in September 2013. The Standards will be referenced throughout the manual, as they inform and guide the curriculum, policies and procedures adopted by the MSPAS program. The Standards constitute the requirements to which an accredited program is held accountable and provide the basis on which the ARC-PA will confer or deny program accreditation. According to the ARC-PA, “these Standards were initially adopted in 1971 and were revised in 1978, 1985, 1990, 1997, 2000, 2005, 2010, and 2013.

ARC-PA commissioners include individuals nominated from the collaborating organizations of the ARC-PA, which include:

- American Academy of Family Physicians
- American Academy of Pediatrics
- American Academy of Physician Assistants
- American College of Physicians
- American College of Surgeons
- American Medical Association
- Physician Assistant Education Association

The collaborating organizations cooperate with the ARC-PA to establish, maintain, and promote appropriate standards of quality for entry level education of PAs and to provide recognition for educational programs that meet the requirements outlined in the Standards. These Standards are used for the development, evaluation, and self-analysis of PA programs.

Physician assistants are academically and clinically prepared to practice medicine under the direction and responsible supervision of a doctor of medicine or osteopathic medicine. The physician-PA team relationship is fundamental to the PA profession and enhances the delivery of high-quality health care. Within the physician-PA relationship, PAs make clinical decisions and provide a broad range of diagnostic, therapeutic, preventive, and health maintenance
services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. PA practice is focused on patient care and may include educational, research, and administrative activities.

“The role of the Physician Assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capability to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient’s welfare are essential attributes of the graduated PA. The professional curriculum for PA education includes basic medical, behavioral, and social sciences; introduction to clinical medicine and patient assessment; supervised clinical practice; and health policy and professional practice issues.

“The Standards recognize the continuing evolution of the PA profession and practice and endorse experiential competency-based education as a fundamental tenet of PA education. While acknowledging the interests of the sponsoring institution as it works with the program to meet the Standards, the Standards reflect a determination that a commonality in the core professional curriculum of programs remains desirable and necessary to offer curricula of sufficient depth and breadth to prepare all PA graduates for practice. The Standards allow programs to remain creative and innovative in program design and the methods of curriculum delivery and evaluation used to enable students to achieve program goals and student learning outcomes. Mastery of learning outcomes is key to preparing students for entry into clinical practice.

“The PA profession has evolved over time to one requiring a high level of academic rigor. Institutions that sponsor PA programs are expected to incorporate this higher level of academic rigor into their programs and award an appropriate master’s degree. The ARC-PA acknowledges ongoing changes in the delivery of health care and in the education of health professionals.”

- Accreditation Standards for Physician Assistant Education, 4th Edition

PROGRAM SPONSORSHIP AND PHILOSOPHY

Adventist University anticipates accepting the first class of PA students in the MSPAS program in May of 2015.

The mission statement of the MSPAS Program was developed in January 2014 to reflect program outcomes, the developing curriculum, and vision of the founding program director and medical director, and the Academic Dean. As demonstrated below, the program mission statement reflects the underlying university mission statement.

University Mission Statement
Adventist University of Health Sciences, a Seventh-day Adventist institution, specializes in the education of professionals in healthcare. Service-oriented and guided by the values of nurture, excellence, spirituality, and stewardship, the University seeks to develop leaders who will practice healthcare as a ministry.

Vision Statements
The four words and their accompanying definitions are an identification and explanation of the values underlying the University Mission Statement. They play a vital role in the fulfillment of this Mission.

**N U R T U R E**
ADU will be an institution that encourages the personal and professional growth of its students, faculty, and staff by nourishing their spiritual development, fostering their self-understanding, and encouraging a zeal for knowledge and service.

**E X C E L L E N C E**
ADU will be an institution whose programs are built upon an optimal blend of superior pedagogy, technology, and spiritual values; a blend designed to lead to the highest level of professional practice by its graduates.

**S P I R I T U A L I T Y**
ADU will be an institution where Christian professionalism is such an integral part of its programs and practices that it becomes the distinguishing characteristic of the organization.

**S T E W A R D S H I P**
ADU will be an institution where the wise stewardship of its human, intellectual, financial, and physical resources enables the University to achieve outcomes consistent with its mission.

*Program Mission Statement*

The Physician Assistant program seeks to educate individuals who desire to become knowledgeable, compassionate and spiritually uplifting healthcare providers. Whether they practice locally, nationally or globally, it is the intent of this program to graduate individuals who embrace a mission of service to others in like manner as they would wish to be taken care.
**Vision statement:**

The Physician Assistant program fully embraces the Universities concept of nurture, excellence, spirituality and stewardship. These concepts are the embodiment of our mission and goal for our program and our graduates.

**GOALS OF THE PHYSICIAN ASSISTANT PROGRAM**

Upon completion of the program graduates will exhibit:

1. Proficiency in obtaining a thorough medical history and performance of a complete physical examination.

2. Effective communication with fellow healthcare team members, family members and patients.

3. The ability to care and demonstrate compassion and understanding while being supportive and willing to provide superior patient care.

4. A functional understanding of disease processes and injuries and be able to form appropriate differential and final diagnoses.

5. Appropriate utilization and interpretation of medical diagnostics.

6. The capacity and ability to apply critical thinking into the evaluation and care of patients.

7. Basic knowledge of research designs and statistical methods and apply them to critical appraisal of scientific studies to enhance the graduate’s ability to diagnose and treat patients.

8. The ability to conduct one’s self in an ethical and moral manner.

9. The capacity to address the spiritual needs of patients.

10. Responsible and understanding behavior regarding social, community and environmental mores.


12. The ability to pursue appropriate steps toward board certification, licensure and employment as a Physician Assistant.
13. Integrate diagnostic assessment skills with knowledge of patient presentation, pharmacology and health care subspecialties to synthesize appropriate treatment plans.

14. Develop cutting edge knowledge of the Physician Assistant profession and participate as leaders at the local, state, and national level shaping future policy and legislation to promote Physician Assistant practice.

15. Demonstrate basic competency in basic clinical procedures performed by a graduate Physician Assistant.

DEPARTMENT FACULTY & STAFF

STANDARD A1.04 The sponsoring institution must provide the opportunity for continuing professional development of the Program Director and principal faculty by supporting the development of their clinical, teaching, scholarly and administrative skills.

STANDARD A2.01 All faculty must possess the educational and experiential qualifications to perform their assigned duties.

STANDARD A2.13 Instructional faculty must be: qualified through academic preparation and/or experience to teach assigned subjects and knowledgeable in course content and effective in teaching assigned subjects.

STANDARD A2.14 In addition to the principal faculty, there must be sufficient instructional faculty to provide students with the necessary attention, instruction and supervised clinical practice experiences to acquire the knowledge and competence required for entry into the profession.

The faculty and staff of the PA Program at Adventist University welcome you. It is our collective intent to provide each student with a well-rounded quality education. The faculty has been selected specifically for their experience and expertise in their respective fields. We are dedicated to your success and look forward to the opportunity to interact with each of you throughout your educational journey.

PROGRAM DIRECTOR

Mark Payne, DHSc, PA-C, DFAAPA

The program director is responsible for the oversight and operation of the PA program. The director participates in the development of the didactic and clinical aspects of the program as well as being responsible for the faculty and staff. The position also encompasses participation in management level committees within the University.
Dr. Payne has been a practicing Physician Assistant in Emergency Medicine for over 26 years. He began his career in healthcare as an EMT, eventually becoming a Paramedic and working in the field for 6 years. Interaction with Physician Assistants at local Emergency Departments and hospitals led to a fascination with and determination to become a PA. He graduated from the PA program at Kettering College in 1988. Dr. Payne holds a Master of Science in Physician Assistant Studies from AT Still University, a Master of Arts in Emergency and Disaster Management from American Military University and a Doctor of Health Sciences, with a concentration in Advanced Physician Assistant Studies, from AT Still University.

**MEDICAL DIRECTOR**

Darin Wolfe, M.D.

The medical director is responsible for ensuring that the didactic and clinical components of the PA program meet the recommended ARC-PA standards. Further the medical director participates in candidate interviews and other special events within the program.

Dr. Wolfe is a principal physician in the Central Florida Hospitalists Partners. He graduated with a Bachelor of Science in Biology from Milligan College in Johnson City Tennessee and received his Doctor of Medicine from the University of South Carolina, College of Medicine in Columbia South Carolina. Dr. Wolfe is board certified in Internal Medicine by the American Board of Internal Medicine. He was the chief resident during his residency training and received the Physician Excellence Award in Internal Medicine from the Orlando Regional Medical Center in 1996. He has been practicing medicine in Orlando and Central Florida for over 20 years.

**PRINCIPAL FACULTY**

**Academic Director**

Cherilyn Hendrix, DHeD, MSBME, PA-C

The Academic Director is responsible for all curriculum and didactic components of the Physician Assistant program. It is the responsibility of the Academic Director to maintain that all course content meets the requirements of the ARC-PA standards. The Academic Director also oversees all instructional and adjunct faculty within the program.

Dr. Hendrix has had a distinguished career in engineering, education, and as a Physician Assistant. She received her Associate of Arts and Associate of Science degree in Engineering Technology from Brevard Community College, a Bachelor of Science in Liberal Arts from the State University of New York and a Master of Science in Engineering and Applied Physics of
Biomedicine from Johns Hopkins University. She graduated from the Physician Assistant program at Anne Arundel Community College in Arnold Maryland and received her Doctor of Health Education Degree from AT Still University. Dr. Hendrix also graduated from the postgraduate PA surgical residency at Duke University.

Dr. Hendrix has taught engineering at Johns Hopkins University and has taught in the Physician Assistant program at Anne Arundel Community College as well as at Nova Southeastern University. She was also an adjunct instructor in the postgraduate PA surgical residency at Duke University. Dr. Hendrix has published several peer-reviewed journal articles and holds four US patents.

Clinical Director
Derek Jackson, MPAS, PA-C

The Clinical Director is primarily responsible for securing and maintaining adequate and appropriate clinical rotation sites in accordance with the ARC-PA standards. Responsibilities extend to the oversight of senior PA students in the program to ensure that they not only successfully complete the clinical phase of their training but that they be familiar with and obtain sufficient knowledge to successfully pass the PANCE exam and to become state licensed as a Physician Assistant.

Mr. Jackson has been a practicing Physician Assistant for over 23 years. He began his Physician Assistant career as an active duty Air Force officer in family practice. After he retired from the USAF, he transitioned to civilian family practice and has most recently been in emergency medicine practice for over 10 years. Mr. Jackson graduated from the University of Nebraska Physician Assistant program with a Bachelor of Science degree and went on to get his Master of Physician Assistant Studies degree from the same university. In 2004, Mr. Jackson received a Masters Certificate in Advanced PA Studies with a concentration in forensics from AT Still University. Mr. Jackson received two Commendation Medals, an Achievement Medal and the Meritorious Service Medal for his service and contributions to the United States Air Force. Most recently Mr. Jackson received the 2013 Mid-Level Practitioner of the Year Award from the Florida Emergency Physicians.

INSTRUCTIONAL FACULTY

Stacy Laack, M.S., PA-C

Mrs. Laack is a native of Illinois and has been a clinically practicing Physician Assistant for over 14 years. She graduated from the PA Program at Rosalind Franklin University in North Chicago, Illinois and went on to be an instructor in that program. She has extensive experience in emergency medicine as well as family practice. Mrs. Laack has edited and
authored medical textbook chapters and has presented lectures and presentations on a variety of medically related subjects.

DEPARTMENT ADMINISTRATIVE SUPPORT

**Executive Assistant/Program Enrollment Manager**
Lee Ann Wetmore, B.S.

Ms. Wetmore will be responsible for the office operations within the physician assistant program and can assist students with many questions and other needs they may have. She will also assist students with question concerning the program and enrollment issues.

CLINICAL PRECEPTORS

You will be assigned to a clinical preceptor at each of your clinical sites while on rotation during the second year of the program. Your preceptor will set your schedule and guide you through the daily routine of each rotation.

ADVICEMENT

Faculty advisors will meet with students during the trimester to discuss academic progress and other issues. Students must take responsibility for their own learning and will be asked to self-evaluate their progress by filling out the Mid-Trimester Advisement Sheet (see Appendix C) prior to meeting with their advisor. Mid-Trimester evaluations will be placed in student files. Students with academic concerns should address the issue first with the course instructor. Should a student require further assistance, he/she should consult with the faculty advisor. The advisor will involve the Program Director or other University administrative personnel as the situation warrants.

Your advisor will assist you in identifying areas of strength and weakness to help you focus your studies. When problems arise, your advisor will discuss them with you in an attempt to clarify your options and devise a plan of action.

Your advisor is not able to act as a medical provider for you. If you have a medical problem, you should seek assistance from student health services or another provider.

Your advisor is also not able to act as a mental health counselor for you. If you have nonacademic problems that require formal counseling, you may go to the Center for Academic Achievement (CAA) for counseling services.

Faculty schedules tend to be unpredictable due to clinical and research obligations. If you have a non-emergent need, it is best to make an appointment with your advisor via telephone or email.
If you feel your need is emergent and your faculty advisor is not available, you may contact any PA faculty or staff member for assistance.

**PROGRAM ESSENTIAL FUNCTIONS**

*Working as a medical professional is often physically, mentally, and emotionally demanding. A copy of these Standards may be found in this section and on the program website at [http://www.adu.edu/academics/physician-assistant/technical-standards](http://www.adu.edu/academics/physician-assistant/technical-standards) for your reference.*

The Adventist University MSPAS program is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the essential functions of the educational program in which they are enrolled and the profession that they pursue.

It is the policy of the program to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students and applicants with disabilities. Under these laws, no otherwise qualified and competent individual with a disability shall be denied access to or participation in services, programs, and activities solely on the basis of the disability.

In accord with federal regulations established by the Americans With Disabilities Act, the following standards are described to assist each candidate in evaluating his/her prospect for academic and clinical success. General standards for the MSPAS program are followed by standards that apply to the professional discipline to which you have applied (see additional standards below). When a student’s ability to perform is compromised, the student must demonstrate alternative means and/or abilities to perform the essential functions described.

It is important that you read each standard carefully. Each student is given the opportunity to read and acknowledge his/her understanding of the standards prior to beginning the program.

**TECHNICAL STANDARDS, MSPAS**

A candidate for the Adventist University Master of Science in Physician Assistant Studies program must have, at a minimum, demonstrably acceptable skills in observation, communication, motor, intellect and behavior/socialization. Reasonable accommodation for persons with documented disabilities will be considered on an individual basis, but candidates must be able to perform in an independent manner.

To qualify for admission to the Master of Science in Physician Assistant Studies program, candidates must demonstrate to program principal faculty the ability to meet the following technical standards in timed settings and under stressful conditions:
1. **Observation:** Students must be able to demonstrate sufficient capacity to observe demonstrations and experiments in basic and clinical sciences (including computer-assisted instruction), and must be able to observe a patient accurately at a distance or close at hand.

2. **Communication:** Students must be able to demonstrate sufficient capacity to communicate accurately and with clarity, in oral and written forms, with appropriate respect and sensitivity towards faculty, patients, and all members of the healthcare team.

3. **Motor:** Students must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. They must be able to grasp and manipulate tools and equipment, stand, sit, walk and move as needed in a patient care setting.

4. **Senses:** Students must have sufficient use of the senses of vision, hearing, touch, and smell necessary to directly perform a physical examination.

5. **Problem solving:** Students must demonstrate sufficient ability to learn to measure, calculate, analyze, and synthesize data to reach diagnostic, therapeutic and surgical judgments.

6. **Clinical skills:** Students must demonstrate sufficient ability to learn and perform routine laboratory tests and diagnostic, therapeutic and surgical procedures. All students will be expected to perform physical examinations on both males and females.

7. **Behavioral attributes:** Students must possess the emotional health necessary for full utilization of their intellectual abilities, the exercise of sound judgment, the prompt completion of responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with faculty, clinical staff and patients.

8. **Judgment:** Students must be able to learn and demonstrate the ability to recognize limitations to their knowledge, skills and abilities, and to seek appropriate assistance with their identified limitations.

9. **Stability:** Students must be able to learn to respond with precise, efficient, and appropriate action in emergency situations.

10. **Perseverance:** Students are expected to possess the humility to accept criticism, and the diligence to successfully complete the physician assistant curriculum and enter the practice of medicine as a certified physician assistant.

11. **Cognition:** The physician assistant program is a concentrated and fast-paced program. In addition, physician assistants must often make critical decisions when evaluating patients and must make these decisions in a timely manner. Students must be able to assimilate large
amounts of information quickly and efficiently, as well as gather and analyze patient data in a timely manner. Health conditions and/or drugs (prescription, over the counter or "recreational") that alter perceptions, slow responses, or impair judgment are not compatible with success in the program. These may also affect the student's ability to obtain a license or to practice as a physician assistant.

12. Capability: Physician Assistants work in a variety of clinical settings and may be required to stand for extended periods of time, assist in major surgery, hold retractors, place invasive devices, assist in labor and delivery, perform cardiopulmonary resuscitation, perform minor surgical procedures, or help move patients. Therefore, students must demonstrate sufficient capability to function safely, effectively, and efficiently in a classroom, laboratory, or clinical facility without any of the following: a surrogate, intermediate, companion (animal or human), translator, or assistive device that would interfere with or not be usable in a surgical or other patient care setting.

Individuals with disabilities may be provided reasonable accommodations to fully participate in the program, as long as their condition does not interfere with patient care or safety, or lead to a high likelihood of absenteeism.

Professional Responsibility: Students must exhibit the ability to meet the challenges of any medical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems. This requires training for emergencies (e.g., CPR, infection control).

It is each student’s responsibility to attend and be able to travel to and from classes and clinical assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames. This involves frequent oral, written, and practical examinations or demonstrations. The student must have the ability to perform problem-solving tasks in a timely manner.

Students will exhibit adherence to policies of the university, their program, and clinical sites. This includes matters ranging from professional grooming, dress, and behavior, to attending to their program’s academic schedule, which may differ from the University’s academic calendar and be subject to change at any time.

Students must demonstrate knowledge of and commitment to the code of ethics of their profession and behavior that reflects a sense of right and wrong in the helping environment. Students will take initiative to direct their own learning. They need to work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of abilities and reasoning skills.
**Additional standards relevant to specific discipline, Physician Assistant Program:**

In addition to the general standards above, students applying to the Physician Assistant Program must consider that they will be required to:

- Participate in patient assessment and evaluation.
- Participate in invasive and non-invasive procedures.
- Participate in emergency care.
- Work lengthy and irregular hours.
- Attend and participate in didactic and clinical education training on or off campus.
- Perform physical examinations on male and female peers along with being examined by both male and female peers during laboratory instruction.

**DISABILITY SERVICES**

All students with a documented disability who are seeking accommodations should contact the Office for Students with Disabilities (OSD) located in the CAA at least two weeks before the beginning of the trimester or immediately following any injury or illness. This recommendation is to ensure timely implementation of accommodations.

**Information on Academic Accommodations**

Faculty and staff members are required to provide reasonable accommodations to all students with disabilities who have provided appropriate documentation of the disability to the Office for Students with Disabilities (OSD). Therefore, all students requesting accommodations because of a disability should be referred to the OSD. Once the request has been made, the OSD will determine eligibility for disability-related services. Students must have a documented disability as defined by the Federal Rehabilitation Act of 1973, Section 504, and/or the Americans with Disabilities Act of 1990 (ADA).

If correct documentation has been submitted and a student qualifies for accommodation, the OSD will notify each instructor by letter. The letter from the OSD explains the accommodations necessary for that student. Please keep in mind that this information is to remain confidential and discussing accommodations with a student should be done discretely. If a student talks to a class member or another faculty member, that is his or her right, but not the right of the faculty member. All students sign a Release of Information Form so that the OSD may share the information with the necessary parties.

For each trimester, it is then the student’s responsibility to notify the OSD of his or her updated class schedule, and the OSD will, in turn, notify each instructor by letter. If a faculty member feels that he or she cannot implement all of the recommended accommodations, the faculty member should contact the OSD to negotiate an acceptable alternative. The alternative will then be discussed with the student by the OSD and faculty member.
Here is a statement that may be included in your syllabus:

Students seeking accommodations must first contact the Office for Students with Disabilities (OSD) located within the Center for Academic Achievement (CAA), prior to or at the beginning of the trimester.

The student must provide the OSD the requested current, official documentation related to his or her disability. That documentation will be used to determine the type and extent of accommodation that is most reasonable and effective for that student. All forms can be found online on the CAA webpage behind the student login or within the CAA department itself.

If all forms have been completed, criteria met, and accommodations granted, the OSD will then notify each of the student's instructors of the accommodations that should be provided. The processing time for these forms is approximately two weeks.

For further information regarding Academic Accommodations, please contact The CAA.

**PROFESSIONALISM**

*STANDARD C3.02 The program must document student demonstration of defined professional behaviors.*

The MSPAS Technical Standards consider the physical, cognitive, and behavioral abilities required for satisfactory completion of the physician assistant curriculum. The essential required abilities for a physician assistant student include motor, sensory, communicative, intellectual, behavioral, and social aspects. Academic, clinical, and professional development are intertwined and related to each other. A student’s growth in the academic and clinical areas may be dependent on his/her growth as a professional.

Physician assistant students must recognize themselves as clinicians providing services to both the physician supervisor as well as to the patient. PA students must be aware that, even as students, they are viewed by both patients and medical providers as part of the larger medical community. It is critical, therefore, that professional development be assessed, just as academic and clinical skills are measured, during a student’s growth.

As healthcare practitioners, physician assistants are required to conform to the highest standards of ethical and professional conduct. Physician assistant students also are expected to adhere to the same high ethical and professional standards required of physician assistants.

The American Academy of Physician Assistants (AAPA) has identified four primary bioethical principles – autonomy, beneficence, non-maleficence, and justice – that form the foundation of the Statement of Values of The Physician Assistant Profession. The Statement of Values provides a guideline for ethical conduct by physician assistants. (A complete discussion of the
ethical conduct required of physician assistants can be found at the American Academy of Physician Assistant website, www.aapa.org). In addition to the AAPA’s guidelines, The National Commission on Certification of Physician Assistants (NCCPA) recently adopted a code of conduct for certified and certifying physician assistants. The NCCPA’s code of conduct “outlines principles that all certified or certifying physician assistants are expected to uphold.” A complete discussion can be found at:


In addition to understanding and complying with the principles and standards promulgated by the AAPA, the NCCPA, and the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), physician assistant students are required to know and comply with the policies, procedures, and rules of the Master of Science in Physician Assistant Studies program and the university; and the policies, procedures, and rules of each clinical site to which the student is assigned. Further, physician assistant students are required to conduct themselves in a manner that complies with the following principles and standards:

**RESPECT**

Physician assistant students are expected to treat all patients, faculty, staff, clinical preceptors, healthcare workers, and fellow students with dignity and respect. For example:

- Physician assistant students must recognize and embrace their roles as members of a team and interact with others on the team in a cooperative and considerate manner.

- Physician assistant 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 deemed 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 physician assistant students.

**FLEXIBILITY**

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

**HONESTY AND TRUSTWORTHINESS**

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

**STUDENT ROLE AND ACCOUNTABILITY**

Physician assistant students have a unique role in health care delivery. In that role, students are accountable for such things as:

- Students shall perform only those procedures authorized by the program, clinical site, supervisor, and/or preceptor.

- Physician assistant 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 supervisor.

- Students are responsible for timely completion of 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 healthcare professionals and students, faculty, and staff of the MSPAS program. If a physician assistant student has a reasonable belief that such conduct has occurred, he or she should report it to the Program Director, preceptor, supervisor, or faculty advisor, as may be appropriate under the circumstances.

- Physician assistant students are expected to accept and apply constructive feedback. Physician assistant students are always required to exercise sound judgment.

**CONCERN FOR THE PATIENT**

Physician assistant 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:

- Physician assistant students must treat patients and their families with dignity and respect.
• At all times, the physical and emotional comfort of the patient are of paramount importance.

• Students must use appropriate verbal and non-verbal communication to convey concern, pleasantness, compassion, and professionalism to the patient.

• The patient’s modesty must be considered and respected at all times.

• Students shall deliver healthcare services to patients without regard to their patients’ race, religion, national origin, age, sex, marital status, citizenship, sexual orientation, creed, disability, medical condition, socioeconomic status or political beliefs, or any other belief or status protected by law.

• Students must not accept gifts or gratuities from patients or their families.

• Sexual or romantic relationships with patients are prohibited and will not be tolerated.

**PROFESSIONAL APPEARANCE**

Professional appearance demonstrates respect for patients and helps to build their confidence and trust. Physician assistant students must dress in professional, neat, and conservative attire. Good personal hygiene is always required and expected.

*Guidelines for all Program Related Experiences (the First Professional Year)*

- All students will be expected to wear conservative business casual attire
- No hats (men and women)
- No shorts, sweats or cutoff pant legs
- No midriff, or halter tops
- No body jewelry/piercing that interferes with class function, especially during laboratory sessions
- No visible tattoos
- No open-toed shoes during laboratory sessions in which sharps are handled
- Men’s facial hair must be neatly groomed

Dress requirements for physical examination laboratory sessions may be found in the appropriate course syllabus. Scrubs may be worn for Gross Anatomy Laboratory only. When required to be present at clinical sites, please observe guidelines below.

*Guidelines for All Clinical Experiences (in addition to the criteria noted above)*

*STANDARD B3.01* **PA students must be clearly identified in the clinical setting to distinguish them from physicians, medical students, and other health profession students and graduates.**
• Professional dress is necessary for all clinical experiences and evening classes/meetings:
  ✓ Students will wear a clean, short white “consultation jacket”
  ✓ Males should wear a collared shirt with a tie
  ✓ Hair should be worn in a neat manner – no facial hair
  ✓ Women should wear a business dress, or dress pants/skirt and blouse ensemble
  ✓ All attire will be clean and pressed
  ✓ Jeans, shorts and cutoffs are prohibited
  ✓ Open toed shoes are prohibited; sneakers are allowed when wearing scrubs only

• Students must prominently display, at all times, their identification issued from Adventist University, which contains the student’s name and the title “PA Student” (supplied by the program).

• Any additional dress requirements imposed by a clinical site supersede those of the program.

• “Scrubs” should be worn in accordance with the clinical facility policy. In general, they should not be worn outside of the operating or delivery room. Soiled scrubs should be left appropriately at the facility for laundering at the end of the assigned shift. Scrubs are not permitted on campus except as previously noted.

Students who appear in class or at a clinical site with inappropriate attire or hygiene may be directed to leave, and will not be permitted to make up missed assignments.

**MAINTAINING COMPOSURE**

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

**DRUGS AND ALCOHOL**

Physician assistant students must comply with the University’s Drug and Alcohol Policy, which may be found in the University Student Handbook, and all other applicable policies and procedures concerning the use of drugs and alcohol whether on campus or at clinical sites. All students must successfully complete a drug screen examination prior to entering the didactic phase of the program. A clinical site may request additional drug screens prior to entering their site or during the rotation. Students must comply with this request or risk failure of that clinical rotation. Students are prohibited from appearing in class or at any clinical site while under the influence of alcohol or any drug; medication, or substance that may affect performance or judgment. Drug screens are conducted at the student’s expense.
TIMELINESS AND ATTENDANCE

Attendance and timeliness are important aspects of professional behavior. Students must report to all classes, laboratories, 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 in a timely manner (i.e., in less than 24 hours). Students must submit all required assignments and forms on or before the designated date, and/or time, that they are due. In formal classroom and clinical situations, students should address faculty and lecturers using the appropriate form of address (Professor/Doctor). Under no circumstances are children allowed in the classrooms during formal lectures.

CRIMINAL BACKGROUND CHECKS

Candidates for admission must satisfy a Level One criminal background check before being accepted to the program. This information will be maintained in each student’s Verify Student account. It should be noted that some clinical sites may require updating of the criminal background check prior to beginning a clinical rotation at that site. Policies of the clinical site supersede program policies while the student is engaged in clinical training at that site.

PROFESSIONAL DEVELOPMENT ASSESSMENT TOOL

The professional conduct of physician assistant students is evaluated on an on-going basis throughout the didactic and clinical years of the program. Violations of standards of conduct are subject to disciplinary actions administered by the university, and by the program.

As a PA student, you are expected to achieve the highest level of professionalism. The Professional Development Assessment Tool (PDAT) (see Appendix D) is an example of an assessment tool that will be used to determine if you have achieved professional competency to graduate and practice as a physician assistant. This instrument is completed at the end of each trimester by your faculty advisor and also upon completion of the program.

If there are issues regarding professional behaviors that occur during the course of a trimester, your advisor and/or the Program Director will request a meeting with you to discuss specific concerns. The PDAT will be used to document such behaviors and will remain in the student file for the remainder of the academic year. If the behavior does not improve, the student can be subject to reprimand, disciplinary action, and/or dismissal.

STUDENT CONDUCT IN CLINICAL FACILITIES

Students enrolled in the MSPAS program are expected to conduct themselves in a professional manner at all times. The criteria for evaluating professional performance include, but are not limited to, demonstrating professional competencies and skills; adhering to program and facility policies; displaying sensitivity to patients’ and community needs; demonstrating an ability to relate appropriately to peers and other members of the health care team; displaying a positive
attitude; maintaining regular and punctual attendance; and maintaining acceptable physical appearance.

CONCLUSION

The requirements for professional performance have been established to protect the rights of patients and communities and to foster the team concept in the delivery of health care. Moreover, professionalism is an integral component of success as a health care provider and should be an ultimate goal of every student striving for success.

CURRICULUM AND ACADEMIC POLICIES

STANDARD B1.02 The curriculum must include core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.

STANDARD B1.03 The curriculum must be of sufficient breadth and depth to prepare the student for the clinical practice of medicine.

STANDARD B1.04 The curriculum design must reflect sequencing that enables students to develop the competencies necessary for current and evolving clinical practice.

PROFESSIONAL PHASE CURRICULUM

The courses offered by the MSPAS program have been specifically designed and sequenced to prepare students to administer appropriate health care to patients. According to the ARC-PA 4th Edition Standards, the program curriculum should prepare students “to provide patient centered care and collegially work in Physician-PA teams in an inter-professional team environment. The curriculum establishes a strong foundation in health information technology and evidence-based medicine and emphasizes the importance of remaining current with the continually changing nature of clinical practice.”

Further, according to the ARC-PA 4th Edition Standards, the professional curriculum for PA education should include, “applied medical, behavioral and social sciences; patient assessment and clinical medicine; supervised clinical practice; and health policy and professional practice issues.”

In accordance with the ARC-PA Standards and with the desire to graduate competent healthcare practitioners who are capable of delivering high quality health care, rigorous academic standards have been established for continued matriculation in the MSPAS program. Students are expected to complete all course assignments as outlined in the individual course syllabus and to meet the university’s academic standards as outlined in this manual. Students will be given updates to these standards as changes or revisions occur.
The following curriculum is sequential and is expected to be taken in the order listed.

**Year I Trimester I (13 credits)**
*Successful admission into the PA Program must be attained to register for this trimester.*

**PHAS 501 Introduction to the PA Profession (1 credit)**
This course explores the history of the Physician Assistant (PA) profession and current trends affecting the profession. Students will gain insight into professional ethics and conduct as well as the role of a PA as a healthcare provider. Students also will be informed of professional organizations, program accreditation, employment considerations and professional liability issues.

**RELT 510 Identity and Mission in Faith-Based Healthcare (2 credits)**
This course addresses the mission and practices of faith-based healthcare. A wide range of assignments and readings, biblical and elsewhere, provide the health care provider in training with a broader understanding of the spiritual dimensions of healthcare. Topics include human identity as “the image of God” and “child of God”, spirituality across faith traditions, compassionate whole person care, and aspects of bioethics related to human dignity, autonomy and beneficence.

**PHAS 515 Gross Anatomy (6 credits)**
This course will broaden the student’s knowledge of human anatomy. Body system functions, interactions, and locations of specific structures will be explored in depth. Emphasis will be placed on these components as they enhance examination skills and clinical applications.

**PHAS 522 Pathophysiology I (2 credits)**
Students will learn in-depth concepts of physiology as they relate to the etiology of disease. Students will learn principles of multisystem function and dysfunction at the cellular and molecular levels, especially as they relate to homeostatic function.

**PHAS 524 Pharmacology I (2 credits)**
This course introduces students to the pharmacodynamics, pharmacokinetics and pharmacotherapeutics of medication usage and prescribing. Principles of use of pharmacotherapeutics will be explored through lecture and interactive exercises. Focus will be placed on the enhancement of patient care in the clinical setting.

**Year I Trimester II (16 credits)**
*All prerequisite course work must be completed with a minimum cumulative grade point average of "B" (3.00)*

**PHAS 505 Patient Assessment I (4 credits)**
This course introduces students to the skills of conducting a proper patient medical history and a focused and multisystem physical examination. Students will incorporate the knowledge of body system anatomy and physiology with proper use of diagnostic equipment in the performance of a physical examinations pertinent to the organ systems covered during PHAS 512 Clinical Medicine I.
PHAS 512 Clinical Medicine I (5 credits)
This course is designed to provide the primary care physician assistant student with the essentials of assessment, diagnosis, and management of the adult patient. Objectives of this course include dissemination and knowledge building concerning pathology of disease by organ system and medical specialty. Relevant review of laboratory and radiology interpretation will also be utilized in discussion and presentation. Topics include diseases and conditions pertinent to dermatology, ophthalmology, otolaryngology, pulmonary, cardiovascular, gastroenterology and nutrition, genitourinary, and renal systems.

PHAS 532 Pathophysiology II (2 credits)
Prerequisites: PHAS 522
Building on the concepts learned in PHAS 522 Pathophysiology I, students will continue to study about the principles of multisystem function and dysfunction at the cellular and molecular levels. This study will culminate in a better understanding of the pathophysiologic processes of the human body.

PHAS 534 Pharmacology II (3 credits)
Prerequisites: PHAS 524
In this course, students build on knowledge obtained in PHAS 524 Pharmacology I, in deepening their understanding, and continue their pursuit of acumen relevant to the application of pharmacology to disease process. Students will incorporate a review and evaluate current literature and evidence of pharmacologic uses to return patients to a state of wellness. The use of pharmacological agents on a variety of conditions including infectious processes, cardiopulmonary conditions, gastrointestinal issues, neurological disorders, pain management, and inflammatory processes, among others, will be addressed.

PHAS 545 Genetics (2 credits)
Students will explore the role genetic factors play in the maintenance of health and the development of disease. Students will learn effective methods to uncover a patient’s genetic predisposition for disease development and how to teach the patient to adopt a preventive healthy lifestyle.

Year I Trimester III (17 credits)
All prerequisite course work must be completed with a minimum cumulative grade point average of "B" (3.00)

PHAS 506 Patient Assessment II (4 credits)
Prerequisites: PHAS 505
In this course, students will build on knowledge and skills learned in PHAS 505 Patient Assessment I, to perform patient medical histories and physical examinations. Students will participate in case-based assessments of patients. Students will incorporate the knowledge of organ system anatomy and physiology with proper use of diagnostic equipment in the performance of focused and complete histories and physical examinations pertinent to the organ systems covered during PHAS 512 Clinical Medicine I and PHAS 513 Clinical Medicine II.
PHAS 513 Clinical Medicine II (6 credits)
Prerequisites: PHAS 512
This course will comprise further system evaluation regarding disease processes and their manifestations. Through the use of lectures and interactive exercises, students will add to the fund of knowledge acquired in PHAS 512 Clinical Medicine I. Topics will include studies of hematology, oncology, infectious disease, obstetrics, gynecology, neurology, orthopedics, rheumatology, and endocrinology.

PHAS 520 Patient-Centered Healthcare I (2 credits)
In this course, students will explore healthcare delivery from a patient-centered perspective. Students will learn to account for social, ethnic, and religious sensitivities in the development, evaluation, and implementation of therapeutic goals. Strategies for patient education, counseling, and preventive measures will be weighed with regard to the areas of diversity and healthcare delivery to these populations.

PHAS 535 Clinical Research Methods (2 credits)
Students will evaluate current medical literature to determine validity based on statistical and clinical outcomes. Emphasis will be placed on the use, appropriateness, and understanding of common biostatistic methods and epidemiologic approaches employed by the health care professions as a basis for clinical judgment. Empirical data regarding medicine and patient care, as well as those used in the surveillance and investigation of health-related states or events will be explored.

PHAS 560 Healthcare Disparities (3 credits)
In this course, students will learn how to evaluate and care for the pediatric patient, gaining an understanding of diseases of this population with an emphasis on prevention, presentation, differential diagnosis, and treatment. This course includes illnesses specific to the newborn through the adolescent, including developmental milestones and immunization schedules. Students will also study evaluation and care issues specific to women’s health and the geriatric population. Diverse and unique issues affecting patients in rural and underserved populations will be explored.

Year I Trimester IV (17 credits)
All prerequisite course work must be completed with a minimum cumulative grade point average of “B” (3.00)

PHAS 514 Clinical Medicine III (5 credits)
Prerequisites: PHAS 512, PHAS 513
Students will continue their study of disease processes as it relates to specific organ systems. Utilizing principles of advanced anatomy and pathophysiology, students explore how disease processes can disrupt normal organ systems function while utilizing best practice to determine origin and treatment modalities. Students will study conditions and diseases of behavioral health/psychiatry, as well as discuss topics related to preventive and alternative medicine. In addition, this course will provide the student with the background knowledge to enter the field of surgery, including the essentials of assessment and management of the surgical patient.
PHAS 521 Patient-Centered Health Care II (2 credits)
Prerequisites: PHAS 520
Students will continue their study of concepts learned in PHAS 520 to deepen their understanding of ethical and moral imperatives in healthcare. Considerations of risk management, medico-legal issues, patient informed consent and confidentiality will be explored. Students will explore the impact of healthcare policy and socioeconomic status on decision-making and healthcare delivery.

PHAS 540 Clinical Correlations (4 credits)
Students will utilize the various concepts of patient evaluation and care as learned during all course work performed during the previous three trimesters. Analytical reasoning, system disease processes, and diagnostic methods in case-based scenarios combine to form differential diagnoses, final diagnosis, and therapeutic treatment plans. Discussion groups, patient simulation and various laboratory procedures will be employed to prepare students for real world experiences in medical practice.

PHAS 550 Emergency Medicine (2 credits)
Students will become familiar with cases which commonly present to emergency departments. Students will learn to identify illness, trauma, and best practice for stabilization of these presentations. Case-based scenarios and patient simulations will also be utilized. In this course, students will also become American Heart Association-certified in Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS).

PHAS 570 Medical Procedures (3 credits)
In this lab intensive course, students will learn skills and techniques in the treatment of patients in a variety of settings. Suturing, splinting, wound care, phlebotomy, intravenous and intraosseous insertions, nasogastric intubation and Foley catheter insertions will be demonstrated and practiced. Students will also be introduced to pre-operative, intra-operative, and post-operative care, and to minor surgical procedures.

PHAS 599 Clinical Orientation (1 credit)
Students will learn about professionalism in the clinical setting, patient confidentiality, and HIPAA and OSHA requirements. They will study issues regarding medical errors and their avoidance and the use of electronic medical record systems. The students will also examine the concept of interdisciplinary teams in healthcare delivery and the role it plays in patient outcomes.

Year II Trimester I (14 credits)
*All course work performed during Year I must be completed with a minimum cumulative grade point average of "B" (3.00) in order to progress to Year II.*

PHAS 600 Clinical Rotation 1 (4 credits)

PHAS 610 Clinical Rotation 2 (4 credits)
PHAS 612 Capstone Preparation (2 credits)
Students will learn the basics of developing a capstone project and will identify a topic which they wish to research and present. Students will be encouraged to explore topics which deal with applying classroom learning to clinical settings. These concepts will then culminate into a fully developed research in PHAS 690 Capstone Project.

PHAS 615 Clinical Rotation 3 (4 credits)

Year II Trimester II (14 credits)
All prerequisite course work must be completed with a minimum cumulative grade point average of “B” (3.00)

PHAS 601 Professional Development (1 credit)
Students will develop a professional resume and will explore topics ranging from employment strategies, medical malpractice, and reimbursement issues.

RELP 610 Role Fidelity and the Exercise of Power (1 credit)
This course places emphasis on the biblical perspective of servant leadership in the use of authority. Issues pursued include the recognition of boundaries in personal relations within the workplace and balancing role fidelity with personal integrity.

PHAS 620 Clinical Rotation 4 (4 credits)

PHAS 625 Clinical Rotation 5 (4 credits)

PHAS 630 Clinical Rotation 6 (4 credits)

Year II Trimester III (16 credits)
All prerequisite course work must be completed with a minimum cumulative grade point average of “B” (3.00)

PHAS 635 Clinical Rotation 7 (4 credits)

PHAS 645 Clinical Rotation 8 (4 credits)

PHAS 650 Clinical Rotation 9 (4 credits)

PHAS 660 PANCE Preparation (2 credits)
This course is a review of program subject matter. Students will participate in practice examinations designed to prepare them for the Physician Assistant National Certifying Examination (PANCE) administered by the National Commission on the Certification of Physician Assistants (NCCPA). Attaining board certification is a post-graduate requirement for all PAs intending to obtain initial licensure in any of the 50 United States.
PHAS 680 Summative Evaluation (1 credit)
The objective of this course is for the student to demonstrate his/her grasp of all the didactic and clinical knowledge learned throughout the program. This will be achieved through exercises in performing complete history and physical examinations, and the demonstration of interpersonal skills. The students will also complete an end of program written examination.

PHAS 690 Capstone Project (1 credit)
Prerequisite: PHAS 612
This course is the culmination of the preparatory course PHAS 612 Capstone Preparation. By the completion of this course, students will have fully developed research that reflects the student’s knowledge and findings regarding his/her chosen topic. The findings will be presented in written as well as oral format.

Clinical Rotation Descriptions
Supervised clinical practice is paramount, as it becomes the primary focus of program Year II. By the completion of the program, each student will have completed clinical rotations in primary care, internal medicine, pediatrics, women’s health, emergency medicine, general surgery, and behavioral health/psychiatry. In addition, students will have completed two clinical elective rotations in the medical field of their interest, appreciating numerous opportunities to care for patient populations in underserved areas. The ADU PA program Clinical Director assigns all students to their respective clinical rotations. Rotation assignment and order of focus or specialty is predicated on preceptor and/or clinical site availability.

Primary Care Clinical Rotation
This 4 week clinical rotation will focus on primary care medicine. This rotation may include family practice and rural healthcare settings. The student will learn about evaluation, diagnosis and therapeutic planning related to a variety of acute and chronic illnesses and injuries. Students will develop their skills in dealing with patients and patient education.

Internal Medicine Clinical Rotation
This 4 week clinical rotation focuses on the practice of internal medicine. Students will have the opportunity to deal with a variety of complex adult acute and chronic diseases and discover best practice methods for diagnosis and treatment of these issues.

Pediatric Clinical Rotation
This 4 week rotation will focus on pediatric patients. Students will learn about this specialty of medical practice and how to differentiate presentations in the pediatric population from those in an adult population.

Women’s Health Clinical Rotation
This 4 week clinical rotation exposes students to the practice of women’s health. Students will learn about evaluation and treatment of a variety of gynecologic and obstetrical problems as well as other issues which are specific to women.
Emergency Medicine Clinical Rotation
In this 4 week rotation, students will experience a wide variety of clinical presentations common in emergency medicine practice. Students will learn methods for determining critical versus noncritical presentations and methods of patient stabilization. Students will have the opportunity to apply many of the procedures and techniques learned in their medical procedures course.

General Surgery Clinical Rotation
This 4 week rotation introduces students to practical concepts and principles in surgery. The students will have the opportunity to interact with surgeons in a variety of surgical cases and to explore a range of surgical therapeutics.

Behavioral Health/Psychiatry Clinical Rotation
In this 4 week rotation, students will have the opportunity to participate in the evaluation and treatment of patients with a variety of behavioral and psychiatric conditions. Students will gain knowledge about the intricacies of psychiatric illness through active involvement in the diagnosis and management of patients.

Clinical Elective Rotation I
This 4 week rotation is structured to provide the student with clinical experience in the primary care area of personal interest. The program reserves the right to design an individualized curriculum for the student to provide enhancement of knowledge and to facilitate student performance at a higher level of supervised practice.

Clinical Elective Rotation II
Students will participate in a 4 week rotation in a medical specialty or subspecialty of their personal interest. Students in good standing will also have the opportunity to participate in a medical mission field project that will be arranged through the University. For this rotation, the program will design an individualized curriculum to ensure a safe and positive learning experience.
ACADEMIC PERFORMANCE STANDARDS

STANDARD C3.03 The program must monitor and document the progress of each student in a manner that promptly identifies deficiencies in knowledge or skills and establishes means for remediation.

Preparing for a career in the health sciences is a rigorous undertaking. Practitioners are expected to possess not only excellent cognitive and technical clinical skills, but also to practice according to the highest ethical and professional standards. Preparation for meeting these high standards begins during the student’s education. Some students may occasionally experience academic difficulties. Such difficulties are best addressed early, before they grow to unmanageable proportions.

The utilization of sound judgment is a prerequisite of every successful health care provider. Students will be expected to exercise sound academic judgment and seek assistance when necessary. Students should consult with course instructors, faculty advisors, and/or the Program Director as soon as a difficulty becomes apparent.

Each student will be assigned a faculty advisor at the start of the program. The faculty advisor serves as a critical student resource for program related information, academic counseling/advisement, and as overseer of each advisee’s academic progress. Students will be required to meet with their faculty advisor each midterm and at the completion of each trimester to assure all academic progression requirements are being successfully met. Your faculty advisor will file a Faculty Advisor Midterm Evaluation Form (Appendix E) for each of their advisees. Faculty advisors may also require more frequent meetings with a student as they deem necessary to assure that adequate academic progress is being maintained.

The Progression Requirement for Advancement from Didactic to Clinical Year:

Cumulative GPA of 3.0 (please refer to Academic Standards and Policies Section 7d)
1. Includes professionalism grade within each course
2. Professionalism evaluated using the Professionalism Assessment Development Tool (PADT) in appendix D.

Failure to complete the requirement will result in dismissal from the program.

Academic Standards and Policies

1. All students must maintain a cumulative GPA of 3.0 or better to remain in good academic standing in the program.
2. Students who fail any didactic year course are subject to dismissal from the program.
3. Students who fail a clinical rotation will be afforded one opportunity to repeat that rotation. When possible, the student will be required to repeat the failed rotation as their next clinical
rotation but at a different clinical site. The Clinical Director will determine all specifics regarding the repeated clinical rotation and all requirements for successful completion and program progression. It should also be noted that, necessity to repeat a clinical rotation will likely result in the delay of the student graduating from the program with their respective cohort. Students who have repeated a clinical rotation will most often remain for an additional 4 week rotation after their cohort have completed the program to afford the student’s ability to complete all programmatic requirements for successful graduation. A student is prohibited from repeating more than one clinical rotation.

4. The academic standing of each student will be reviewed at the end of each trimester. Students whose academic status is not consistent with program/course expectations will be required to meet with their faculty advisor. The student may then be referred to the program director for determination of the student’s ability to continue in the program.

6. Violation of professionalism standards and/or Program or University Policies, in any way, may be subject to reprimand, or more serious action, depending on the severity of the violation.

7. Didactic Year: Students receiving grades <80% on any exam or assignment, or who are not compliant with the professionalism requirements outlined in each course syllabus, will be expected to meet with the course instructor or their faculty advisor at the earliest possible opportunity. The student will be expected, in conjunction with their faculty advisor, to develop a learning contract (Appendix F).
   a. The learning contract requires the student to actively participate in the identification of the suspected causative issue, the corrective plan development, the development of the goals/objectives of the corrective plan, and the time frame in which the plan will be reevaluated for successful completion and reestablishment of satisfactory academic progression.
   b. The faculty advisor reserves the right to require a series of corrective action plans during any term, whether in one course or multiple courses, as deemed necessary to effect the best possible opportunity to achieve successful academic progression.
   c. At the end of the term, the student’s overall academic progress will be evaluated by the faculty advisor and may be referred to the program director if deemed to be unsatisfactory.
   d. A cumulative GPA of 2.75-2.99, at the end of a didactic trimester, will result in the student being placed in a program status of academic probation. The student will be required to demonstrate sufficient academic improvement within the succeeding trimester to bring the cumulative GPA to 3.0 or greater. Failure to do so will result in dismissal from the program. The status of academic probation will be allowed only once during the didactic phase and once during the clinical phase exclusive of the other. It remains that any student failing a didactic phase course is subject to program dismissal regardless of the cumulative GPA. A cumulative GPA of <2.75 will result in program dismissal.

8. Life Event: If a student has been maintaining satisfactory academic progress and experiences significant academic deterioration secondary to an unavoidable life event,
the student must notify the Program Director. The Program Director reserves the right to evaluate these instances on a case by case basis.

a. Didactic Year: If an unavoidable life event occurs at any point during a didactic trimester, the student may be offered the opportunity to return at the beginning of the following didactic year as a new student.

b. Clinical Year: If an unavoidable life event occurs during a clinical trimester, the student may be afforded the opportunity to return within 3 months of the same clinical year to complete the requirements for successful graduation from the program. If the student is unable to return in the allotted time, they will be offered the opportunity to return at the beginning of the next year as a new student.

9. Student Test Self Analysis: If a student scores below 80% on any test in the didactic year, he/she must self-analyze the test using the “Test Self-Analysis” form (Appendix H). The test will be reviewed with the faculty member teaching that class to better understand the student’s errors. The student’s faculty advisor will be notified and will be forwarded a copy of the Test Self Analysis form. The “Test Self-Analysis” form will remain in the student’s file as a legal document.

10. STANDARD A3.05 Students must not substitute for or function as instructional faculty.

ANNOTATION: Students with specific prior knowledge, experiences and skills may assist faculty in didactic and laboratory sessions to share their knowledge and skills. Students are not to be the primary instructor or instructor of record for any component of the curriculum.

Students who have an expertise in a skill may assist in the classroom/lab as additional help. They may not participate in any assessment or grading. The students must first be assessed by the faculty to determine the scope of their abilities. Primary instruction/assessment/grading will be only performed by the faculty. Any student deemed to be suffering academic difficulties secondary to their participation as a classroom/lab assistant will be required to immediately discontinue this activity.

Completion

Adventist University of Health Sciences will consider students for graduation with the degree of Master of Science in Physician Assistant Studies (MSPAS) when they have:

1. Met all general requirements for the MSPAS degree.

2. Completed all required courses in the Physician Assistant curriculum with a cumulative grade point average of 3.00 or better.

3. Completed a Capstone Project that has met or exceeds the standards of the University and the program.
4. Participated in the University Colloquium as instructed by the program.

Program Dismissal

Grounds for program dismissal include, but are not limited to, the following:

1. Failure to maintain a cumulative GPA of 3.0 or above at the completion of any trimester. (Please refer to Academic Standards and Policies Section 7d)
2. Lapses in professionalism*
3. Academic misconduct

*Students are subject to the policies found under the heading “Professionalism” found in this manual.

Academic Appeal Policy

1. The student should discuss the grievance with the instructor involved no later than five business days after the incident prompting the grievance.

2. The instructor must respond to the student within five business days of the appeal.

3. If the grievance is not resolved, a written statement should be submitted to the department chair no later than ten business days after the instructor’s response. The chair will then speak with the instructor involved and reply in writing to the student within five business days of receiving the student’s written statement. In departments where there is a program director, and when it is appropriate, the written statement may be submitted to that individual. The program director will respond within five business days of receipt of the statement. If the matter is not resolved, the student may appeal in writing to the department chair who will respond within five business days.

4. If a resolution has not been reached, the student may request that all materials concerning the grievance be given to the Senior Vice President for Academic Administration. This individual will then review the grievance materials and return a written decision within ten business days of their receipt. The decision of the Senior Vice President for Academic Administration is final.

Should a student have an academic grievance concerning a decision of his or her academic program, he or she should follow the appeal procedure outlined below:

1. The student should discuss the grievance with the department chair no later than five business days after the decision prompting the grievance.

2. The department chair must respond to the student within five business days of the appeal.

3. If resolution has not been reached, a written statement should be submitted to the Senior Vice President for Academic Administration no later than ten business days after the chair’s
response. This individual will then speak with the department chair and reply in writing to the student within ten business days of receiving the student’s written statement. The decision of the Senior Vice President for Academic Administration is final.

**Student Grievance Policy**

For Student Grievance Policy please refer to the University Student Handbook page 65.

**Leave of Absence**

The University does not recognize leaves of absence from graduate academic programs.

*STANDARD A3.11 The program must define, publish and make readily available to faculty and students the policies and procedures for processing student grievances and allegations of harassment.*

Pages 65-66 of the University’s Student Handbook provides a definition and procedure for members of the university who perceive any potential harassment:

**Sex Discrimination and Sexual Harassment**

Below is a brief summary of the Title IX policy and the Complaint Resolution Procedures. The full policy can be accessed at https://my.adu.edu/university-services/new-student-orientation-resources. If there are any discrepancies between this summary statement and the full policy, the full policy will prevail.

**Policy Statement**

Adventist University of Health Sciences (“University”) is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex. The University considers Sex Discrimination in all its forms to be a serious offense. Sex Discrimination constitutes a violation of this policy, is unacceptable, and will not be tolerated. Sexual Harassment, whether verbal, physical, or visual, is always inconsistent with the mission and expectations of the University, and may constitute a form of Sex Discrimination and is in violation of this policy. Sexual Harassment also includes Sexual Violence/Assault. Definitions and examples of specific conduct that constitutes Sexual Harassment and Sexual Violence/Assault are set forth in the full Title IX Policy and Complaint Resolution Procedures.

**Scope**

The Title IX Policy and Complaint Resolution Procedures apply to administrators, faculty, and other University employees; students, applicants for employment, customers,
third-party contractors, and all other persons that participate in the University’s educational programs and activities; this includes third-party visitors on campus (the “University Community”). The University’s prohibition on Sex Discrimination extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics, athletics, housing, and student services.

**Reporting a Violation**

An inquiry or complaint shall be reported in writing to the Title IX Coordinator, Starr Bender, or the Deputy Title IX Coordinator, Karen Ordelheide (Denver Campus). The complaint should include:

1. Date(s) and time(s) of the alleged sex discrimination
2. Names of all persons involved, including possible witnesses
3. Details outlining what happened
4. Contact information for the complainant

All University employees have a duty to file a report or complaint with the Title IX Coordinator or Deputy Title IX Coordinator when they believe or receive information indicating that a member of the University Community may have been subjected to conduct that constitutes prohibited Sex Discrimination. Students are encouraged to do so. A person may also file a complaint of Sex Discrimination with the United States Department of Education’s Office for Civil Rights regarding an alleged violation of Title IX by visiting [www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html) or by calling 1-800-421-3481.

**Investigation, Resolution, and Appeals**

All complaints will be promptly and thoroughly investigated under the procedures outlined in the full Title IX Policy and Complaint Resolution Procedures, and the University will impose interim measures and take disciplinary and remedial action where appropriate. The University will endeavor to conclude its investigation within sixty (60) calendar days of receiving it. The complaint resolution procedures are designed for fairness to both the complainant and respondent and are implemented by University personnel who receive annual training on relevant issues. The complainant and the respondent will receive a copy of the written report after the investigation has concluded and a resolution has been reached, and both have the right to file an appeal with the University President within ten (10) days of receipt of the written report. The President’s decision on the appeal is final.

**ACADEMIC INTEGRITY**

A career in medicine requires integrity. It is expected that all students will act in recognition of, and respect for, this requirement. Medical education is stressful, and sometimes otherwise well
intentioned people are tempted to make poor decisions. If you experience such difficulty, please contact your course instructor or faculty advisor for guidance. This section contains information regarding the program and University’s expectations for academic integrity.

**POLICY ON ACADEMIC HONESTY AND INTEGRITY**

*STANDARD B1.05 The curriculum must include instruction about intellectual honesty and appropriate academic and professional conduct.*

In order to ensure that the MSPAS program graduates are competent and ethical practitioners, the faculty of the program has developed the following information regarding academic honesty and integrity. This information will be reviewed with all students entering the program during orientation. It is the responsibility of the student to visit these policies regularly to refresh their understanding of them and to reinforce their compliance with them.

The University’s policy found on page 31 of the Student Handbook states the following:

**Academic Integrity Policy**

The commitment to high Christian principles and values expressed in ADU’s statement on ethics calls for academic integrity to be foundational to ADU in all its operations. Students are expected to adhere to the ethical and professional standards associated with their programs and academic courses. Unethical or unprofessional behavior will be treated in the same way as academic misconduct.

**Categories of Academic Misconduct**

The following categories of academic misconduct are concerned with student actions, not student intentions. Academic dishonesty includes, but is not limited to, the following actions:

**Cheating on Examinations**

Cheating is using, or attempting to use, on any type of examination or evaluation, such materials, information, notes, study aids, or other assistance not specifically authorized by the instructor.

**Clarification**

Students completing such examinations or evaluations should not look at another student’s material nor use the external aids specified above unless the instructor has specifically indicated that this will be allowed.

Students may not take examinations or evaluations in the place of another person, nor may students allow another person to take examinations or evaluations in their place.
Students may not acquire unauthorized information about an examination or evaluation and may not use such information acquired by others.

**Complicity**

Complicity is assisting or attempting to assist another person in an act of academic dishonesty.

**Clarification**

Students may not allow other students to copy from their papers during any type of evaluation or examination. Students may not before a scheduled examination provide substantive information about test questions or the material to be tested unless specifically authorized by the instructor to do so. This does not apply to examinations that have been administered and returned to students in previous trimesters.

**Fabrication, Forgery and Obstruction**

Fabrication is using invented, counterfeited, altered, or forged information in assignments of any type. Forgery is the imitating or counterfeiting of images, documents, signatures, and the like. Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to education resources.

**Clarification**

Students may not steal, change, or destroy another student’s work, nor impede the work of others by the theft, defacement, or mutilation of resources so as to deprive others of their use. Students may not access or use patient information in ways which violates Health Insurance Portability and Accountability Act (HIPAA) regulations.

**Computer Misuse**

Any use of computers that is disruptive, including any actions violating the ADU *Students Computer Use Policy* is prohibited.

**Clarification**

1. Students may not monitor or tamper with another person’s electronic communications.

2. Students may not use the University computer systems to engage in illegal activities including, but not limited to, accessing other computer systems, exchanging stolen information, or violating copyright agreements which involve protected materials.

**Plagiarism**

Plagiarism is intentionally or carelessly presenting the work of another as one’s own. Students should consult with their instructor in any situation in which the need for documentation is an
issue. Students will be deemed to have plagiarized in any situation in which such work is not documented.

Clarification

Every direct quotation must be identified either by quotation marks or by appropriate indentation and must be properly acknowledged either by a parenthetical citation in the text or by a footnote or an endnote.

Material from another source paraphrased or summarized in whole or in part and in one’s own words must be properly acknowledged by a parenthetical citation in the text or by a footnote or an endnote.

Information which is gained in reading or research and which is not common professional knowledge must be properly acknowledged by a parenthetical citation in the text or by a footnote or an endnote.

Multiple Submissions

Multiple submissions is the presentation of the same or substantially the same work for credit in two or more courses – work submitted for academic credit at this or another institution. Multiple submissions shall not apply when prior written approval has been given by the instructor in the current course.

Clarification

1. Students may submit prior academic work if there is substantial new work, research, or other academic endeavor involved. Prior to the submission, the student shall disclose the use of the prior work to the instructor and receive the instructor’s permission to use it.

2. Students may submit the same or essentially the same work simultaneously in two courses with prior written permission from all faculty involved.

Misconduct in Research Endeavors

Misconduct in research is serious deviation from the accepted professional practices within a discipline; or in carrying out, reporting, exhibiting, or reporting creative endeavors. It does not include unintended error or honest disagreement about the interpretation of data.

Clarification

Students may not report data dishonestly, whether by altering data, by improperly altering data, by selectively reporting or analyzing data, or by being negligent in collecting or analyzing data.
Students may not represent another person’s ideas, writing, or data as their own. Students may not conceal or otherwise fail to report misconduct involving research, professional conduct, or artistic performance of which they have knowledge.

**Misuse of Intellectual Property**

Misuse of intellectual property is the illegal use of copyright materials, trademarks, trade secrets, and intellectual property.

**Clarification**

1. Students may not violate the University’s policy concerning the fair use of copies. This policy can be found in the ADU Academic Bulletin.

**Policies and Procedures for Dealing with Academic Misconduct**

Students suspected of academic misconduct, whether acknowledging involvement or not, shall be allowed to continue in the course without prejudice, pending completion of the disciplinary process. If the instructor must submit a final course grade before the case is resolved, then the student should be given an “Incomplete,” which will not affect his or her GPA.

1. An instructor or other staff member who suspects a student of academic misconduct or receives a complaint alleging misconduct that raises suspicion may consult the Office of the Senior Vice President for Academic Administration to learn whether there is any record of prior academic misconduct. The instructor will inform the student in writing within seven (7) days of discovering the misconduct. The instructor will include in the letter that he or she desires to meet with the student to discuss the allegation. The student must respond within seven (7) days from the date of the letter.

2. The instructor reviews all evidence, interviews any witnesses, meets with the student to discuss the allegation and to hear the student’s explanation. The instructor makes a decision regarding the allegation. The student may have an ADU faculty or staff member of choice accompany him or her to the meeting with the instructor if he or she chooses.

   If the student does not respond to the notification within seven (7) days, the instructor continues with the investigation and report without the student’s input.

3. If the instructor determines that the student has not violated the policy, the student will be notified in writing within seven (7) days of meeting with the instructor whether or not the student responded.

4. If the instructor determines that the student has violated the policy, the instructor completes the Academic Dishonesty Report Form (ADRF) within five (5) days of the initial meeting with the student or from the end of the student’s seven (7) day response period. The student
then has five (5) business days to respond and to attend a formal meeting with the instructor.

5. If the student fails to respond, the instructor completes the Academic Dishonesty Report Form and imposes a final academic sanction which may include referring the matter to the Senior Vice President for Academic Administration.

6. If the student responds, the student is given the ADRF and is asked to initial and sign the appropriate response. The student may have an ADU faculty or staff member of his or her choice accompany him or her to this meeting with the instructor if he or she chooses.

7. A copy of the ADRF is given to the student (if he or she responds), the Senior Vice President for Academic Administration, and the Department Chair. A copy is also given to the University Disciplinary Committee, if the matter is referred to them.

8. If the instructor takes no action within (5) five days of meeting with the student, the allegations will be considered dismissed. The disciplinary authority of the Adventist University of Health Sciences is vested in the President, those asked by the President to act on his or her behalf, and in the committees and administrators of ADU for whom jurisdiction may be conferred for specific cases or specific areas of responsibility.

If violations of academic integrity come to light subsequent to a student’s graduation from the University, the instructor, program director, or department chair may make recommendations for disciplinary action to the Senior Vice President for Academic Administration. This action may include nullification of the degree awarded. Decisions of this nature may be appealed to the President of the University.

**Disciplinary Sanctions for Academic Misconduct**

Sanctions will be imposed according to the severity of the misconduct. Multiple sanctions may be imposed should the behavior call for the imposition of a more severe penalty. In all cases, the University reserves the right to require counseling or testing of students as deemed appropriate. Definitions of disciplinary sanctions include the following:

1. **Academic action**

   May include altering a grade or assigning a failing grade for the assignment, examination, or course.

2. **Disciplinary report**

   All academic misconduct and sanction are recorded on an Academic Dishonesty Report Form which is kept on file with the Senior Vice President for Academic Administration for the duration of the student’s attendance at the University. If academic misconduct reoccurs, the report will be taken into consideration in determining further sanctions.
3. Restitution

Students are required to compensate the University or other persons for damages, injuries or losses. Failure to comply could result in suspension or dismissal.

4. Probation

There may be specific restrictions or extra requirements placed on the student for a specified period. These may vary with each case and may include action not academically restrictive in nature, such as restriction from participation in University activities or other requirements. Disciplinary action should be consistent with the philosophy of providing constructive learning experiences as a part of the probation. A student may be required to meet periodically with designated persons. Any further misconduct on the student’s part during the period of probation may result in disciplinary suspension or dismissal.

5. University suspension

Suspension prohibits the student from attending the University. It prohibits the student from being present on specified University owned, leased or controlled property without permission for a specified period of time. Students placed on University disciplinary suspension must comply with all suspension requirements. A student seeking to attend the University after the conclusion of his or her suspension may apply for readmission to the University.

6. University dismissal

Dismissal permanently prohibits the student from attending classes at the University and permanently prohibits the student from re-enrolling at the University.

ACADEMIC SERVICES

Adventist University has a wide variety of academic resources available to students. This section highlights some of the resources most likely to be of value to you.

STANDARD A1.05 The sponsoring institution must provide academic and student health services to PA students that are equivalent to those services provided other comparable students of the institution.

ACADEMIC TUTORING

Early Alert

The Early Alert Program is offered through the Center for Academic Achievement (CAA). The program is designed to assist students in identifying personal and/or academic issues in a timely
manner that may result in student harm or unsuccessful academic progression. Students of the MSPAS program will be required to meet with Professor Joyce Anderson in the CAA for 1 hour during the first trimester of the program. Satisfactory evidence of this requirement must be provided to the Academic Director by the end of the first trimester. Failure to do so may result in a negative effect on the cumulative GPA for that trimester.

**Center for Academic Achievement**

*Please see page 17 of the University Student Handbook for a complete listing of available services.*

The Center for Academic Achievement (known as The CAA) believes that students should study smarter, not harder. That's why The Center helps students in the areas of Academic Advising, Tutoring, Counseling, Coaching, and Disability Services. The CAA is also the place where students can register and sign up for various exams and tests prior to starting their studies. For detailed information on any of the areas the Center specializes in, or to reserve a spot for a test, please call 407-303-7747, ext. 110-6413.

**Tutorial Assistance**

Tutoring for courses within the PA program should be arranged with the instructor of the specific course or the faculty advisor. Tutoring may be facilitated by the instructor or by a designated student assistant.

**Counseling**

Counseling assists students in resolving personal difficulties and in acquiring the necessary skills and resources to both succeed in the University environment and pursue productive and satisfying lives. Counseling can help clarify concerns, gain insight into self and others, and teach new ways to most effectively cope and/or resolve issues. Counseling can offer emotional support, new perspectives, and help in considering possible solutions. Other reasons to see a counselor may include academic, career direction/concerns, self-esteem issues, relationship issues, grief and loss, family, communication, stress management, anger management, and physical, sexual, or substance abuse. Counseling is free to all students, and students are encouraged to seek counseling assistance proactively. For appointments, please call 407-303-7747, ext. 110-6074 or email counseling@employee.adu.edu

*Online counseling (e-Therapy) is available to both on-campus and distance students. Counseling is offered via email and real-time chat. For more information or to set up an appointment, please send an email to counseling@employee.ADU.edu. Please keep in mind that online counseling is not appropriate for all problems; students should speak to the counselor to determine if e-therapy would be a good fit.*
All students with a documented disability who are seeking accommodations should contact the Office for Students with Disabilities (OSD) located in the CAA at least two weeks before the beginning of the trimester or immediately following any injury or illness. This recommendation is to ensure timely implementation of accommodations.

Information on Academic Accommodations

Faculty and staff members are required to provide reasonable accommodations to all students with disabilities who have provided appropriate documentation of the disability to the Office for Students with Disabilities (OSD). Therefore, all students requesting accommodations because of a disability should be referred to the OSD. Once the request has been made, the OSD will determine eligibility for disability-related services. Students must have a documented disability as defined by the Federal Rehabilitation Act of 1973, Section 504, and/or the Americans with Disabilities Act of 1990 (ADA).

If correct documentation has been submitted and a student qualifies for accommodation, the OSD will notify each instructor by letter. The letter from the OSD explains the accommodations necessary for that student. Please keep in mind that this information is to remain confidential and discussing accommodations with a student should be done discretely. If a student talks to a class member or another faculty member, that is his or her right, but not the right of the faculty member. All students sign a Release of Information Form so that the OSD may share the information with the necessary parties.

For each trimester, it is then the student’s responsibility to notify the OSD of his or her updated class schedule, and the OSD will, in turn, notify each instructor by letter. If a faculty member feels that he or she cannot implement all of the recommended accommodations, the faculty member should contact the OSD to negotiate an acceptable alternative. The alternative will then be discussed with the student by the OSD and faculty member.

Here is the statement that will be included in your syllabus:

Students seeking accommodations must first contact the Office for Students with Disabilities (OSD) located within the Center for Academic Achievement (CAA), prior to or at the beginning of the trimester.

The student must provide the OSD the requested current, official documentation related to his or her disability. That documentation will be used to determine the type and extent of accommodation that is most reasonable and effective for that student. All forms can be found online on the CAA webpage behind the student login or within the CAA department itself.

If all forms have been completed, criteria met, and accommodations granted, the OSD will then notify each of the student’s instructors of the accommodations that should be provided. The processing time for these forms is approximately two weeks.
For further information regarding Academic Accommodations, please contact The CAA.

FINANCIAL AID

Paying for higher education can seem scary, but it doesn’t have to be. There are a variety of scholarships, grants, and financial aid options available to make your dream of studying at Adventist University a reality. The Financial Services pages of the ADU website contain useful information including a net price calculator that can give you a rough, comparable estimate of the cost to attend Adventist University.

Financial Services

HO U R S
Monday - Thursday 8:00 a.m. - 4:30 p.m.
Friday 8:00 a.m. - 3:00 p.m.
Appointments are recommended.

ADDRESS
Financial Services
Adventist University of Health Sciences
671 Winyah Drive
Orlando, Florida 32803
Phone: (407) 303-6963 or 1631
Fax: (407) 303-7680
Email: finaid@adu.edu

UNIVERSITY LIBRARY

The R.A. Williams Library is housed in the Health and Biological Sciences building on campus and is open Monday – Thursday 8 a.m. – 9 p.m. and Friday 8 a.m. – 3 p.m. Closed Saturday. Sunday 3 p.m. – 9 p.m.

For further information and online services go to library.adu.edu.
STUDENT HEALTH

As you progress through your formal education, it is important that you pay attention to your own health. A career in medicine is stressful, and medical providers are frequently guilty of setting a poor example for their patients. Proper nutrition, exercise and stress coping skills will contribute to your success as a student.

STANDARD A1.05 The sponsoring institution must provide academic and student health services to PA students that are equivalent to those services provided other comparable students of the institution.

STANDARD A3.09 Principal faculty, the Program Director, and the Medical Director must not participate as health care providers for students in the program.

STUDENT HEALTH SERVICES

Student Health

Student health services are not available on the campus of the University however, the adjacent Florida Hospital Orlando campus offers a full service trauma level II facility with 24 hour emergency services. Should a student require emergent assistance they are encouraged to call 911. For routine health care issues the student may visit any walk-in clinic or physician office of their choice. The program’s principal faculty, Program Director, and Medical Director will not participate as health care providers for students in the program.

MENTAL HEALTH AND COUNSELING

STANDARD A3.10 The program must have written policies that provide for timely access and/or referral of students to services addressing personal issues which may impact their progress in the PA program.

Counseling Center

The Center for Academic Achievement (CAA) is the primary source of counseling on the University campus. Students deemed to be experiencing conditions that may pose an immediate threat to themselves or others will be acutely referred, with escort, to the emergency department at Florida Hospital Orlando for emergent evaluation and treatment.

HEALTH INSURANCE

Students are required to obtain and maintain personal healthcare insurance throughout the duration of the program. Students may seek both routine and emergent healthcare services at a provider of their choice.
HEALTH AND IMMUNIZATION DOCUMENTATION

STANDARD A3.21 Student health records are confidential and must not be accessible to, or reviewed by, program, principal or instructional faculty, or staff except for immunization and tuberculosis screening results which may be maintained and released with written permission from the student.

STANDARD A3.07 The program must have and implement a policy on immunization of students, and such policy must be based on current Centers for Disease Control recommendations for health professionals.

Student Health Records and Immunizations

In order to meet the accreditation standards of the ARC-PA for the Master of Science in Physician Assistant Studies degree at Adventist University, the University has contracted with VERIFY STUDENT to store, monitor, and maintain confidential student health records. VERIFY STUDENT is a confidential student health record and document repository service. Students will be provided information on establishing an account with VERIFY STUDENT. All records regarding student health, immunizations, drug screens, required professional certifications and other similar documentation will be required to be stored here.

In addition to storing student health information, VERIFY STUDENT will keep the director of clinical education at Adventist University up-to-date with the status of all student immunizations. Student health records will not be released without written permission from the student. Health screening, immunizations, and/or healthcare services will not be conducted by program personnel.

Requirements include:

1. Proof of personal health insurance throughout the entire program
2. Proof of a satisfactory physical examination
3. Proof of TB tine test (positive results will require the student to receive a chest x-ray and further evaluation)
4. Proof of Hepatitis B vaccine and positive Hepatitis B Antibody test
5. Proof of MMR vaccine or immunity
6. Proof of Varicella history or vaccination
7. Proof of tetanus/diphtheria/pertussis vaccine
8. Satisfactory drug screen
9. Satisfactory Level One criminal background check
10. Proof of current AHA BLS certification

Student health records will not be released without written permission from the student. Health screening, immunizations, and/or healthcare services will not be conducted by program personnel.
INJURIES & NEEDLE STICK/BLOOD/BODILY FLUIDS CONTAMINATION PROTOCOL

STANDARD A3.08 The program must inform students of written policies addressing student exposure to infectious and environmental hazards before students undertake any educational activities that would place them at risk.

Accidents will occasionally occur in the laboratory or in the clinical setting. If a student is injured in a laboratory or classroom setting, the instructor should be notified immediately. If a student is injured at a clinical site, the clinical preceptor should be notified immediately and the student must follow that site’s protocol for dealing with injuries. In many facilities, this will require students to seek treatment in the employee health department, the occupational medicine department, or the emergency department. If the clinical site lacks these resources, treatment should be sought in the nearest emergency department.

Exposure to blood borne pathogens is a risk assumed by all healthcare providers. Students will receive training to minimize their risk during orientation. Individual clinical sites may also provide orientation sessions regarding blood borne pathogens. Observing universal precautions is one method to reduce risk.

The principle of universal precautions recognizes that any patient may be infected with microorganisms that could be transmitted to other persons. Of particular concern are the primarily blood-borne pathogens HIV (human immunodeficiency virus) and HBV (hepatitis B virus). However, body fluids other than blood, secretions, and excretions are included in universal precautions. Since infected patients may be asymptomatic, it becomes necessary to use basic precautions with every patient. Observance of universal precautions will help to provide better protection for every staff member. Students should also familiarize themselves with the hospital/clinical sites’ specific policies regarding universal precautions.

Universal Precautions Guidelines:

• Act as though all patients with whom you have contact have a potentially contagious blood borne disease
• Avoid direct contact with blood, body fluids, secretions, excretions, mucous membranes, non-intact skin, and lesions
• Avoid injuries from all “sharps”
• Avoid direct contact with items, objects, and surfaces contaminated with blood, body fluids, secretions, and excretions
• Dispose of all “sharps” promptly in the appropriate special puncture resistant containers
• Dispose of all contaminated articles and materials in a safe manner prescribed by law
In practice, using Universal Precautions also requires:

- Washing hands frequently and thoroughly, especially if they become contaminated with blood, body fluids, secretions, and excretions.
- Depending on job duties and risk of exposure, using appropriate barriers, including gloves, gowns, aprons, caps, shoe covers, leggings, masks, goggles, face shields, and equipment such as resuscitation devices.

These barriers are to be used to protect:

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

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

- Students will wear protective equipment as directed by their clinical preceptor or facility protocol
- All patient specimens are bagged per facility protocol before transport to the laboratory

In the event a student is injured by a contaminated “sharp” or is exposed in any manner to blood or potentially infectious bodily fluids in the course of their assigned clinical work, the following steps should to be followed for proper treatment and follow-up for the student.

Upon possible exposure to a blood borne pathogen:

1. For skin and wounds, wash the affected area with soap and water. Eyes and mucous membranes should be copiously flushed with water. Notify your clinical preceptor immediately.
2. Follow facility protocols regarding evaluation. Most facilities will require you to report immediately to employee health or the emergency department following exposure. Failure to follow up properly may make it difficult or impossible to obtain source patient blood in facilities in cases in which this may be possible.
3. In sites without employee health or emergency departments, or if the site protocol is unclear, proceed immediately to the nearest emergency department for assessment. In cases in which prophylactic medical treatment is indicated, it is believed to be most effective when administered as quickly as possible.
4. The treating healthcare professional will request information about your medical history, the source patient’s history (if known) and the nature of the exposure. They may request permission to draw baseline laboratory studies. They will discuss your risk of contracting a blood borne disease and the risks and benefits of prophylactic treatment. In deciding whether
to receive post-exposure prophylactic treatment, students might also wish to consult with the National Clinicians Post-Exposure Prophylaxis Hotline: 888-448-4911.

5. Students should follow up as directed by their treating healthcare provider. Ongoing follow-up may take place at the initial treating facility or the student may be referred to a healthcare provider with expertise in infectious disease. The program may be able to assist the student in finding an infectious disease specialist as requested or required.

6. Since students are neither employees of Adventist University nor the clinical sites, payment for assessment and treatment is the responsibility of the student and their insurance carrier.

All students who experience an injury or exposure must complete an incident report and submit it to the Program Director as soon as possible. However, students should not delay prompt evaluation and treatment in order to complete paperwork.

**ABSENCE, LEAVE AND WITHDRAWAL**

**ABSENCE – GENERAL**

Physician assistant education is intensive. There is a mandatory attendance policy for all required learning experiences throughout the program. It is recognized that situations beyond your control occasionally arise, but you should make every attempt to attend all scheduled sessions.

Students should exercise sound judgment skills when making decisions regarding missing course lectures, assignments, examinations, or clinical rotations. Mild upper respiratory infections may not warrant missing course work or examinations. Weddings, family vacations, or expensive airline reservations may not be considered a valid excuse for missing an examination or requesting an alternative examination date. Unexcused absences may result in a score of zero on assignments and examinations. Make-up examinations may be offered at the discretion of the course instructor on a case-by-case basis. Make-up examinations may be given in an alternate format.

During the didactic year students are allowed **three sick days.** If a student determines that they are too ill to attend class, they must contact the department administrative assistant, Lee Ann Wetmore by 9:00am. Failure to notify the department by 9:00am will result in a subtraction of 10 points from the next exam for each course scheduled for that day. Any absence of two consecutive days or more requires a note from a health care provider regarding the illness. Friday and Monday will be considered consecutive absence. Failure to produce an acceptable note from a health care provider will result in immediate probationary status to last the remainder of the didactic year. Absence of more than the three allotted sick days without a documented medical excuse will result in immediate probationary status for the remainder of the didactic year. Any additional absence can be grounds for immediate dismissal.
During the clinical year each student will be given a two week break during the Christmas and New Year holidays as well as an allotment of 5 days to be used for absences of any kind. The following rules apply to the use of these days:

**Anticipated Absence**

Students who know in advance that they will be absent due to events such as employment interviews and religious observances not provided for on the university calendar should clear the anticipated absence at least 30 days in advance. Time off must generally be made up within one week.

<table>
<thead>
<tr>
<th>Anticipated Absence</th>
<th>Action</th>
</tr>
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<tbody>
<tr>
<td>First Professional Year</td>
<td>Contact your faculty advisor at least 30 days in advance to discuss clearance.</td>
</tr>
<tr>
<td>Second Professional Year</td>
<td>Contact the Clinical Director and your clinical preceptor at least 30 days in advance to discuss clearance.</td>
</tr>
</tbody>
</table>

**Unanticipated Absence**

Occasionally, a student is unable to attend class or rotation due to an unexpected personal or family emergency. Documentation of the event may be required by the Program.

<table>
<thead>
<tr>
<th>Unanticipated Absence</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Professional Year</td>
<td>Contact your faculty advisor or program secretary as soon as possible.</td>
</tr>
<tr>
<td>Second Professional Year</td>
<td>Contact the program secretary, the Director of Clinical Education, and your clinical preceptor as soon as possible.</td>
</tr>
</tbody>
</table>

**ABSENCE FROM EXAMINATIONS**

*STANDARD C3.01 The program must conduct frequent, objective and documented evaluations of students related to learning outcomes for both didactic and supervised clinical education components.*

Students are required to be present for examinations as scheduled. Students who are late for examinations forfeit the time allotted and will not be permitted to recover that examination time. In the event of serious personal illness/injury or the death of an immediate family member, students may be excused from course work or examinations as necessary. The program may require a written statement from a licensed physician or health care provider explaining your illness or injury. A copy of the immediate family member’s death certificate may be requested by the program as proof of the student’s absence.
Under no circumstances will students be permitted to take an examination before the regularly scheduled examination. In other words, there will be no “make-up” examination administered prior to the official examination date and time.

**ABSENCE FROM CLINICAL ROTATION**

Attendance at clinical sites is an absolutely essential component of a student’s education. Each student will be allotted 5 personal days to use in case of illness, job interviews or personal activities. These days must be approved by the Clinical Director and the clinical preceptor.

Students must inform their clinical preceptors and the program when, for any reason, they will not be at their clinical site. Students should contact the program secretary and the Director of Clinical Education via phone or email; they will in turn inform the Program Director.

As graduation approaches, it is expected that students will need to schedule employment interviews. As with any other absence, these must be cleared with the clinical preceptor and the Clinical Director.

**WEATHER-RELATED EMERGENCIES**

In the event of severe weather, students should check with the ADU webpage or call the university. Students are expected to use their best judgment in deciding to travel. Students on rotation sites not affected by the adverse weather conditions are required to attend their rotation even if the University is closed. Conversely, students at a clinical site with significant adverse weather conditions must use their best judgment in consultation with their preceptors in determining their attendance at the site regardless of the University’s status. Students must notify the program of non-attendance as noted above. Every attempt must be made to make up the missed time during clinical rotations.

**BEREAVEMENT**

Absence from class or a rotation will be granted for the death of a first-degree relative (parent, spouse, sibling, and child) or grandparent. The student will normally be allowed three (3) business days for in-state services and four (4) days for out-of-state services. The faculty advisor and Program Director should be consulted so that a study plan can be put in place to allow the student adequate time for make-up work.

**LEAVE OF ABSENCE**

The university does not recognize leaves of absence from graduate academic programs.
WITHDRAWAL

It is not unusual for students to experience stress in adjusting to the rigors of physician assistant education. Students considering a withdrawal from the program should consult with their faculty advisor and/or the Program Director before initiating the withdrawal process.

A student may withdraw from the program by written request to the Program Director. It may be possible for a student who is withdrawing from the program to maintain matriculation at Adventist University. Students should consult with their faculty advisor and the University Student Handbook page 39 for further information.

COMMUNICATION

CELLULAR PHONES

Out of respect for your classmates and lecturers, please turn your cellular telephone off prior to class. This does not mean the vibrate setting, it means OFF.

EMAILS

While enrolled as a student in the program, the email address of record shall be the (first name).(last name)@my.adu.edu email address assigned upon admission to the University. It is strongly encouraged that students check their my.adu email account at least once every 24 hours for course announcements and important information from the program and/or the University.

EMERGENCY PHONE CALLS

Please inform friends and family that they should contact the program Executive Assistant if an emergency should arise while class is in session. A message will be delivered to the student, as cellular telephones must be switched off while in class. Please contact Lee Ann Wetmore at 407-303-8778.

MISCELLANEOUS POLICIES

EMPLOYMENT DURING THE PROGRAM

Due to the rigors and demands of PA education, students are strongly encouraged to refrain from any outside work activities for the duration of the program. Any questions should be directed to the Program Director.
EXAMINATION SECURITY

It is the intent of the MSPAS program to adopt computer based examinations as frequently as possible in all courses. These examinations will require the student to bring their own laptop for the testing period. A secure web browser will be employed by the University for the delivery of these exams. Students will not be allowed to bring cell phones, books, backpacks or any other personal items into the testing area. Secured storage will be supplied. This type of security model is similar to the testing environment that students will experience when sitting for the National Commission on the Certification of Physician Assistants (NCCPA) Physician Assistant National Certifying Examination (PANCE). By employing a similar method of security, it is intended that students will be more familiar and comfortable with this process when they sit for the PANCE.

HOLIDAYS

During the first year of the program, students will observe the usual academic calendar issued by the university.

During the clinical year of the program, students will experience an irregular schedule. No student should make travel arrangements without consulting with the Clinical Director and his/her clinical preceptor.

Students are not required to attend their rotations on holidays designated at the discretion of the clinical sites. Students may request time off for bona fide religious observances, but patient needs take priority, and there is no guarantee that such requests will be honored by a clinical site.
PART II: ADDITIONAL RESOURCES
ACCREDITATION REVIEW COMMISSION ON EDUCATION FOR THE PHYSICIAN ASSISTANT, INC. (ARC-PA)

The Accreditation Review Commission on Education for the Physician Assistant (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 Physician Assistant Education. The accreditation process is designed to encourage sound educational experimentation and innovation and to stimulate continuous self-study and improvement.

www.arc-pa.org

AMERICAN ACADEMY OF PHYSICIAN ASSISTANTS (AAPA)

The AAPA is the national professional organization of physician assistants. Its membership includes graduate and student physician assistants as well as affiliate membership for physicians and physician assistant educators. The Academy provides a wide range of services for its members, including 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 and are entitled to a membership discount for the annual spring conference. Student Physician Assistant Societies are an integral part of the AAPA and make up a body referred to as the Student Academy of the American Academy of Physician Assistants (SAAAPA). The Student Academy meets yearly at the national spring conference to elect officers and representatives. Release time to attend the national conference held in May of each year can be requested from the Program and will be allowed on a case-by-case basis.

The national organization represents you and as such deserves your support during your student years and as a graduate Physician Assistant. Support for membership in professional organizations is another benefit also routinely covered by employers.

www.aapa.org
NATIONAL COMMISSION ON CERTIFICATION OF PHYSICIAN ASSISTANTS (NCCPA)

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

Registration applications are completed during the senior year of the Physician Assistant 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 accredited CME every two years. Recertification examinations are also required every ten years, in addition to the CME requirement.

www.nccpa.net

Florida Academy of Physician Assistants (FAPA)

The Florida Academy of Physician Assistants (FAPA) was founded in 1974 and is a state constituent chapter of the American Academy of Physician Assistants (AAPA). FAPA is the premier professional organization representing Physician Assistant practice and legislation in the State of Florida. For further information please visit their website:

www.fapaonline.org
PART III: APPENDICES

This section contains examples of forms that you will use frequently during your time with us.
APPENDIX A

Receipt and Acknowledgement

My signature on this document serves as acknowledgment of my having received and read the policies and procedures of the Master of Science in Physician Assistant Program at Adventist University of Health Sciences. I have also been advised that I am subject to the institutional policies and procedures contained within the University student handbook. I will abide by and be subject to all the aforementioned policies and procedures of the Master of Science in Physician Assistant Program and of Adventist University of Health Sciences. I further warrant that I will adhere to the student health and immunization policies as well as the policies regarding student health and professional liability insurance.

____________________________________________
Print name

____________________________________________
Sign name

____________________________________________
Date

NOTE: Please print a copy of this form, sign, date and return to the Physician Assistant office at your earliest convenience.
# APPENDIX B

## Department of Physician Assistant Contact List

<table>
<thead>
<tr>
<th>Academic Dean</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Don Williams, PhD</td>
<td>407-303-5619</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Don.Williams@adu.edu">Don.Williams@adu.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair/Program Director</th>
<th>Medical Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Payne, DHSc, PA-C, DFAAPA</td>
<td>Darin Wolfe, MD</td>
</tr>
<tr>
<td>407-303-8778</td>
<td>407-303-8778</td>
</tr>
<tr>
<td><a href="mailto:Mark.Payne@adu.edu">Mark.Payne@adu.edu</a></td>
<td><a href="mailto:dwolfe@cfhp.md">dwolfe@cfhp.md</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal Faculty</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherilyn Hendrix, DHEd, MSBME,</td>
<td>407-303-8778</td>
</tr>
<tr>
<td>PA-C Academic Director</td>
<td><a href="mailto:Cherilyn.Hendrix@adu.edu">Cherilyn.Hendrix@adu.edu</a></td>
</tr>
<tr>
<td>Derek Jackson, MPAS, PA-C</td>
<td>407-303-8778</td>
</tr>
<tr>
<td>Clinical Director</td>
<td><a href="mailto:Derek.Jackson@adu.edu">Derek.Jackson@adu.edu</a></td>
</tr>
<tr>
<td>Stacy Laack, MS, PA-C Faculty</td>
<td>407-303-8778</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Stacy.Laack@adu.edu">Stacy.Laack@adu.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Executive Assistant/Program Enrollment Manager</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee Ann Wetmore, BS</td>
<td>407-303-8778</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:LeeAnn.Wetmore@adu.edu">LeeAnn.Wetmore@adu.edu</a></td>
</tr>
</tbody>
</table>
APPENDIX C

Mid-Trimester Advisement Form

Student: ________________________________________      Date:_____________________

General Information

How do you feel about your performance in the program so far?

What courses are you least concerned about?

What courses are you most concerned about?

What factors, outside school, do you feel are having a positive or negative effect on your progress?

What factors, in school, do you feel are having a positive or negative effect on your progress?

What do you feel would be most helpful, at this point, to your achievement of success?

_____________________________________________    ______________
Signature                                      Date
# Professional Development Assessment Tool

<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Always</th>
<th>Usually</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student exhibit a positive and professional attitude?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Does the student exhibit emotional stability, maturity, empathy, and physical and mental stamina?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Does the student maintain current immunizations, CPR, and background checks?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Does the student act appropriately in stressful situations?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Did the student report any physical handicap or health issues that may affect his/her ability to provide safe, effective medical care?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student show respect for other students and faculty members?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Does the student comply with dress codes on campus and/or clinical sites?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Is the student and on time for classes and clinical rotations?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Does the student exhibit unprofessional behavior (including unnecessary conversations in class during lectures or laboratory sessions)?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Is the student able to work cooperatively, promoting and preserving relationships with peers and other members of the health care team?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Academic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student demonstrate ability to learn and function in a wide variety of didactic and clinical settings? This includes demonstrating cognitive abilities necessary to master relevant content in basic science and clinical courses to provide the standard of care.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Is there evidence that the student can communicate effectively, both verbally and written, using appropriate grammar, spelling, and vocabulary?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Does the student exhibit academic integrity?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Does the student demonstrate adaptability relative to changing situations, environments, and new information?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Clinical</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student protect the patient’s safety and promote the patient’s well-being?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Does the student uphold ethical standards for health care?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Does the student provide competent medical care and extend to each patient the full measure of professional ability as a dedicated, empathetic student healthcare provider during clinical rotations?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Does the student provide competent medical care under the supervision of an assigned preceptor?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Does the student demonstrate the ability to learn and function in a wide variety of clinical settings?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty signature_________________________ Date________________________

Student signature_________________________ Date________________________
APPENDIX E

Faculty Advisor
Midterm Evaluation Form

___________________________________________  _________________________________
Faculty Name                                                                 Student name

________________________   
Date

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student professionalism  Score from PADT =_________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Student academic progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Student is in compliance with all Program/University requirements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student should be referred to Program Director for further evaluation?  Yes___  No___

Student recommended to progress in good academic standing?  Yes___  No___

Faculty advisor comments:

___________________________________________  _________________________________
Faculty advisor signature                                          Date
Learning Contract

1. Issue leading to the implementation of this learning contract: i.e. unsatisfactory academic progress, professionalism or other.

2. Identify the most likely causative factor(s) of this issue:
   a. 
   b. 
   c. 

3. Identify the corrective plan indicating at least 3 specific actionable items:
4. Indicate specific objectives for the plan

5. Indicate the date for plan reevaluation (date should be no more than 2 weeks from implementation of this learning contract): ____________________

Faculty Advisor

_________________________________________
Print

_________________________________________
Signature

______________
Date

Reevaluation

1. Have learning objectives been met?  Yes___  No___

2. Will another learning contract be required?  Yes___  No___

3. Has student met requirements for satisfactory academic progression?  Yes___  No___

_________________________________________  _____________
Faculty Advisor  Date
APPENDIX G

Incident Report

In the event you are injured, your highest priority is prompt treatment. Do not delay seeking appropriate treatment to fill out paperwork or make notifications. Students should comply with all accident/injury protocols in place at the clinical site. In the absence of a protocol, seek treatment in the nearest emergency department.

Student Name: __________________________________________ Date: ________________

Rotation: ______________________________________________________________________

Nature of Incident

Date of Incident: ________________ Approximate Time of Incident: ________________

Did Incident Involve Possible Exposure to Blood borne Pathogen? □ No □ Yes (see below)

Description of Incident: ________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Actions/First Aid Taken Immediately Following Incident: _____________________________

______________________________________________________________________________

______________________________________________________________________________

Blood borne Pathogen Exposure

Students who are potentially exposed to blood borne pathogens should seek prompt evaluation. Evidence suggests that prophylactic medications are more likely to be effective when taken soon
after an exposure. Students should also consider contacting the National Clinicians’ Post Exposure Prophylaxis Hotline: 888-448-4911.

<table>
<thead>
<tr>
<th>Notifications</th>
<th>Date and Time Notified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Preceptor</td>
<td></td>
</tr>
<tr>
<td>Onsite Health Services / Employee Health/Occupational Health or Emergency Department</td>
<td></td>
</tr>
<tr>
<td>Clinical Director or Program Director</td>
<td></td>
</tr>
</tbody>
</table>

_________________________________________________ ________________________
Student Signature Date

Submit this form to the Clinical Director – fax: 407-303-0870

For Program Use:
Additional notes

_________________________________________________ ________________________
Appendix H

Adventist University

PA Program

Test Self Analysis

_________________________________________________________________

Student name

1. How much time did you spend studying for this exam?_______

2. In what areas did you concentrate your studies, by percentage?
   a. textbook reading ____
   b. reviewing related homework assignments/projects ____
   c. reviewing your notes ____
   d. studying with fellow classmates ____
   e. other study sources ____
      specify ________________________________

3. After reviewing your exam, where were your weaknesses?

   __________________________________________________________
   _________________________________________________________

4. Based on your responses to the above questions, develop a plan of action to improve your outcome on the next exam in this course. You should identify at least three areas in which you can improve your preparation and list how you feel these changes will enhance your success.
   1. ________________________________
   2. ________________________________
   3. ________________________________

Note: This analysis and plan of action must be approved by your course instructor or your faculty advisor.

_________________________________________________________________

Student Signature  Instructor/Faculty Advisor signature