

2024

MASTER OF PHYSICIAN ASSISTANT SCIENCE STUDENT HANDBOOK



Physician Assistant Program

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Introduction

The purpose of the Student Handbook is to provide the graduate level PA student and any interested applicants with the supplemental policies, procedures, and professional standards by which the program will enforce throughout the student's enrollment in the program. These policies and procedures are not intended to be restrictive but are instrumental to ensure the operation of the program, student support and programmatic success.

These policies apply to all currently enrolled students, and faculty/staff where applicable, for the 2024 calendar year regardless of location or phase (didactic or clinical) the student is in. However, since a portion of the student's education involves supervised clinical experiences, some program policies may be superseded by the policies at that clinical site. Additionally, a Clinical Phase Student Handbook has additional information regarding the policies and procedures that a student is expected to follow during the clinical phase. The Clinical Phase Student Handbook is updated at the beginning of each clinical year phase (May).

The UEPA Program continuously reviews its policies and procedures and thus reserves the right to amend this handbook throughout the year. Enrolled students will be notified of any changes to the handbook via their UE email accounts. Students may access the updated handbook on the following page of the department's website: <https://www.evansville.edu/majors/physicianassistant>

All enrolled students must sign the accompanying signature form acknowledging the receipt and review of this handbook at the beginning of each year. Your signature further denotes your understanding of its content and policies referenced here in this document.

History of UEPA

The University of Evansville Physician Assistant Program was established in 2016. The program graduated its first cohort of students in May 2019. The program moved to its current facility, the Stone Family Center for Health Sciences, in August 2018. This facility is a collaborative effort alongside the University of Southern Indiana and Indiana University, where it also houses occupational therapy, physical therapy, and medical school programs.

The UEPA program is a seven consecutive semester graduate program that provides students with the knowledge, skills, and professionalism to gain entry-level experience in the medical field. The program enrolls 40 students each January. After successful completion of the program, graduates are eligible to sit for the Physician Assistant National Certifying Exam (PANCE) to gain certification as a PA.

The program was granted the continued accreditation status by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) in March 2021. The University of Evansville is the sole sponsoring institution of the PA program.

Accreditation

University of Evansville Accreditation

The University of Evansville is accredited by the Higher Learning Commission.

Physician Assistant Program Accreditation

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **University of Evansville Physician Assistant Program** sponsored by the **University of Evansville**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **March 2031**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-university-of-evansville/>.

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Mission Statements

University of Evansville Mission and Core Values

Mission Statement

To empower each student to think critically, act bravely, serve responsibly, and live meaningfully in a changing world.

Core Values

Integrity

We promote academic and personal integrity to establish a culture of trust. Academic integrity begins with all students pledging to abide by our honor code, and extends to faculty, staff and administration adhering to our code of conduct. It culminates in an expectation of professionalism, transparency, and respect in all interactions. Personal integrity includes practicing informed, ethical decision-making, and respecting the ideas, rights, boundaries, and beliefs of others. Each member of our community is accountable and prepared to act as a responsible citizen of the world.

Innovation

We recognize the value of interdisciplinary teamwork, creative problem solving, global immersion, and learning experiences at home and abroad. We recognize the value of learning from failure. We have the freedom, flexibility, and motivation to create experiences that help our students think critically and act bravely. Each member of our community is challenged to discover novel solutions to modern problems and to become a catalyst for progress.

Intellectual Curiosity

We strive to develop lifelong learners. We introduce students to a variety of ideas that sharpen existing interests and awaken latent ones. We challenge students to stretch their minds, while supporting them with strong faculty engagement. Research, experiential learning, and community outreach foster intellectual curiosity while exposure to new ideas and technologies broadens our students' view of the world and what might be possible.

Inclusive Community

We value openness and collaboration and recognize that inclusion leads to personal growth. Our commitment to actively fostering a diverse range of cultures and perspectives reflects the characteristics

required to thrive in an increasingly global society. The university demonstrates and benefits from inclusion by welcoming all.

Education for the Whole Person

We cultivate intellectual, moral, social, physical, emotional, and spiritual wellness through engagement and discovery. We value the liberal arts, sciences, and professional programs as paths to intellectual and personal growth, and we encourage the integration of knowledge across disciplinary lines. We promote engagement in organizations, programs, and the community as essential to personal development. We equip individuals to examine their world, articulate their values, and develop the character needed to live healthy lives of meaning and purpose.

College of Education and Health Sciences Mission

Mission Statement

Prepare students to be critical thinkers, lifelong learners, advocates for those they serve and committed to social and civic responsibility.

Strategies to Accomplish Mission

To accomplish this mission, the College of Education and Health Sciences seeks to promote student intellectual, personal, social and career development through a supportive and challenging academic environment that encourages critical thinking, ethical behavior, and the ability to analyze and independently solve problems. As a college, we will continue our tradition of excellence in preparing competent and caring service-oriented professionals.

Vision Statement

The University of Evansville – a leading private university in the Midwest – is recognized nationally for developing students’ personal and professional competencies, cultivating critical and creative thinkers, and producing ethical, global citizens equipped to thrive in a world of complexity and change. We accomplish this by attracting and retaining talented and motivated students who succeed within a diverse, supportive, and sustainable environment.

Department of Physician Assistant Science Mission

Mission Statement

The University of Evansville Physician Assistant Program mission is to educate well-rounded, empathetic, and competent physician assistants who are leaders of change within their communities.

Program Goals

Program goals are designed to measure the mission of the program. The program goals are as follows:

1. Select well-qualified applicants for admission to the program.
2. Produce competent entry level physician assistants.
3. Maintain student graduation rate above the national average.
4. Prepare students to provide patient-centered care and collegially work on collaborative medical teams in an interprofessional environment.
5. Prepare physician assistants to make a difference in their communities through skills and service.
6. Prepare students to work with and provide equitable, inclusive care to a diverse population.

The program updates the outcomes of the goals each calendar year. For more information regarding the objectives by which the goals are measured and the success of the program in meeting its goals click here: [Program Goals and Outcomes](#)

Program Competencies

Competencies are the medical knowledge, interpersonal, clinical, and technical skills, professional behaviors, and the clinical reasoning and problem-solving abilities required for entry level practice in the PA profession. The program's competencies are divided into 4 main domains: medical knowledge, clinical and technical skills, professional behaviors and interpersonal skills, and problem solving and clinical reasoning. The following competencies are assessed throughout the curriculum and the summative evaluation to ensure student mastery.

Upon completion of the University of Evansville Physician Assistant Program, graduates must be able to:

Medical Knowledge

1. Demonstrate knowledge of basic medical sciences and their application to clinical practice.
2. Recognize the pathophysiology, epidemiology, and clinical presentation of medical conditions.

Clinical and Technical Skills

1. Obtain a complete and accurate medical history of patients presenting for medical care.
2. Perform an accurate physical exam on patients presenting for medical care.
3. Document an accurate patient encounter that includes all pertinent components of the medical record.
4. Perform routine outpatient primary care procedures using appropriate technique.

Professional Behaviors and Interpersonal Skills

1. Exhibit professional maturity and accountability for delivering safe and quality care to patients.
2. Demonstrate interpersonal and communication skills that result in the effective exchange of information.

Problem Solving and Clinical Reasoning

1. Integrate data obtained throughout a patient encounter to formulate an appropriate differential diagnosis.
2. Integrate data obtained throughout a patient encounter to formulate an appropriate management plan.
3. Analyze and interpret basic laboratory data, diagnostic tests, and medical imaging studies utilized in the care of patients.
4. Utilize the principles of evidence-based medicine to critically review literature to make practice-based improvements.

Curriculum

The UEPA program is 28 months in duration and matriculates students in January of each year. The didactic phase consists of 4 semesters of full time course work followed by the 3 semester long clinical phase. Students must successfully complete the didactic phase prior to starting the clinical phase. The

total credit hours for the entire program is 113. The didactic phase consists of 66 credit hours and the clinical phase consists of 47 credit hours.

DIDACTIC PHASE COURSES	
Spring-Didactic Year 1 (1st semester)	Credits
PA 512 Anatomy	5 (4+3)
PA 520 Pharmacology	4
PA 540 The PA Profession	3
PA 541 Medical Ethics	1
PA 544 Cultural Competence and IPE	2
Total	15
Summer, Didactic Year 1 (2nd semester)	Credits
PA 511 Human Physiology	4
PA 530 Diagnostic tests	3
PA 531 Medical Imaging	1
PA 532 12-lead EKG	1
PA 545 Introduction to Clinical Practice	2
PA 622 Clinical Medicine 1	4
Total	15
Fall, Didactic Year 1 (3rd semester)	Credits
PA 610 Medical Literature and EBM	3
PA 621 Behavioral Health	3
PA 623 Therapeutics 1	4
PA 624 Clinical Medicine 2	5
PA 632 History and Physical Exam 1	3 (2+2)
Total	18
Spring, Didactic Year 2 (4th semester)	Credits
PA 625 Therapeutics 2	3
PA 626 Clinical Medicine 3	5
PA 633 History and Physical Exam 2	3 (2+2)
PA 634 Clinical Skills	5 (4+2)
PA 645 Interpersonal Communication and Case Based Learning	2
Total	18

CLINICAL PHASE COURSES	
Summer, Clinical Year (5th semester)	Credits
PA 700 Formative Experience	3
PA 701 SCPE 1	4
PA 702 SCPE 2	4
PA 770 Core Review 1	2
Total	13
Fall, Clinical Year (6th semester)	Credits
PA 703 SCPE 3	4
PA 704 SCPE 4*	4
PA 705 SCPE 5	4
PA 706 SCPE 6	4
PA 771 Core Review 2	2
Total	18
Spring, Clinical Year (7th semester)	Credits
PA 707 SCPE 7	4
PA 708 SCPE 8	4
PA 709 SCPE 9	4
PA 772 Core Review 3	2
PA 774 Summative Experience (Capstone)	2
Total	16

Note: Supervised Clinical Practice Experiences (SCPEs) include rotations within each of the following practice areas: family medicine, pediatrics, internal medicine, women’s health, emergency medicine, community mental health, surgery, orthopedics and an elective. The order of the specific SCPE practice areas for each student will vary during the clinical year.

*Students may opt to take PA 710 Supervised Clinical Practice Experience (2-credit hours) plus PA 711 Global Healthcare Experience (2-credit hours) for the program designated 4-credit hour SCPE course (PA 704).

Course Descriptions

Didactic Spring (PA1)

PA 512 Anatomy (5 credit hours)

This course is a lecture and laboratory-based course which introduces the graduate level health profession student to the external and internal macroscopic anatomy of the human body. This course includes a virtual dissection lab component with particular interest in clinical correlations

and implications as well as clinical imaging studies. Spatial relationships of structures and how these relationships relate to clinical presentation and basic pathology will also be explored.

PA 520 Pharmacology (4 credit hours)

The goal of pharmacology is to appreciate the principles of drug absorption, distribution, metabolism, excretion, and the mechanisms of drugs to enable the rational use of effective agents in the diagnosis and treatment of disease. Major emphasis is placed on mechanism of action, indications, adverse effects, and drug interactions.

PA 540 The PA Profession (3 credit hours)

This course will introduce the physician assistant student to topics related to the physician assistant profession as well as health care delivery systems and health policy. Instruction will cover the role of the PA and relationship with other healthcare providers, historical aspects of the PA profession, professional organizations, and policy, laws and regulations regarding professional practice and conduct. Instruction will also cover professional wellness, patient advocacy and safety, and professional conduct.

PA 541 Medical Ethics (1 credit hours)

This course covers instruction in principles and practice of medical ethics. It will provide a method and examples for identifying, analyzing, and resolving ethical issues in clinical medicine. Additionally, in-depth discussions will examine a wide variety of ethical dilemmas encountered in health and medicine. These will be used to help students apply a structured approach.

PA 544 Cultural Competence and IPE (2 credit hours)

This course covers the core cultural competencies for physician assistant students within the domains of knowledge, professional attitude, and skills. Culture competence in health care combines the tenets of patient/family-centered care with an understanding of the social and cultural influences that affect the quality of medical services and treatment provided. This course also focuses on inter-professional education (IPE). It provides the knowledge and skills that foster professional development and team participation in the interdisciplinary healthcare environment.

Didactic Summer (PA1)

PA 511 Human Physiology (4 credit hours)

This course focuses on the aspects of human physiology that are most important to build a basic science foundation for future clinical practice. The focus is that all disease and injury to the human body is a deviation from normal anatomy and physiology. Material will focus on normal physiology (and some anatomy) and clinically relevant pathophysiology to set a foundation for future clinical courses. Instruction will introduce how clinicians use “breaks” in homeostasis to diagnosis and treat disease. This course material is linked to PA 530 Diagnostic test and PA 531 Medical Imaging.

PA 530 Diagnostic Tests (3 credit hours)

This course focuses on common medical diagnostic tests used to help diagnose a variety of medical conditions. Students will learn normal values and abnormal values to interpret basic primary care diagnostic tests. Students will begin foundational work on using laboratory findings to build differential diagnosis and monitoring of disorders commonly found in clinical practice. The course sequence is paired with PA 511 (Human Physiology).

PA 531 Medical Imaging (1 credit hour)

This course focuses on exploring the methodologies of common medical imaging modalities used in clinical practice such as radiographs, computed tomography, magnetic resonance imaging and ultrasound. Emphasis will be placed on determining when to use each of these

modalities, identifying anatomical structures on each of the modalities, and basic interpretation skills.

PA532 12-Lead EKG (1 credit hour)

This course will provide the physician assistant student with the basic understanding of electrocardiography and how it is measured. Students will learn how to interpret a 12-lead electrocardiogram (ECG) for heart rates, rhythms, blocks, injury, ischemia and infarction. Students will also learn how identify effects of drugs, electrolytes disorders, pacemakers or other systemic disease processes.

PA 545 Introduction to Clinical Practice (2 credit hours)

This course will provide early exposure to the healthcare system, patients and professional communication. The primary tenet of this course is to prepare students for future transition into clinical thinking and clinical exposures. In addition, this course will introduce students to medical documentation and history taking skills.

PA 622 Clinical Medicine I (4 credit hours)

This course is the first of a three-part series covering clinical medical care across the life span from prenatal through elderly to include preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care. The course focuses on the general findings, disease etiology, clinical findings (signs and symptoms, tests, etc.), differential diagnosis and non-pharmacologic management of specific disease states.

Didactic Fall (PA2)

PA 610 Medical Literature and Evidence Based Medicine (3 credit hours)

This course is designed to expose students to some of the most common study designs found in the medical literature (Review/meta-analysis, correlational, case series, cross-sectional, case-control, cohort, experimental, qualitative) and the associated statistical analysis within the clinical environment. A focus is to prepare students to develop and apply the principles of research design within populations to enable an independent critical appraisal of the medical literature. The second part of the class focuses on Evidence-Based Medicine and its application in clinical practice and with patients. Research skills developed in this course emphasize a systematic and scientific approach to problem solving.

PA 621 Behavioral Health (3 credit hours)

This course examines the various social and behavioral science domains. A focus is on diagnosis, treatment and prevention of psychiatric/behavioral conditions using the DSM-V as a guide. Additionally, normal and abnormal development across the lifespan is covered. This includes detection and treatment of substance abuse, human sexuality, issues in death, dying and loss; response to illness, injury and stress; principles of violence identification and prevention.

PA 623 Therapeutics I (4 credit hours)

This course is the first of a two-part series covering therapeutic interventions on the clinical disease topics covered in the Clinical Medicine Course Series. This course is specifically paired with the disease topics covered in PA 622 (Clinical Medicine 1). These interventions will cover therapeutic care across the life span from prenatal through elderly to include preventive, emergent, acute, chronic, rehabilitative, palliative and end-of-life care. Focus will be on drug class, indication, contraindications, dosing, adverse reactions, drug interactions, safety/monitoring, pharmacology, cost, compliance, and alternatives.

PA 624 Clinical Medicine II (5 credit hours)

This course is the second of a three-part series covering clinical medical care across the life span from prenatal through elderly to include preventive, emergent, acute, chronic, rehabilitative, palliative and end-of-life care. The course focuses on the general findings, disease etiology, clinical findings (signs and symptoms, tests, etc.), differential diagnosis and non-pharmacologic management of specific disease states. These course topics will be paired with PA 623 (Therapeutics 1), for pharmacologic interventions.

PA 632 History and Physical Exam I (3 credit hours)

This course is the first of a two-part series teaching physician assistant students how to perform an accurate and thorough history and physical exam to be able to make diagnostic and therapeutic decisions. Students will learn medical documentation for a full H&P and incorporate this knowledge to develop diagnosis, differential diagnosis, and treatment plans. Interpersonal communication skills and professionalism will be emphasized in the instruction of all patient encounters. Students will also learn about patient instruction, education, and treatment plans.

Didactic Spring (PA2)

PA 625 Therapeutics II (3 credit hours)

This course is the second of a two-part series covering therapeutic interventions on the clinical disease topics covered in the Clinical Medicine course series. This course is specifically paired with the disease topics covered in PA 624 (Clinical Medicine 2). These interventions will cover therapeutic care across the life span from prenatal through elderly to include preventive, emergent, acute, chronic, rehabilitative, palliative and end-of-life care. Focus will be on drug class, indication, contraindications, dosing, adverse reactions, drug interactions, safety/monitoring, pharmacology, cost, compliance, and alternatives.

PA 626 Clinical Medicine III (5 credit hours)

This course is the third of a three-part series covering clinical medical care across the life span from prenatal through elderly to include preventive, emergent, acute, chronic, rehabilitative, palliative and end-of-life care. The course focuses on the general findings, disease etiology, clinical findings (signs and symptoms, tests, etc.), differential diagnosis and non-pharmacologic management of specific disease states. These course topics will be paired with PA 625 (Therapeutics 2), for pharmacologic interventions.

PA 633 History and Physical Exam II (3 credit hours)

This course is the second of a two-part series teaching physician assistant students how to perform an accurate and thorough history and physical exam to be able to make diagnostic and therapeutic decisions. This course focused on focused and specialty exams. Students will learn medical documentation for specialty H&P and incorporate this knowledge to develop diagnosis, differential diagnosis, and treatment plans. Interpersonal communication skills and professionalism will be emphasized in the instruction of all patient encounters. Students will also learn about patient instruction, education, and treatment plans.

PA 634 Clinical Skills (5 credit hours)

This course is designed to provide instruction and practice in a wide range of medical and surgical procedures. A focus is placed on primary care outpatient procedures with demonstration of proficiency. Students will also be introduced to other procedures that could be expected of by PAs in specialty settings. Students will also be exposed to curriculums of basic life support and Advanced Cardiac Life Support Courses.

PA 645 Interpersonal Communication and Case Based Learning (2 credit hour)

This course is designed to provide students with a course to integrate material "horizontally" from previous courses. Students will work on communication skills by developing a clinical case and presenting the case to their fellow classmates. Students will obtain history and physical exam information and develop a differential diagnosis through a treatment plan. Students will also learn how to write patient orders, document discharge summaries, and assign ICD-10 and CPT codes to their clinical scenarios. Faculty functions as a guide through the process to develop both integration of clinical knowledge, but also interpersonal communications skills.

Clinical Year (PA3)

PA 700 Formative Experience (3 credit hours)

This course is designed to assess the student's preparedness to enter the clinical year and identify any areas for improvement prior to taking the PANCE Exam. Students will be formatively assessed on their entry level competency in primary care medicine knowledge, primary medicine clinical skills, and professionalism to pass this course. The results of these assessments are used to determine the content material for the Core Review course series for each cohort.

PA 770 Core Review 1 (2 credit hours)

This course is a three-part course series designed to provide students with broad based clinical knowledge that may not be found within the supervised clinical practice encounters (SCPEs), but is needed for successful clinical practice. It also serves to review material previously taught within the curriculum that is required for physician assistant practice. Finally, this course series serves to evaluate students on the PA Program competencies and prepare students for the Physician Assistant National Certifying Exam (PANCE).

PA 771 Core Review 2 (2 credit hours)

This course is a three-part course series designed to provide students with broad based clinical knowledge that may not be found within the supervised clinical practice encounters (SCPEs), but is needed for successful clinical practice. It also serves to review material previously taught within the curriculum that is required for physician assistant practice. Finally, this course series serves to evaluate students on the PA Program competencies and prepare students for the Physician Assistant National Certifying Exam (PANCE).

PA 773 Core Review 3 (2 credit hours)

This course is a three-part course series designed to provide students with broad based clinical knowledge that may not be found within the supervised clinical practice encounters (SCPEs), but is needed for successful clinical practice. It also serves to review material previously taught within the curriculum that is required for physician assistant practice. Finally, this course series serves to evaluate students on the PA Program competencies and prepare students for the Physician Assistant National Certifying Exam (PANCE).

PA 774 Summative Experience - Capstone (2 credit hours)

This course is designed to assess the student's integration of the PA Program's curriculum, competencies, and preparedness to sit for the National Boards and enter clinical practice. Students must show a minimum entry level competency in primary care medicine knowledge, primary medicine clinical skills, and professionalism to pass this course. This course is an accreditation requirement for program endorsement of students and must be passed to be eligible to sit for the PANCE exam.

PA 701 – 709 Supervised Clinical Practice Encounters 1-9 (4 credit hours each)

This course series is designed to provide students with an exposure and experiences in a specific clinical setting. The goal is for students to gain exposure to the approach to patients in a wide

variety of clinical settings. The clinical year supervised clinical practice encounters (SCPE) are designed to expose professional phase PA students to a variety of patients across the lifespan (infant, children, adolescent, adult, elderly) in a variety of levels of care (emergent, acute, chronic, preventive). There are nine required SCPEs that are a part of this course series (family medicine, internal medicine, pediatrics, women's health, community mental health, emergency medicine, surgery, orthopedics, and an elective). With the guidance of the clinical preceptor, students will perform history and physical exams, obtain diagnostic testing, and develop differential diagnosis/treatment plans. Students will learn to communicate effectively with medical providers, preceptors, patients, and family members. Student may perform procedures at the discretion of the preceptor.

PA 710 Supervised Clinical Practice Encounter 10 (2 credit hours)

This course series is designed to provide students with an exposure and experiences in a specific clinical setting. The goal is for students to gain exposure to the approach to patients in a wide variety of clinical settings. The clinical year supervised clinical practice encounters (SCPE) are designed to expose professional phase PA students to a variety of patients across the lifespan (infant, children, adolescent, adult, elderly) in a variety of levels of care (emergent, acute, chronic, preventive). There are nine required SCPEs that are a part of this course series (family medicine, internal medicine, pediatrics, women's health, community mental health, emergency medicine, surgery, orthopedics, and an elective). With the guidance of the clinical preceptor, students will perform history and physical exams, obtain diagnostic testing, and develop differential diagnosis/treatment plans. Students will learn to communicate effectively with medical providers, preceptors, patients, and family members. Student may perform procedures at the discretion of the preceptor.

PA 711 Global Healthcare Experience (2 credits)

This course is designed to provide students with a study abroad experience that offers exposure and experience to the global health field. This course will focus on comparison of health care systems in Great Britain and the United States. Both historical and modern health sites will be visited.

Technical Standards

The Master of Physician Assistant Science Program at the University of Evansville is a complex and intensive course of study. It places specific demands on students that closely resemble the physical and intellectual challenges graduates of the program will encounter as a practicing physician assistant (PA). The program has been designed to prepare students to enter the profession with the ability, knowledge, and skills necessary to successfully perform all the essential functions expected of entry-level physician assistants. Students are to familiarize themselves with these essential functions and their associated technical standards and determine whether they can perform the specified tasks.

In accordance with applicable state and federal laws regarding people who have disabilities and our program's philosophy, we are committed to making reasonable accommodations. If a student determines he or she cannot meet a technical standard due to a disability, either upon admission to the program or at any point thereafter, it is the responsibility of the student to notify the Chair of the Department of Physician Assistant Science and the Office of Disability Services and to request a reasonable accommodation. A reasonable accommodation is a strategy, agreed upon by the student and the University, which enables the student to meet a technical standard. The faculty and student will

work together, within the context of the agreed upon strategy, to provide the student with the opportunity to meet the technical standard.

The presence of a disability will not exempt students from completing required tasks and reasonable accommodations will not guarantee that a student will be successful in meeting the requirements of any one course. Should a student be unable to meet a technical standard or course requirement after reasonable accommodation has been provided, the offer of admission or status in the program will be withdrawn.

The student must be able to meet the following technical standards:

Affective and Behavioral Skills

- Appreciation and respect for individual, social, and cultural differences in fellow students, professional colleagues, patients, and caregivers.
- Appreciation that personal values, attitudes, beliefs, emotions, and experiences affect perceptions and relationships with others.
- Appropriate behaviors and attitudes to protect the safety and well-being of patients, self, and classmates.
- Ability to appropriately respond to physically, emotionally, or intellectually stressful situations which must be handled swiftly and calmly.
- Ability to adjust to changing situations and uncertainty in an academic or clinical environment.
- Possession of attributes of accountability, altruism, compassion and caring, excellence, integrity, professional duty, social responsibility, flexibility, empathy and self-motivation.
- Ability to accept constructive feedback and modify behaviors as necessary.
- Ability to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, and other professionals in academic and clinical environments.
- Ability to reason morally and practice in an ethical manner.
- Willingness to learn and abide by professional standards of practice.
- Ability to be self-reflective.
- Ability to be assertive and take initiative as appropriate.
- Ability to function effectively as part of a health care team.

Cognitive Skills

- Comprehend, integrate, and synthesize a large body of knowledge in a short period of time.
- Use knowledge of natural, clinical, and social sciences to apply to care in a clinical setting.
- Gather appropriate information during patient/client examinations and throughout patient/client management in order to make clinical decisions.
- Evaluate information and use critical thinking and problem solving to formulate diagnoses, prognoses, and plans of care.
- Acknowledge limitations of knowledge and/or performance in order to provide safe, effective patient care.
- Reflect on performance to accurately self-assess strengths and weaknesses and develop a plan to address areas of weakness.

Communication skills

- Express own ideas and feelings clearly.
- Demonstrate willingness and ability to give and receive feedback.
- Listen actively in order to receive and interpret oral communication.

- Communicate effectively and sensitively in English with other students, faculty, patients, patients' families, other professionals.
- Demonstrate interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate patient relationships.
- Communicate clearly and audibly during interactions with classmates, professors, patients, and members of the health care team.
- Communicate complex findings in appropriate terms to patients/caregivers and other members of the health care team.
- Receive, write, and interpret written communication in both clinical and academic settings.
- Read and record observations and plans legibly, efficiently, and accurately in documents such as the patient's record, both handwritten and electronic.
- Complete written assignments.
- Establish rapport with patient, caregivers, and colleagues.
- Observe patients for the purpose of eliciting information, accurately describing changes in facial expression, mood, posture, and other nonverbal communication.
- Use therapeutic communication such as attending, clarifying, coaching, facilitating, and touching.

Observation Skills

- Observe audiovisual presentations, written materials, laboratory demonstrations and procedures.
- Appreciate environmental cues such as phones, paging systems, and verbal communication in a setting with competing ambient noise.
- Accurately observe a patient's activity and behavior during examinations and interventions.
- Observe changes in patient status which may require modification of activity or intervention, such as color of skin, breathing regularity, heart rate, skin temperature, muscle tone, and facial expressions.

Physical and emotional health

- Avoid offending others with whom one interacts.
- Respond appropriately to stressful situations in the classroom and clinic.
- Maintain physical and emotional wellbeing or ability to seek help or further resources when needed.

Psychomotor skills

- Use gross and fine motor skills to complete patient examinations.
- Perform handling and manipulation of objects and instruments for tests and procedures such as suturing, airway management, IV placement, stethoscope, ophthalmoscope, and scalpel.
- Perform a variety of activities for up to 8-12 hours with occasional rest breaks. These activities include the ability to sit and stand for extended periods and to transport self from room to room.
- Assume and maintain a variety of positions, including but not limited to sitting, standing, squatting, kneeling, reaching, walking, stair climbing.

Questions regarding the essential functions/technical standards should be directed toward the Department Chair and/or the Dean of Students.

Application & Admission Requirements

Admission Pathways

The University of Evansville PA program has two admission pathways:

Pathway 1: Baccalaureate to Physician Assistant Program (B/PA)

This pathway is open to high school seniors who plan to pursue the Master of Physician Assistant Science degree after completion of their undergraduate course work at the University of Evansville. Up to 20 high school students are admitted each year through this pathway. Acceptance into the UEPA program is contingent upon successful completion of the requirements. For more information on this pathway, visit the website at: <https://www.evansville.edu/majors/physicianassistant/directentry.cfm>

Pathway 2: Graduate Admission Process

This pathway is for applicants who have obtained at least a bachelor's degree, or will obtain by matriculation, and have completed all other application requirements.

Application Requirements

Both pathways of admission have the same standards and application requirements. The following is a list of the minimum application requirements needed to be considered for admission into the program:

- Submit a completed CASPA application by the August 1st deadline the year prior to expected matriculation.
- Three letters of recommendation submitted through CASPA
- Completion of a bachelor's degree by time of matriculation into the PA Program.
 - Applicants may apply prior to obtaining their degree.
 - There are no specific required degree or majors to gain entrance.
- A minimum GPA of 3.0 (both overall and prerequisite).
- A grade of C or higher in all prerequisite course work. A grade of C- does not meet the requirement.
- All but two prerequisite courses must be completed at time of application submission.
 - The remaining prerequisites must be completed by the end of the fall semester (December) prior to entering the program.
 - Final transcripts must be submitted no later than December 21.
- Holistic review of candidate by the UEPA Admission Committee
- Complete an on-campus interview
 - For Pathway 1 candidates, this interview is conducted during the undergraduate admission process.
 - For Pathway 2 candidates, this interview is conducted in September prior to matriculation year.
- Meet technical standards (see section above)
 - UE welcomes all students and will provide reasonable accommodation to those students with documented need to meet this standard.
- Complete a criminal background check
 - Criminal background checks are required each year for physician assistant students.

Prerequisite Courses

Applicants must complete the following prerequisite courses, with a grade of a "C" or higher in each course:

All prerequisite science courses must be designed for science majors; other courses will not be accepted.

- General/Inorganic Chemistry (with lab)-two semesters
- Organic Chemistry (with lab)-two semesters
- General Biology (with lab)-one semester
- Microbiology (with lab)-one semester
- Anatomy and Physiology (with lab)-two semesters
 - *May include one semester of anatomy and one semester of physiology or two semesters of combined anatomy and physiology*
 - *May be comparative anatomy and/or physiology*
- Social Science-two semesters, including:
 - *Psychology – one semester*
 - *One other social science (e.g. sociology, anthropology, etc.) course*
- Medical Terminology

All but two prerequisite courses MUST be completed at the time of application submission. Any remaining prerequisite courses must be completed by the end of the fall semester (December) prior to matriculation.

Non-Discrimination Policy

All applications are reviewed without regard to race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status, and all federally protected groups/classes.

International Students

University of Evansville welcomes international students and foreign medical graduate US Citizens to apply to our program. Applicants whose native language is not English are required to take an examination of their English language ability. The test required is the Test of English as a Foreign Language (TOEFL), and a minimum score of 550 is required on the paper-based test and 213 on the computer-based test. On the computer based TOEFL, we require a total score of 80 with 20 on each section (listening, speaking, reading and writing).

You are also required to submit your foreign coursework to a US-based evaluation service for a course-by-course US equivalency report. This report should then be sent directly to CASPA from the evaluation service. We recommend you contact a foreign transcript evaluation service as early as possible. Services can take several weeks to process your transcript(s) once received. The following are foreign evaluation vendors our applicants have used in the past. [World Education Services \(WES\), Inc.](#) or [Educational Credential Evaluators, Inc.](#)

All regular admission requirements must be completed. Evidence of Financial Support must be on file at the time an I-20 form is issued. Only international students with a valid immigration student status of F-1 will be permitted to register. Please direct any questions to our International Student Services Office at 812-488-2279 or email at internationalstudent@evansville.edu.

Special Populations

The UEPA Program does not recognize any special populations within the admissions process.

Prior Healthcare Experience or Education

The UEPA Program does not require prior healthcare experience or education for eligibility.

Advanced Placement

The UEPA Program does not offer advanced placement for matriculating students or transfer students.

Seat Deposit for Admitted Students

After an applicant has been offered a seat in the program and has verbally accepted, the applicant must submit a \$1,000 *non-refundable* seat deposit. This deposit will be applied to the student's tuition upon matriculation.

Deferral of Admission Policy

Admitted students are expected to matriculate the January of the admission cycle, thus students should only apply if they anticipate being able to accept admission in the year offered. If a student has a compelling circumstance (i.e., unanticipated illness or medical condition, unanticipated family hardship, military duties), the student may request a deferral of admission for one year. This request should be submitted to the UEPA program. The program will then determine if the deferral will be granted. The student must still pay the \$1,000 non-refundable seat deposit to hold the seat for the next upcoming year. Any student who is not granted a deferral may reapply the following cycle(s).

Additional Requirements for Matriculation

Physical Examination

All PA students are required to have a physical exam on file with the health center by the start of classes. This physical exam must be signed by a licensed health care provider (MD, DO, PA, NP) and dated within 12 months prior to the start of matriculation. The student health center is currently utilizing Med+Proctor for this process. *Physical examination forms must be submitted to the Med+Proctor portal only and must not be submitted to the program directly.*

Required Immunizations & Screenings

All PA students are required to have proof of immunization prior to matriculation in January based on the current Center for Disease Control Recommendations for health professionals. This can be found at: <http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>.

Students must submit the Med+Proctor signed immunization certificate to the University of Evansville via the Med+Proctor portal and a copy to the PA department. Students will be required to sign a release form prior to submitting a copy to the PA program.

Release for Student Immunization Records

Students are required to sign and submit a release for immunization records so the program may keep a copy of the required immunizations in the student folder and release information as needed per clinical affiliation agreements.

Criminal Background Check

All PA students are required to have a background check prior to matriculation and prior to the start of the clinical phase to ensure a safe clinical environment for both students and the public. This background check is also required to comply with the clinical education agreements between UE and clinical sites which stipulate background checks to be conducted prior to approval of clinical course assignments.

The student is responsible for the financial cost associated with this background check. The student will be provided with relevant details to initiate this background check through a university-approved third-party vendor. The student will be notified and have access to the results of the background check. Positive findings will be presented to the Program Director, Advisor and Director of Clinical Education (DCE) and discussed with the student. If findings are deemed accurate as reported, the Program Director, DCE and student will discuss potential consequence(s) and recommended action.

If new legal charges arise at any point in the program, the student is required to disclose information relevant to new legal charges to the Program Director. Failure to report these behaviors will be considered a breach of professional conduct and may result in student dismissal from the program. Appeals regarding student progression/dismissal decisions related to verified criminal activity may be made to the Chair, Department of Physician Assistant Science who, under consultation with appropriate senior University officials may choose to admit a candidate or place a current student on academic probation with or without stipulations and conditions, i.e., mentoring or counseling.

Health Insurance

The University requests, but does not require, that all full-time students carry health insurance. This applies for didactic phase students. **Proof of health insurance is *required* for all students in the clinical phase per affiliation agreements.** A student may rely on his or her own or his or her family's personal insurance policy. Students must provide health insurance information or provide a waiver indicating the student does not have health insurance. Students are personally liable for any fees incurred for what would typically be covered under workman's compensation rules (such as needle stick evaluations and prophylaxis, treatment for TB exposure, etc.) and are encouraged to check their health insurance policies for coverage of these expenses.

Cost of Program

Tuition

Tuition for the graduate Physician Assistant Program is set as a flat rate tuition. The tuition for the matriculating class in January 2024 (Class of 2026) is: \$15,020/semester for a total of \$105,140.

Fees

The tuition above does not include the program and University required fees. Program fees are expected to be approximately \$2,500 and University fees are expected to be approximately \$3,500 for the entire 28-month program.

Additionally, students are responsible for costs associated with multiple other aspects of the program, including but not limited to:

- Textbooks
- Immunization and health screening costs
- Criminal background checks
- Drug screenings
- Scrubs and other apparel
- Travel costs for clinical rotations (gas, car insurance, car maintenance, housing if a student-requested away rotation)
- AHA Basic Life Support (BLS) certification
- AHA Advanced Cardiovascular Life Support (ACLS) certification (approximately \$150)

- Medical insurance
- Board prep review course (if required, \$300-400)
- Laptop and technology maintenance
- NCCPA PANCE registration fees (approximately \$550)

Refunds of Tuition and Financial Aid Policies

Institutional financial aid charges (tuition, on campus room and board, activity fees, etc) will be refunded according to the institutional refund schedule which can be found at:

<https://www.evansville.edu/student-financial-services/policies.cfm>

Program Completion Requirements

Credentials Awarded

After successful completion of all didactic and clinical coursework the student will be awarded the Master of Physician Assistant Science (MPAS) degree. Program graduates are qualified to sit for the PA National Certification Exam (PANCE).

Graduation Requirements

For a student to be eligible for graduation from the program, the student must meet all the following requirements:

- Demonstrate a cumulative grade point average (GPA) of at least 3.00/4.00 at the time of graduation.
 - This is a university requirement for all graduate level students.
- Satisfactory completion of all PA Program curriculum requirements (including academic, clinical, medical writing, clinical logging, professionalism, experiential learning, interprofessional learning and community service requirements)
- Satisfactory completion of all PA Program coursework and course requirements (didactic and clinical) in the stated time frame.
- Satisfactory completion of the PA Program exit interview with summative evaluation review and professionalism evaluation with a PA Program faculty member.
- Demonstration of achievement of all program competencies.
- Completion of at least 20 service hours prior to program completion.
 - The requirement of 20 service hours is effective starting with the Class of 2026. PA Class of 2024 and 2025 will be grandfathered into the 10 service hour requirement.
- Completed the entire program within 52 months from original matriculation date.

Program Endorsement for PANCE Exam

The National Commission on the Certification of Physician Assistants (NCCPA) requires that the accredited PA Program endorses a student prior to being allowed to sit for the PANCE. Endorsement consists of validation of completion of all didactic components, attainment of all required skills and competencies, and vetting of a student's professionalism. **All students must complete an exit interview prior to program completion to be eligible for endorsement.** Students will not be endorsed to sit for the PANCE if the program has identified the student's knowledge, skills, and/or professionalism requires additional remediation. Upon successful completion of the remediation plan, the student may then be considered for endorsement for the PANCE.

Program Completion Timelines

A student must complete the professional program within 52 months (approximately 4.5 calendar years) of matriculation to the professional program. The typical progression permits completion of the program within 28 months (approximately 2.5 calendar years). A student may leave their original cohort for a number of reasons but must be able to complete the entire program within the above timeframe (52 months from matriculation). Any student who leaves their cohort will have a delayed progression and subject to the deceleration and remediation policies below.

Program Closure and Teaching Out Policy

In the event of UEPA Program closure, all enrolled students that matriculated into the program while it was accredited will be able to progress through the program and be eligible for graduation and the board certification examination (PANCE).

Program Progression Policies

The Department of Physician Assistant Science faculty makes decisions regarding a student's progression through the professional program. Successful progression through the program depends on the following factors:

- Successful completion of all didactic and clinical courses
- Demonstration of professional behavior

Student infractions involving any of the above areas will result in disciplinary action. Depending upon variables such as the frequency, nature, and severity of infraction a student may (1) must complete an individual corrective (remediation) program, (2) be decelerated, (3) be dismissed from the program. These actions may occur at any time based upon the event. Any student required to repeat a course/rotation must anticipate a delay in the timing of their graduation and the inclusion of additional tuition and fees required to repeat curriculum.

Successful Completion of All Didactic and Clinical Courses

Any final course grade less than 75% (C- or lower) equates to non-progression. This would then require a student to undergo remediation (if during clinical year) or deceleration (if during didactic phase).

Demonstration of Professional Behavior

Please see the Professionalism section within this manual.

Department Grading Scale

The minimum course grade for progression in the curriculum is a "C" (75%). All courses (unless stated otherwise within the course syllabus) will have a standard grading scale for determining minimum progression scores/course grades. The grading scale for the PA program is below:

Percentage	Letter Grade
92%-100%	A
90%-91%	A-
88%-89%	B+
83%-87%	B
80%-82%	B-
78%-79%	C+

75%-77%	C
70%-74%	C-
60%-69%	D
<60%	F

Successful Completion of a Course

Each course instructor/coordinator has the responsibility for determining successful completion (achieving competence) in their assigned course. Each course instructor/coordinator has the authority to determine individualized remediation plans, if necessary. Course coordinators must have all requirements for successful completion of a course within the posted syllabus. All criteria for successful completion of a course must be articulated within the course syllabus that is provided to the student in written or electronic form. Every student is responsible for reviewing these criteria, including the methods of evaluation and grading. Any UEPA student who does not successfully complete a course is subject to remediation (if during clinical year) or deceleration (if during didactic phase).

Good Academic Standing

Good academic standing refers to a student who has obtained at least 75% in all completed coursework or not on academic probation as defined in the clinical year handbook.

Clinical Year Academic Probation

Students who fail a Supervised Clinical Practical Experience or three EOR examinations (even with retakes and remediation) will be placed on academic probation for the remainder of the clinical year. This may result in a delay in graduation. The student should note that a delay in graduation may result in additional tuition.

Remediation and Deceleration

Remediation is a process for addressing deficiencies in a student's knowledge, skills, and professionalism throughout the program. Successful remediation of a student's specified deficiency allows the student to progress as planned with their original cohort. Deceleration is the loss of a student from their entering cohort, but that remains matriculated.

Remediation Policies

Didactic Phase

Individual course components (for example, OSCEs) may be remediated during the didactic phase of the program as indicated by the course instructor. Remediation of a particular course component requires a meeting with the course instructor, student and program director or chair. ***The instructor must complete a Remediation Plan Form for the student and the student must sign the document prior to attempted remediation.***

Didactic phase courses are *unable to be remediated*. If a student receives a final course grade of C- or lower, the student will stop progression. The student will then be required to meet with the program chair, director, and the course instructor to determine if deceleration is an option.

Clinical Phase

Courses and individual course components may be remediated during the clinical phase of the program. This includes the SCPE courses, formative, summative and core review series courses. Any student that

does not achieve a passing score on the end of rotation exam but has successfully met all other requirements will have the opportunity to remediate the examination one time after 12 days.

Any student that does not successfully meet other requirements of the course must meet with the Director of Clinical Education and Program Chair or Director to determine an action plan for remediation of that component.

Any student that receives a final course grade of C- or lower on a SCPE course will be allowed an opportunity to repeat the entire course one time. This may result in delayed program completion. The student will be required to meet with the Director of Clinical Education and Program Chair or Director. More specific policies regarding remediation during the clinical phase of the program can be found within the Clinical Phase Student Handbook.

Failure to successfully remediate any of the above will result in delayed program completion or dismissal.

Deceleration Policies

Didactic Phase

Any UEPA student who receives a final course grade of C- or below within any course during the didactic phase will decelerate. This student will immediately stop progression within the program and become an inactive student. The student will meet with their faculty advisor and the Program Chair or Director to determine if the student will return with the next incoming cohort. All students who are decelerated (during the didactic portion) are required to restart/repeat the entire professional program. These students will be given an admission seat for the next matriculating cohort. Restarting the program is allowed only once.

Clinical Phase

Deceleration to the next incoming cohort is not an option for any student who receives a final course grade of a C- or below within any course during the clinical phase.

Delayed Program Completion

Delayed program completion may occur for one of the following reasons:

1. Student is required to repeat a clinical year course.
2. Student is granted a leave of absence by the PA program.
3. Student is required to remediate a course.
4. Student has not yet completed all program or course requirements.

Program Dismissal

The Department of Physician Assistant Science faculty makes final decisions regarding a student's progression through or dismissal from the PA Program. The following conditions WILL be cause for the Department of Physician Assistant Science faculty to dismiss a student from the professional program:

- The student receives a non-progression grade (<75% or C- and below) in any two courses within the program.
- The student does not meet the conditions outlined in a progression letter (re-admission criteria) or in a corrective plan.

- A student who is accused of and denies academic dishonesty will be referred to the Honor Council. If the charge is affirmed, the student will be dismissed from the program. A student found guilty of an Honor Code violation may appeal that decision to the University Appeals Board.
- Two major breaches of professional conduct.

The following conditions MAY be cause for dismissal from the professional program:

- A student is accused of and admits to academic dishonesty.
- Violation of professional standards of conduct.

Appeal: A student may appeal the decision of the Department of Physician Assistant Science regarding progression and/or dismissal from the PA Program. The appeal is to be made in writing to the Dean of the College of Education and Health Sciences within 30 days after the student is informed of the decision. Duplicate copies of the appeal are to be sent to the Department Chair of Physician Assistant Science.

Withdrawal

Students may elect to withdraw from the program and university at any time but cannot withdraw from a course within the program. Withdrawal from the program will result in the student becoming inactive. Prior to withdrawal, the student must meet with the Program Chair or Director and their faculty advisor to discuss the reason for withdrawal and to explore any possible alternatives. If after this meeting, the student still wishes to withdraw from the program, the student will be required to submit in writing (dated and with the student's original signature) an official request to withdraw from the PA program. The student must also officially withdraw from the University by completing a university withdrawal form through the Office of the Dean of Students.

Non-attendance does NOT constitute official notification of withdrawal.

Any student that withdraws from the program and wishes to re-enter must reapply through CASPA.

Leave of Absence

Enrolled students may request a leave of absence from the program for compelling circumstances. The program considers a leave of absence of >14 days to 18 months. This includes but is not limited to: Serious personal or family illness/injury or event, pregnancy, or maternity leave. The student must submit their request in writing to the Department Chair and Director. The student will then be required to meet with the Chair and Director to determine the course of action. If the absence is due to a medical condition, the student must provide a medical release from their provider prior to returning to the program. Students must be in good academic standing to be granted a leave of absence by the program. The length of the leave of absence is at the discretion of the program chair and director but may not exceed 18 months.

If a student is granted a leave of absence greater than 14 days during the didactic phase of the program, the student will be subject to taking and receiving a minimum score on a program knowledge exam

covering material taught in the semesters prior to the leave of absence to return to the program. If the student is successful, they will be allowed to restart the program at the beginning of the semester they took a leave of absence. If unsuccessful, the student will then follow the deceleration route and will have to restart the program with the next incoming cohort.

All students granted a leave of absence are still subject to the PA Program timeline completion policy. Students who are requesting a short term (<14 days) leave of absence for a compelling circumstance (NOT for weddings, vacations, etc.) will need to meet with the Program Director and Chair to discuss the circumstance. The Program Chair and Director will then discuss this with the faculty to determine if the student will be able to proceed without taking a formal leave of absence.

An approved leave of absence during the clinical phase course will follow the remediation policy and be allowed to continue rotations per an agreed upon time of absence by the DCE, Program Director and Chair. If the absence is 6 months or more, the student may be required to take and meet a minimum score on a program knowledge exam. Failure to complete this requirement would then result in deceleration as determined by the DCE, Program Director and Chair.

University Student Services and Academic Support

All students currently enrolled in the program have access to the academic support and student services from the University of Evansville on its main campus. This applies to students during both the didactic and clinical phase, regardless of the location of the student (i.e. during an away rotation).

Counseling, Testing and Health Education

Counseling and testing services are available to all enrolled students experiencing concerns related to personal adjustment, difficulty with academic course work or examinations, or mental health concerns that require professional attention. Health education and wellness programs are offered to assist students to make healthy lifestyle choices.

Programs offered by the Office of Counseling and Health Education are outlined in the UE Student Handbook and students are encouraged to utilize these services if needed. The Office of Counseling and Health Education may be reached by phone at (812) 488-2663. It is in the Student Life Center on the second floor of the Ridgway University Center.

Additional Academic Support Services

All enrolled students have access to Academic Support Center services including tutoring assistance, supplemental instruction, general advising, and writing assistance, all at no cost to the student. Additional academic support services such as supplemental instruction will be made available from the department or college for certain courses. Individual students may request any of the additional academic services through their academic advisor or department chair at any time. The department may assist in scheduling these services.

Library Access

All PA students have reference, research, and information services provided in the University Library. Librarians are available to students, faculty, and administrative staff at the reference desk, or by appointment, or through the ask-a-librarian online site. All library resources are available by walk-in to the desk during normal library hours. In addition, by appointment, a structured Research Assistance

Program provides one-on-one research assistance for UE students who want to work with a librarian to find resources for a specific need and for students who want to develop their research skills for future learning.

The UE library has 275,000 bound volumes of books and periodicals, access to 14,000 scholarly journal titles, 480,000 microform units, and access to an expanding array of online databases. Collections are supplemented by an active interlibrary loan service through which the resources of other libraries are made available to students and faculty. Circulation policies for students permit a renewable three-week loan for books. Some specific databases that are available and most relevant to the PA Program and its students are:

- Up-To-Date
- Access Medicine
- Medline
- CINAHL Plus with full text
- Academic Search Premier
- Health Source Plus: Consumer Edition
- Health Source Plus: Nursing/Academic Edition
- USP DI Volume II, Advice for Patients
- Cancer
- eBooks via EBSCO
- R2 Digital Library

Office of Technology Services (OTS) and Computer Labs

Technology support (hardware and software) is available to all UEPA students on the main campus. Additional computer labs are also available as needed. The main campus has several computer labs that include printing availability to all students if needed. These computer lab spaces also contain additional computer software that may be requested (example SPSS).

Crayton E. and Ellen Mann Health Center

All enrolled students have access to the health center during the academic year. Full time students are eligible for health care at the Crayton E. and Ellen Mann Health Center located in Sampson Hall on main campus. The health center has partnered with Ascension St. Vincent Community Clinic and is staffed by registered nurses and a medical provider. Basic first aid, medications and treatment for minor illnesses are provided. <https://www.evansville.edu/offices/healthcenter/>

Financial Aid/Scholarship Information

Information on financial aid, loans and scholarships is made available to all students. Students are expected to contact the Office of Financial Aid with specific questions. Any information received by the PA Program regarding scholarship and loan opportunities will be available in the PA administration offices. If this information is received electronically, it is sent to the students via e-mail. Additional information about scholarships and loans as well as other financial aid forms may be obtained from the University's Financial Aid Office, OH 116, telephone 488-2364. Information about financial aid for the PA program is available online to students at: <https://www.evansville.edu/student-financial-services/scholarships-for-master-of-physician-assistant-science.cfm>

Fitness Center

All enrolled students have access to the UE fitness center on main campus. The fitness center provides access to fitness equipment, pool, indoor tracks, sports courts, and weight training areas. In addition,

students can attend classes free of charge. The fitness center also sponsors intramural sports leagues. All graduate students may participate in these leagues. <https://www.evansville.edu/fitnesscenter>

Equipment and Instructional Materials

Laptop/Computer Requirements

All PA students are required to have a functional portable computer device that is minimally able to run ExamSoft as stated on their website: <https://examsoft.com/resources/examplify-minimum-system-requirements/>

The program recommends students to have a Windows operating system device as there have been issues with the exam testing platforms on Mac/Apple devices.

Educational Databases

The UEPA Program provides access via the University of Evansville Library to the UpToDate EBM medical database and the McGraw-Hill Access Medicine textbook database while they are enrolled. Students are expected to utilize these databases to their full extent during the program.

Other Required Programs

The program utilizes many other programs throughout the curriculum, including but not limited to:

- Blackboard (learning management system)
- Panopto (lecture recordings)
- Exxat (clinical phase documents)
- Examplify/Examsoft (for programmatic secure assessments)
- Exam Driver (for PAEA examinations)

Students will be provided with access to the above programs and any other required programs as needed. Students are not required to purchase these subscriptions on their own.

Textbooks

Students will be notified of the required and recommended textbooks by the first day of class each semester. It is the student's responsibility to obtain the required and/or recommended textbooks.

Program Library

The PA Program has a small library of textbooks and educational resources available for check out. These books are located within the UE Research Lab on the first floor of Stone. Students may check the books out for up to 2 weeks at a time. If the textbook is not returned within the time period, the student may be liable for replacement costs.

Student Medical Equipment

The UEPA Program will provide students with all required medical equipment at the beginning of the first semester. This will include at a minimum: stethoscope, otoscope, ophthalmoscope, tuning forks, reflex hammer, pen light, Snellen chart and a blood pressure cuff. Students may choose to order additional equipment at the student's expense. The program will not replace any lost or stolen equipment once it has been received by the student.

It is the student's responsibility to bring all medical equipment to any laboratory or educational event, including SCPEs during the program.

White Coats

The UEPA Program will provide students with one (1) student (short) white coat during the program. The coat will be embroidered with the student's name and program logo. This white coat is expected to be worn at all SCPE rotation sites and is expected to be clean and free of wrinkles. Replacement and/or additional white coats will be available at the student's expense.

Printer Access

Printers for student use are located on the fourth floor of the Stone Family Center just outside the PA classroom. There are additional printers and copiers for student use in the Bower-Suhrheinrich Library and the Tapley Multimedia Center on main campus. The printers and copy machines located in the physician assistant program office are not for student use.

Students are allotted \$40.00 in printing per semester through Student Financial Services. Students who exceed the allotment will be charged for their additional printing.

- Pricing Per Page: Greyscale one-sided: \$0.05; Greyscale two-sided: \$0.08; Color one-sided: \$0.10; Color two-sided: \$0.18

Professionalism

Professionalism is critical to successful completion of the program and to the PA profession. The Program expects all PA students to model professional behavior, in both the classroom and clinical setting. Examples of professional behaviors and conduct include:

- Making a commitment to your education
- Showing up on time every day prepared to learn
- Demonstrating flexibility, accountability, and reliability
- Being respectful of your colleagues, faculty, guest speakers, program, profession, and University
- Promoting a team environment
- Listening and seeking to understand the perspectives of others
- Being known for your manners and courtesy
- Maintaining your personal image
- Appropriately balancing time management, stress management, and wellness
- Focusing on a positive outlook, adaptability, and good communication skills
- Maintaining required documentation such as immunizations, absences, disabilities, etc.
- Attending all required curriculum events and activities

Punctuality

Students are expected to be on time for required events. This includes all classroom, lab, and SCPE activities. Repeated offenses may result in a minor professionalism violation.

Communication Between Faculty/Staff and Students

Students will use a faculty and staff's professional title (Mr./Mrs./Ms./Professor/Doctor) in both oral and written communication unless otherwise directed by the individual faculty member.

E-mail is an appropriate way to share or notify a faculty member of general information. E-mail **is not** to be used for discussion of important student, course, or programmatic issues. Students should schedule an individual meeting with the involved faculty member for these types of discussion.

Professional communication should be used when corresponding by e-mail. This includes the use of proper spelling, grammar, punctuation, etc. All e-mails must include identification of a subject in the subject line. It is not appropriate to express anger or significant disdain in an email. A face-to-face meeting with the involved faculty member should occur.

Academic Integrity

Academic integrity is expected of all students and faculty. Academic dishonesty in any form is unacceptable. The UE Honor Code is seen below, and it is each student's responsibility to become familiar and uphold this code:

“I understand that any work I submit for course credit will imply that I have adhered to this Academic Honor Code: I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.”

Below are some examples of a potential violation of academic Integrity:

- Sharing of memorized or recalled questions from any examination constitutes cheating.
- Following an examination, **discussing specific questions with classmates, or writing down questions from the examination is not permitted.** Receiving or distributing to anyone else a copy of previous examination. Utilizing unauthorized electronic resources on an exam.
- Sharing **any details regarding your experience during a practical examination.**

The UEPA Faculty will discuss any potential academic integrity violations with the involved student. If the student accepts responsibility for the alleged violation, a document outlining the occurrence and the disciplinary action taken will be placed in the student's personal file. If the student does not accept responsibility for the occurrence and the UPEA faculty continues to believe that an infraction took place, the faculty member will report the incident in writing to the Dean of the College and the Dean of Students. Formal investigation will occur in accordance with the UE Honor Code policies. Students who are determined, through confession or due process, to have violated the Honor Code, but are not dismissed from the professional program, will be placed on an individual corrective program as determined by faculty discussion. The full UE Honor Code can be found at:

<https://www.evansville.edu/offices/deanstudents/downloads/honorcode.pdf>

Breaches of Professional Conduct

The UEPA program continuously assesses student's professionalism throughout the program. In order to mentor students and help prepare them for clinical practice, students may be cited for a professionalism breach. There are two types of professionalism breaches—minor and major.

Minor Professionalism Breach

Any faculty or staff may complete a “minor professionalism breach” form for observed minor professionalism breaches. This form will be placed in the student's record and the student will be notified via e-mail. The student and the faculty/staff that initiated the breach are NOT required to meet regarding the concern, however, it is recommended that a meeting occur to provide any guidance to prevent future concerns. Three (3) minor professionalism citations will be considered a major professionalism breach.

Examples of behaviors that may result in a minor professionalism breach include, but are not limited to: tardiness, excessive disruptions during class, sleeping in class, failure to respond to faculty email messages, dress code violations, poor preceptor evaluation of students in the professionalism domain, failure to turn in assignments on-time, failure to comply with any policy in this handbook, etc.

Major Professionalism Breach

Any faculty or staff may complete a program counseling form in relation to the “professionalism violation” for observed major professionalism breaches. Any singular major professionalism violation may be grounds for dismissal from the program, however, two (2) major violations *will* result in dismissal from the program.

A faculty or staff member who observed the behavior, or was notified of the behavior, will complete a counseling form with the student’s faculty advisor regarding the professional violation. The student and the faculty advisor ARE required to meet regarding the violation. Below are the steps regarding a major professionalism breach:

- The counseling form will be completed by the faculty/staff member who is reporting the incident. This will be done in conjunction with the student’s faculty advisor.
- The student will meet with the faculty advisor, Chair and/or Program Director. The results of the meeting will be added to the advising form.

The student’s faculty advisor is responsible for monitoring any corrective action and documenting as appropriate. This will be placed in the student’s file. If a student disagrees with the intervention plan, he/she may lodge a formal complaint and follow the steps outlined in the PA student grievance policy. If there is a second documented case of misconduct, the student will be dismissed from the professional program.

Diversity, Equity, and Inclusion

The University of Evansville and the UEPA Program are committed to student, faculty and staff diversity and inclusion. The UEPA Program has a diversity and inclusion committee/workgroup that is composed of students, faculty, and staff. Additionally, all students enrolled in the UEPA Program have access to the University’s [Center for Diversity, Equity, and Inclusion](#) resources and events.

Student Employment

Internal Student Employment

Students are not required to work for the program. Students with specific prior knowledge, experiences and skills may assist faculty in didactic and laboratory sessions to share knowledge and skills. Students are not to be the primary instructor of any component of the curriculum and may not substitute for clinical or administrative staff during a SCPE.

External Student Employment

Students are permitted to seek external employment during the program; however, the program strongly recommends against a student working during the professional phase due to the academic rigors. A student may not use work as an excuse to miss program activities. A student may **not** represent himself/herself as a PA-S (Physician Assistant Student) except during official UE sponsored

clinical affiliations (SCPEs). The professional liability coverage provided by the University of Evansville does not apply to student employment situations.

Student Mistreatment/Harassment

Harassment of any kind is unacceptable in the PA Program. The Department of Physician Assistant Science strives to maintain a non-discriminatory environment that is free of any type of harassment. The department believes that every individual has a right to be treated with respect, dignity and impartiality. Students may also be required to comply with university policies related to harassment which may require annual competency.

A student who believes that he/she is being subjected to harassment of some kind by a fellow student or a faculty member may initially decide to try to resolve the issue informally. This may be done by asking the individual to stop the undesired behavior, either verbally or in writing, with another person present if desired. If the student is uncomfortable with this process or if this process is unsuccessful in stopping the perceived harassing behavior, the student should take the complaint to one of the following persons:

1. Department Chair
2. Dean of the College of Education and Health Sciences
3. Vice President for Student Affairs
4. Executive Vice President for Academic Affairs
5. Director of Institutional Equity

A formal complaint must be lodged no later than 180 days following the behavior and in cases where “the respondent and the complainant are students, the complaint shall be referred to the Vice President for Student Affairs. If the complainant is not a student, the AAO will coordinate the complaint procedure”. **Students are requested to read the policies on Harassment and Sexual Harassment in the [UE Student Handbook](#) University Student Handbook and follow the procedures outlined.**

Non-Discrimination – Students

The Department of Physician Assistant Science operates under a non-discriminatory policy with regard to race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. The department endeavors to provide an environment that encourages tolerance and diversity.

The department reserves the right to exercise judgment in the selection process for the PA Program. All students will be treated in a non-discriminatory manner before, during and after selection into the program. The university and the Department of Physician Assistant Science comply with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 with regard to the admission of students into the program and providing assistance once in the program. This assistance may include but is not limited to allowing additional time for examinations and tests, recording of lectures, extra study sessions and other necessary aids to ensure successful completion of the academic program in which the student is enrolled.

Any student who feels that he/she has experienced discrimination while in the PA Program should follow the Grievance Procedure outlined in the PA Student Handbook and the UE Student Handbook.

Student Rights

Students in the PA Program are entitled to the same rights as any other UE student. Students' rights and responsibilities are communicated in writing via the UE Student Handbook. Rights and responsibilities unique to students in the PA Program may be found in the PA Student Handbook.

Appeals

A student may appeal any decision(s) made by the Department of Physician Assistant Science/PA Program as related to any policy within this student handbook. The appeal is to be made to the Dean of the College of Education and Health Sciences, with a copy to the Chair of the Department of Physician Assistant Science within 15 calendar days after the student is/has been informed of the decision that they wish to appeal.

Grievances

A student may present a complaint, perceived injustice or unresolved conflict regarding an individual course or the program at any time. Students are encouraged to attempt to resolve a grievance as soon as possible. The initial step in the grievance process is to contact the individual instructor responsible for the course or issue. If the issue is not resolved to the student's satisfaction with a conversation, the student should present the issue to the instructor in written form. If resolution is not achieved by this manner, the issue enters "due process".

Any questions, concerns, or complaints related to clinical course work should first be discussed with the Director of Clinical Education (DCE). If resolution is not achieved through this discussion, the issue enters "due process".

The first step in due process is for the student to meet with the Department Chair. The meeting may include the instructor or DCE to whom the issue was initially addressed.

If the grievance remains unresolved, the student may appeal in writing to the Dean of the College of Education and Health Sciences and the Senior Vice President for Academic Affairs in that order. The written appeal should include the grievance itself as well as documentation of the previous meetings with the instructor and the Department Chair.

Students are encouraged to refer to the UE Student Handbook for specific grievance procedures.

Student Records

Student files are kept both in a secured room as well as electronically on a secured network and protected folder. The electronic version of the student file is compliant under the Family Education Rights and Privacy Act (FERPA). The student file contains the following documentation:

- A. Student has met published admission criteria at the time of matriculation
- B. Application materials, including CASPA application
- C. Student has met institution and program health screening and immunization requirements
- D. Results of criminal background checks
- E. Student performance while enrolled, including unofficial transcripts
- F. Remediation files, including remediation plans, efforts, and outcomes
- G. Faculty notes of meetings between the student and the faculty member
- H. Accident reports (needlestick/sharps, exposures), if any
- I. Summaries of any formal academic/behavioral disciplinary action taken against the student
- J. Student has met requirements for program completion

PA students do NOT have access to academic records or other confidential information of other students or faculty.

Student health records are confidential and are not 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.

Privacy and Confidentiality – (FERPA)

The University of Evansville complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended (Public Law 93-380). Students have the right to limit disclosure of their education records to third parties with some limited exceptions. These exceptions include when a written consent has been given for disclosure, directory information if the student has not provided a written refusal for disclosure and some other instances under provisions of FERPA that allow disclosure without written consent.

All permanent PA student records are kept in a secure location within the PA department. Access to these records is limited to department personnel. Each faculty member has an individual office that can be used to ensure maximum privacy in conversations with a student. Confidential information includes but is not limited to health status, student counseling and advising sessions, clinical performance, and grades. Release of any medical/health information will require the written informed consent of the student for each inquiry.

Privacy Education – HIPAA

Competency in the Health Insurance Portability and Accountability Act (HIPAA) must be demonstrated prior to a student going to a health care facility for any experiential learning activity or clinical course. Education on HIPAA will be provided to students during the first semester of the PA Program prior to the start of any experiential learning activity or clinical course. If for some reason a student is unable to attend the mandatory class, the student must acquire the necessary information from the instructor and/or from audiovisual aids. Competency will be determined by satisfactory completion of a quiz about HIPAA that must be completed prior to the start of experiential activity.

Each student is required to review this information independently on an annual basis prior to his/her clinical internship. Written materials are available for this review on request.

It is the responsibility of the clinical faculty to instruct the student in the appropriate facility specific information about HIPAA prior to the student beginning his or her clinical course work at the health care facility.

Safety and Security

Security Escorts

Students have access to security escorts at both the main campus and at Stone Center should they feel unsafe walking at night. Students are encouraged to utilize these services as needed. Students should call (812) 488-2051 for the main campus security office and (812) 855-2421 for the IUPD Dispatch if at Stone Center.

Emergency Alert/Severe Weather Notification System (ACE Alerts)

The University of Evansville has an emergency alert and severe weather notification plan. This plan is intended for the immediate transmission of specific information regarding an emergency to all affected areas of the University, including Stone Center. It may include weather related information, school closures or delays, or other emergency situations requiring the securing or evacuation of the campus facilities. Students are encouraged to sign up for the ACE Alert system by visiting:

<https://www.getrave.com/login/evansville>

Potential Health Risks for Students

Being a student in a PA Program does not markedly elevate the risk of illness or injury, but certain activities that are required do pose unique risks. The faculty endeavors to minimize these risks by incorporating safeguards into the activities, advising students of the potential for injury or illness, and providing students with the cognitive information necessary to be safe. Students are responsible for protecting themselves by following directions, using standard precautions, asking for help if uncertain as to the safest manner of accomplishing a task, and being aware of hazards.

Standard Precautions

Each student will be provided instruction and demonstrate competence in aseptic technique, blood borne pathogens, and standard precautions prior to any experiential learning activity within the program. Students are responsible for reviewing and complying with facility specific policies and procedures associated with clinical course work.

Accidental Exposure Policy

In the event of an accidental exposure, the student should refer to the following procedures:

(Off-Campus) Exposure

If student experiences a needle stick or biohazard exposure during his/her rotation, the following steps shall be taken:

1. Immediately wash the injury with soap and water and induce bleeding. If the eye is contaminated, rinse with sterile water or normal saline for 15 minutes. Other mucous membranes can be rinsed with tap water.
2. Per affiliation agreements, the student will immediately notify the preceptor and follow facility policies for accidental exposures. In addition, the student must notify the DCE within 24 hours of the incident.

3. Based on the services provided at the site, the student should have the appropriate steps taken based on the site's protocol for needle sticks/biohazard exposure. Otherwise, follow appropriate blood screening.
4. The student will be responsible for any cost associated with testing provided by the site.
5. If the site does not have a protocol in place for accidental exposures, the student and preceptor will determine where the nearest emergency room is located so the appropriate laboratory tests can be collected as soon as possible.
6. Students must submit an exposure incidence form within 48 hours. This form is found in the Exxat software and on Blackboard.

(On-Campus) Exposure

If student experiences a needle stick or biohazard exposure on a UE campus location, the following steps shall be taken:

1. Immediately wash the injury with soap and water and induce bleeding. If the eye is contaminated, rinse with sterile water or normal saline for 15 minutes. Other mucous membranes can be rinsed with tap water.
2. Notify the instructor or program immediately.
3. The student and instructor will determine where the nearest emergency room is located so the appropriate laboratory tests can be collected as soon as possible.
4. The student will be responsible for any cost associated with testing provided by the site.
5. Students must submit an exposure incidence form within 48 hours to the Program Chair.
6. Students can use the on-campus Health Center for treatment of all non-critical on-the-job injuries.

Student Safety

The University and the PA Program seek to ensure student safety while the student is on and off campus. Students are expected to adhere to all general campus policies dealing with safety. The University is not responsible for any injuries incurred by a student while traveling to or from a clinical site or off-campus educational or volunteer experiences. See the University Safety Manual on the UEPA website. There is an additional Stone Family Center for Health Sciences Safety Manual for which students are expected to follow.

Should a student be involved in a motor vehicle accident on the way to or from a clinical site or experiential learning opportunity, the student should notify the appropriate authorities. The student should also notify the DCE.

Accidents on Campus

If a student suffers an injury or accident on university property, including the Stone Center for Health Sciences, students must notify the Department Chair and/or Program Director as soon as possible after any emergent care is taken if needed. In addition, the student must complete the UE Accident Form.

Emergency Medical Care

Students participating in any programmatic educational experiences will be provided access to emergency medical care when indicated. The student assumes responsibility for the financial costs associated with these services.

Written agreements exist between the University's PA Program and all clinical centers providing approved off-campus educational experiences for students. This agreement states the clinical center will provide the student access to emergency medical care in the event the student becomes ill or

impaired while participating in sanctioned educational experiences. The student assumes the financial costs associated with medical services provided.

Health Status

The PA Program has in place health requirements that ensure the safety of both the student and the patient. Students must demonstrate overall physical and mental health and maintain their personal appearance and hygiene to safely participate in classroom and clinical courses to avoid presenting health hazards to themselves, their classmates, and patients. Students have a responsibility to inform the Department Chair in writing of any condition that could impact their ability to perform the essential functions for the PA student, with or without accommodations.

Each student will submit documentation of a physical exam upon entrance to the University. A student who becomes aware of any health condition that may impair or impede the ability to participate in any aspect of the PA Program must inform all instructors and his/her academic advisor immediately. The student may then need to submit documentation of medical clearance from a health care provider. Students should report emergency surgeries or medical procedures to their academic advisors as soon as possible.

Discussion with course instructors and the student's academic advisor is strongly encouraged **prior** to a planned surgical or medical procedure. In the case of emergency procedures, discussion should be made prior to resumption of classroom or lab activities or clinical course work. Following any medical event, medical procedure, or change in health status, a letter from the student's medical provider giving medical clearance to return to activity or specific activity or lifting limitations must be submitted to the Department Chair before the student will be allowed to return to PA educational activities. The program will determine what impact, if any, there will be on participation in class, lab, or clinical experiences. If a student has a question as to whether lab activities are contraindicated in certain conditions, please consult with the appropriate lab instructor.

Pregnancy - A pregnancy should be reported to the Department Chair immediately upon medical confirmation. Learning experiences may be modified to ensure maximum safety for mother and baby. Medical clearance is necessary to resume educational activities following a delivery. Pregnancy may result in delayed program completion and/or cohort deceleration, depending upon the timing within the curriculum and the individual students' curriculum sequence.

Stone Family Center Policies

Access to Stone Center

Access to the Stone Family Center for Health Sciences is available 24/7 to all enrolled students unless otherwise notified. The doors are locked and require a badge for entrance.

Parking at Stone Center

The surface parking lots at Stone Center are gated and require a key card to access. Key cards are available to students for the duration of the didactic phase of the curriculum for a \$25 (refundable) deposit.

Animals in Stone Center

No animals except for documented service animals are allowed anywhere in Stone Family Center for Health Sciences. The Stone Family Center for Health Sciences is an academic medical center that also

has clinical spaces. Any faculty or student may petition the Dean of the College for an exception to this policy.

Food and Drinks in the Classroom

Food is not allowed in any instructional space (classrooms/labs) without expressed program consent. Drinks are allowed but must be in a container with a closeable lid. Any deviation of this policy must be approved by PA Program in advance of any activity.

General Program Policies

Student Appearance (“Dress Code”)

Each student is expected to maintain a professional appearance when involved in any PA Program activity to include (but not limited to) didactic courses, experiential activities (SCPEs) and any University related service-learning activities. This includes end-of-rotation activities.

The minimum standard of attire within the PA Program is “business casual”. Business casual is the currently generally accepted minimal attire for the medical workplace and is generally defined as dress pants and shoes or a skirt/dress that is at knee length. Leggings may be worn if the buttocks/groin area is completely covered. Shirts generally should have collars, blouses (without a collar and/or sleeves) may be worn but consider the ability to cover arms as needed. Jeans, shorts, T-shirts, sandals are NEVER considered to be business casual or appropriate for this policy.

Only scrubs with the approved University of Evansville logo are considered appropriate for the dress code. These scrubs must be all black in color. These scrubs must be free from stains or the appearance of excessive wear. During the clinical phase of the program, scrubs provided by the healthcare facility are also approved. As optional attire for warmth, students who wear scrubs may wear undershirts. Acceptable shirts include long-sleeve, short-sleeve, V-neck, crew neck and turtle-neck shirts. Any solid color shirt may be worn underneath the scrubs, provided the colors are non-contrasting and reasonably neutral. Recommended colors include white, navy blue, gray, or black. No patterns for undershirts are permitted. Fleece, sweatshirts, hoodies are not permitted.

Additionally, nametags or your student IDs must always be worn for any program activities. Body jewelry is limited to discrete earrings and/or nose rings. Tongue studs are not appropriate. Body art should not be visible when possible; nails must be short and clean with conservative color or clear nail polish only. Hair must be within a naturally occurring color range.

Casual Dress Days

Final exam weeks (reading & study day and final exam days) are scheduled “casual” days. The program may also authorize other casual days throughout the semester. It is acceptable to wear jeans these days, but they must not have holes, stains, or rips. Gym clothes (sweatshirts, yoga pants, sweatpants, crop tops, tank tops, etc) are NOT acceptable for casual attire days unless otherwise authorized by the PA Program.

Student as Instructors or Staff

Students are not to be the primary instructor of any component of the curriculum and may not substitute for clinical or administrative staff during a SCPE.

Student Identification

All University of Evansville Physician Assistant (PA) students are required to wear their UE issued identification badges while on campus. This includes attending classes, participating in community interactions, or attending Interprofessional Education (IPE) events. Badges must be worn in a location that can be easily viewed. The student is responsible for replacing the lost UE student ID. A separate badge may be required for clinical rotations and will be provided by the hospital systems.

Students must be clearly identified as PA students while in clinical settings. Student IDs will be provided prior to the clinical year. Students must introduce themselves as a University of Evansville Physician Assistant Student and obtain patient consent prior to providing medical care. ***Additionally, students MUST sign any medical note with their full name followed by "UE PA-S".***

Student Schedule

Students are expected to be available for any program curriculum event between 8:00 am and 5:00 pm Monday through Friday during the didactic year. This is regardless of any posted schedules.

Students will be provided with an overall schedule for program related events at the beginning of each semester (for that term). Additionally, students will be provided with the planned schedule for each course within the respected syllabi. However, understanding that this is a graduate professional program, there are often opportunities or events that may occur based on availability of external speakers, classroom availability, off-campus events, IPE opportunities that can cause a need to move regular scheduled events. Students are required to consider M-F, 8a-5p as the standard "work-day" and be available for any of these potential adjustments.

Loaner Laptop Policy

A loaner laptop is available for UEPA students to check out to take an assessment if their own personal laptop was to suddenly malfunction, and they need an emergency replacement. Anyone that needs to borrow a laptop for an assessment should go to the administrative assistant and check it out. Since this is for emergencies only, any student that seeks to check the laptop out a second time will need to provide (in writing) a specific plan and timeline for when their own personal laptop will be available for use. Any timeline that is over 1 week in length will need to be approved by the Program Chair before a second loaner checkout is granted.

Course Specific Policies

Each course is required to have a syllabus which outlines the course learning outcomes, instructional objectives, course goal/rationale, assessment methods, schedule, and any course specific policies. The instructor has the authority to make changes to the course schedule and assessments as needed, but these changes must be presented to the students beforehand.

Examination Procedures

Most examinations and assessments are taken through the Exemplify/Examsoft software or the PAEA exam platform, thus requiring the students to bring their own personal computer with them to all exams. Prior to the start of the exam, all personal items must be placed at the back of the classroom. This includes cell phones and smart watches which must be turned off. Students will only need their laptop, charger, pencil/pen and a drink with a lid (no food) if needed with them prior to the exam. Students will be given a blank piece of paper from the instructor which must be turned in with the student's name prior to leaving the exam even if the paper is blank. Failure to follow the above policies may result in a professionalism breach and result in a "0" on the assessment.

Student Evaluation of Courses

Students are expected to complete course and instructor evaluations at the end of each course. The information obtained by these evaluations is invaluable to the operation and success of the program. Students will also be expected to complete additional curriculum and program evaluations as needed to assess the PA Program.

Recording In-Class and Lab

Recording of faculty and students by video, audio, or still photography methods is not permitted without explicit permission of the instructor granted prior to the class or lab. If an instructor grants permission, it may be a blanket approval for the entire semester, or for only one session. It is the responsibility of the student to verify whether the permission is one-time or for the semester. Individual instructors may require written approval for recording.

All recordings are to be used for educational purposes only, and post-recording editing of the material is not allowed. Recordings may be made available only to other students in the course; distribution via social media sites is not permitted. Instructors retain the right to review any recording material, and if asked to destroy the recording, students will comply.

Attendance at Professional Meetings

A student attending state and national professional association meetings may be excused from class and clinical rotations upon written request. The student will inform each of his or her academic and clinical faculty of the proposed attendance at a professional meeting one week in advance by providing a written request for an excused absence from classroom or clinical activity. The faculty may request additional means for the student to demonstrate understanding of the missed course content. Absence from clinical courses may require the student to make up missed clinical hours at the convenience of the clinical faculty.

Notification of Change in Personal Information

Any change of legal name, address, phone number or other personal information is to be reported promptly to the PA Administrative Assistant, the University of Evansville Registrar, Student Accounts, and the student's faculty advisor.

Meeting with Faculty and Staff

Students are expected to make appointments with faculty and staff if they wish to meet with them outside of posted office hours. Appointments can be made by e-mail. Any student wishing to meet with a faculty or staff member outside of a scheduled meeting must first check in with the administrative assistant.

Advising

Students will be assigned a faculty academic advisor for the duration of the program. Advisors will meet with students at least twice throughout the didactic year, during formative assessment, summative assessment and as needed or as requested. The purpose of the advising sessions is to assess the student's progression within the program. Advisors and students will make action plans for competency domains that fall outside of expectations.

Faculty Providing Healthcare

Principal faculty, program director, staff or medical director are not permitted to provide medical care to any students unless during a medical emergency. Students may seek medical care at the UE health center.

Reference Requests

Students must ask permission prior to listing faculty as a professional reference on job applications, credentialing forms or scholarship applications.

Service Requirements

Students are required to complete a minimum number of service hours prior to program completion. Students are expected to keep track of the service hours on the program provided tracking sheet. The minimum number is 20 service hours starting with the Class of 2026. This is an increase from the minimum of 10 service hours for the Classes of 2024 and 2025.

Substance Abuse

Due to the nature of medical practice, it is necessary to safeguard patients from impaired performance associated with substance abuse. This abuse may involve prescription or illicit drugs or alcohol. Recognizing abuse behaviors can be difficult. However, it is important for students to realize their personal and professional responsibility and accountability regarding this issue. Furthermore, students should be aware that their behavior in the classroom and clinic is observed and open to interpretation and intervention. It is each student's responsibility to be aware of the current policies regarding drug and alcohol abuse which are published in the University of Evansville Student Handbook. The Department of Physician Assistant Science reserves the right to request drug screening when substance abuse is suspected. Students may also be required to complete a drug screen prior to or during full-time clinical coursework in compliance with the clinical facility's policy

Tobacco Use

The University of Evansville has a tobacco-free Policy. This policy can be found at: <https://www.evansville.edu/tobaccofree/downloads/UEtobacco-FreePolicy.pdf>. This policy will be enforced at all UE education sites. This includes all campus locations and while identified as a UE student at a SCPE.

Didactic Phase Specific Policies

2024 Academic Calendar for Didactic Phase

The UEPA Program follows the University's academic calendar for the *didactic phase* of the program during the *spring* and *fall* semesters. During the summer semester, the program has its own calendar. Important dates for 2024 are shown below:

Spring 2024-Didactic Phase	
1/8	Spring classes start
1/15	Martin Luther King Jr Day, no classes
2/12	UE Wellness Day, no classes
3/4—3/10	Spring break, no classes
3/28—3/29	Easter break, no classes
4/8	Eclipse Day—Stone Center Closed
4/26—4/29	Final exams
Summer 2024-Didactic Phase	
5/13	Summer classes start
5/27	Memorial Day, no classes

6/19	Juneteenth, no classes
7/1-7/7	Summer break, no classes
8/8-8/9	Final exams
Fall 2024-Didactic Phase	
8/21	Fall classes start
9/2	Labor Day, no classes
10/12—10/15	Fall break, no classes
11/27—12/1	Thanksgiving break, no classes
12/6—12/10	Final exams

Exam Reviews

Students may have the opportunity to review course examinations as allowed by the course instructor outside of the class period. Examinations must not be removed from the PA program office suite and must be returned to the administrative assistant. Under no circumstances may the student take pictures, screenshots, or copy any of the questions or answers. The student shall not share any information regarding the examination with anyone else. Doing so will result in a professionalism breach and may result in dismissal from the program.

Attendance & Absences

Students are expected to attend all lectures and laboratory experiences. Failure to do so may result in professionalism violation and further disciplinary action. It is customary to e-mail the course instructor prior to any missed class time as a measure of professionalism. Specific attendance policies can be found within the syllabus for that course.

Cancellation or Delay of Classes

Any cancellation or delay of in-person classes will be announced via the University Ace Alert system.

UEPA Online Lecture Attendance/Professionalism

For all synchronous online instruction (Zoom), student cameras must be on at all times, and professional attire is expected. Failure to meet these expectations will result in a minor professionalism violation. Restroom breaks, and other personal matters that require a student to temporarily turn off his/her camera are certainly allowed but should only occur when necessary. If a student cannot attend an online lecture, he/she should make every effort to let the instructor know of this absence ahead of time. If advance notice is not feasible, then the student should contact the instructor about the absence as soon as reasonably possible. Only in cases of bona fide absences (i.e., due to illness, or University approved excused leaves) will that student receive a link to the recorded lecture(s). This link will be for that student only and shall not be shared with any other student or electronically posted for others to view. Unauthorized sharing of these links will result in a major professionalism violation.

NOTE: This policy does not apply to asynchronous online instruction (e.g., pre-recorded Panopto videos). Individual faculty retain the right to make exceptions to this policy for his/her course if deemed appropriate for the instructional format they are using.

Laboratory Participation

Each student is expected to participate in laboratory experiences as a student PA and as a patient-simulator. These laboratory activities may include but are not limited to: examination, manual palpation, massage, visual inspection, mobilization, manipulation, therapeutic exercises, and application of physical agents. Each student is required to sign an informed consent for these experiences. A

student has the right to refuse to be a subject in lab activities, with legitimate reason. Legitimate reasons include but are not limited to medical conditions and religious beliefs. Each student signs an informed consent for being videotaped, audio recorded and photographed as part of the educational experience and for student recruitment purposes.

Each student is expected to dress suitably for laboratory experiences. Additional requirements may be found in the syllabus of each class or provided for individual events. The student must be respectful of the person acting as the patient simulator and protect their modesty at all times by utilizing appropriate draping procedures. Each student will be encouraged, but not required, to work with fellow students of both genders. A student not willing to have a lab partner of the opposite gender should submit a written request to the Department Chair at the beginning of their first year in the program. A student who wishes to decline to be a patient simulator for any lab activity must also request this in writing to the Department Chair as soon as possible.

Any student who does not demonstrate appropriate respect, language and behavior to a patient-simulator will be counseled initially by the appropriate faculty member. If the problem is not resolved, and additional episodes are noted, the student will be removed from the laboratory and referred to their advisor, the Department Chair and to the Counseling Center if necessary. The student will utilize the laboratory equipment in a safe manner. The student will follow guidelines for use of equipment given in the appropriate textbooks, course manual and faculty instructions to ensure the safety of the patient-simulator. The appropriate faculty member will counsel any student using equipment in an unsafe manner. If the student continues to utilize equipment in an unsafe manner, they will be removed from the laboratory situation and referred to their advisor and then to the Department Chair.

Any student who is aware of another student who does not follow these guidelines for respectful and safe behavior in a laboratory situation should report the incident to the appropriate faculty member or to their advisor or the Department Chair. The situation may be described verbally or in writing.

Laboratory and Equipment Safety

Student safety during laboratory experiences is the responsibility of the student and the faculty involved in the educational experience. Proper storage of all equipment is the responsibility of faculty and students. Equipment will be kept in good safe working order to decrease the risk of personal injury.

Laboratory and Equipment Procedures:

1. All laboratories are kept locked except when in use for scheduled class sessions.
2. Under no circumstances is a student to use laboratory equipment for self-treatment.
3. Students participate in role-playing as both a patient and a provider as part of course requirements. The safety of the students during these simulations is the responsibility of the students and course instructors.
4. Emergency numbers are posted in all laboratories available for independent practice.
5. All laboratory equipment is to be checked by the instructor prior to student use. Any equipment not typically housed in one laboratory may be requested to be moved to another laboratory.
6. Any damaged equipment is to be reported immediately to the laboratory supervisor or to the course instructor who will inform the laboratory supervisor.
7. Preventive equipment maintenance, including any necessary or indicated equipment calibration, is done annually.

Use of Research Subjects

All research using human or animal subjects requires approval by the Institutional Review Board. All research in the Department of Physician Assistant Science will comply with the policies of the U.S. Department of Health and Human Services and UE. Research proposals involving human or animal subjects must be submitted to the Institutional Review Board.

The guiding principles for research using human subjects are found in Title 45, part 46 of the Code of Federal Regulations. For animals, the principles are found in Title 9, Chapter 1, Subchapter A of the Code of Federal Regulations, as well as Title 7 of the United States Code, sections 2131-2156 (Animal Welfare Act). Approval to collect data for pilot work may be granted by the faculty sponsor of the research. Any questions regarding the conduct of research should be addressed to the Chair of the Institutional Review Board.

Clinical Phase Specific Policies

Overview of Clinical Phase

The clinical phase is a 12 consecutive month-long phase which starts May the year following matriculation. Initiation of the clinical phase is dependent upon successful completion of all didactic phase courses and program components. These clinical rotations are called “supervised clinical practice experiences”, or SCPEs. In addition, the clinical year phase has a formative, summative and three core review courses that provide additional instruction and assessment of the student’s progress toward obtaining the program competencies.

The purpose of this section of the handbook is to provide the matriculating student with basic information about the clinical phase policies. The program has a separate and distinct clinical phase handbook which further delineates many of the policies and procedures seen here.

Supervised Clinical Practice Experiences (SCPEs)

There are nine 4 to 5-week SCPE blocks during the clinical phase. The program requires eight of these SCPEs to be in each of the following areas: family medicine, emergency medicine, internal medicine, surgery, pediatrics, women’s health, behavioral/mental health, orthopedics. In addition, there is 1 elective SCPE that the student may choose in an area of interest.

There are written and signed agreements between the PA Program/sponsoring institution and the clinical affiliates used for rotations that define the responsibilities of each party related to the educational program for students.

Catchment Area

The catchment area for the program is defined as a 75-mile radius from Stone Center. The PA program will provide each student with SCPE rotations within this catchment area unless the student opts to participate in a distant “away” rotation. ***The student is required to provide their own reliable transportation and housing for all rotations within the catchment area.***

Preceptor Requirements

The *primary* instructor/preceptor for didactic or clinical education (SCPEs) may not be resident physicians. Resident physicians may participate in the education of PA students under the supervision

of either a PA Program principal faculty or a board-certified physician who is the primary instructor of record.

Away Rotations

Students may elect to participate in distant rotations so long as the student is in good academic standing within the program. All housing and transportation costs are the student’s responsibility for any away rotation.

Obtaining Clinical Sites and Preceptors

The program does not require students to provide or solicit clinical sites or preceptors. All required and elective clinical rotations are elicited, evaluated, and organized by the program. However, a student may provide the program with suggestions of preceptors and/or clinical sites if the student has a preexisting relationship. The student must discuss this recommendation with the Clinical Coordinator. The program is then responsible for reviewing, evaluating, and gaining approval of educational suitability of the site. There are no guarantees that the program will be able to provide a SCPE at the suggested site/clinical preceptor.

Students are prohibited from individually contacting sites or preceptors without approval from the Clinical Team.

Transportation

Students within the clinical phase of the program are responsible for their own reliable transportation to and from the assigned clinical site.

End of Rotation (EOR) Days

At the end of each SCPE block during the clinical phase, each student is required to return to campus for end of rotation assessment and activities. If the student plans away rotations during the clinical year, the student is still required to return to campus during these days. Any additional costs associated with travel or housing are the student’s responsibility. Failure to attend EOR days may result in a professionalism violation.

Student Schedule During Clinical Phase

The clinical phase of the program does not follow the University’s academic calendar. Students may be expected to be at their clinical site on weekends, holidays or during evenings and nights depending upon that rotation site to provide the student with the best possible experience.

An example of the rotation block schedule for the Class of 2025 is seen below. Note that all dates are subject to change.

SCPE/Course	Course Dates	On Campus Dates
Formative Period	5/13—5/24/24	5/13—5/24/24
SCPE 1	5/28—6/26/24	6/27—6/28/24
SCPE 2	7/1—7/31/24	8/1—8/2/24
SCPE 3	8/5—9/4/24	9/5—9/6/24
SCPE 4	9/9—10/9/24	Virtual—10/10/24
SCPE 5	10/14—11/13/24	11/14—11/15/24
SCPE 6	11/18—12/20/24^	1/9—1/10/25
SCPE 7	1/13—2/12/25	2/13—2/14/25
SCPE 8	2/17—3/19/25	3/20—3/21/25

SCPE 9	3/24—4/23/25	4/24—4/25/25
Summative Period*	4/28—5/9/25	4/28—5/9/25

*Some summative examination activities/assignments are concurrent throughout the final four months of the program.

^EOR 6 exam will be given virtually on 12/20/24.

Health Insurance During Clinical Phase

Students are required to have health insurance while enrolled in clinical phase (PA3) of the professional programs at the University. Each student must demonstrate proof of health insurance coverage during the clinical year (PA3) of the professional program. A copy of your health insurance card must be submitted to the program by **April 1**. Students in need of coverage should contact the Office of Administrative Services, extension 2941.

Additional Immunizations for Clinical Phase

PA students will be required to have either a two-step TB skin test OR a QuantiFERON-TB Gold (QFT-G) blood test prior to start of clinical rotations. Students will be required to have a flu shot annually during clinical rotations. Students may need to have a serum titer to check immune status for Varicella, Rubella, Rubeola, Mumps and Hepatitis B and Hepatitis C antibodies prior to clinical rotations. There may be additional requirements based on clinical affiliation agreements and/or regional requirements.

Additional Immunizations for International Travel/Rotations

Students participating in international clinical experiences are required to meet CDC immunization recommendations for international travel to specified regions.

Drug Screening

Students are required to complete a 10-panel urine drug screening prior to beginning or during the experiential, part-time and full-time clinical experiences at clinical facilities. The clinical site or the program to maintain a safe and healthy workplace environment may mandate additional drug screens. Successful completion of this screening will be required for participation in the clinical course. Students may be required to have additional drug screens if mandated by the clinical site. Specific types of testing and the required time frame will be articulated. Student should complete testing at laboratory facilities identified by the academic program or approved by the clinical site. The student is responsible for the cost of this screening. The results of this testing will be provided to the DCE, the clinical facility and the student. The results of drug screenings are placed in the student's file.

Review of Examinations During Clinical Phase

Students will not be allowed to review any examinations during the clinical phase of the program. Students will be given, when available, access to individual performance reports of the exam.

Clinical Year Attendance Policy

Clinical attendance is required per the clinical faculty's work schedule for the total hours specified in the course syllabus (based on at minimum a 32-hour week). Absence or repeated tardiness may result in grade deduction or course failure. The student will be expected to assume the work schedule of assigned clinical faculty. Each student is allotted Absence Days - a total of 5 days, that the student may take throughout the rotational year for any need outside of the vacation time off (i.e. unexpected deaths, sickness, etc.) The student may use no more than 2 absence days per rotation, and they must be approved by preceptor and the DCE. In the event of illness, the student is responsible for notifying supervising clinical faculty prior to the start of the workday. The student is also responsible for notifying the DCE within 24 hours of any absence from the clinic. Any absence during a clinical course may require make-up time scheduled at the discretion of the clinical faculty.

Unexcused absences will result in possible failure of the rotation and violation of professionalism standards. Special circumstances will be considered on a case-by-case basis by the DCE and program director.

Identification as a PA Student at SCPEs

The PA student MUST be clearly identified in the clinical setting to distinguish themselves from other health professionals and other health professional students. This includes, but is not limited to:

- Wearing the program supplied student white coat with the school emblem and student name at all SCPEs
- Wearing the appropriate identification tags supplied by the clinical site
- Identifying yourself as a University of Evansville Physician Assistant student during interactions with patients, their families, and other professionals and obtaining consent prior to care
- Signing any notes written by the student with their full name and "UE PA-S". The student's name must be written legibly.

International Clinical Sites

The UEPA Program does NOT allow clinical sites and/or preceptors located outside of the United States to be used for any SCPE rotation except the elective rotation. A student interested in an elective international rotation must communicate this intent at least 6 months prior to the date of the rotation. This allows enough time for vetting of the site/preceptor, required immunizations and other logistics to be completed.

Department Sponsored Ceremonies

White Coat Ceremony

The PA Program hosts a White Coat Ceremony each year. Typically, the ceremony is held during the spring semester prior to entering rotations. PA students and their families will be invited to attend.

Hooding Ceremony

The UEPA Program hosts a private hooding ceremony outside of graduation and thus students will not be hooded at the University graduation. Each graduating student and their guests are invited to attend. This ceremony is typically held the Friday prior to graduation.

University Commencement Ceremony

All graduating physician assistant students are required to attend the University of Evansville Commencement. The spring commencement ceremony is typically held on the first or second Saturday of May each year. Any absences must be excused ahead of time by the Department Chair and Program Director.

Class Representatives and Faculty Class Advisor

Each incoming class will be assigned a faculty class advisor to act as a liaison between the student cohort and the PA program administration. The faculty class advisor's role is to oversee, guide and support the

class representatives and cohort in any class-sponsored events such as fundraising and community service events.

Each cohort of students will select class representatives within the first semester. The role of the class representative will be to gather input from classmates on both academic and non-academic issues to streamline any issues that may arise. The class representatives will meet with the faculty class advisor to discuss and resolve these issues.

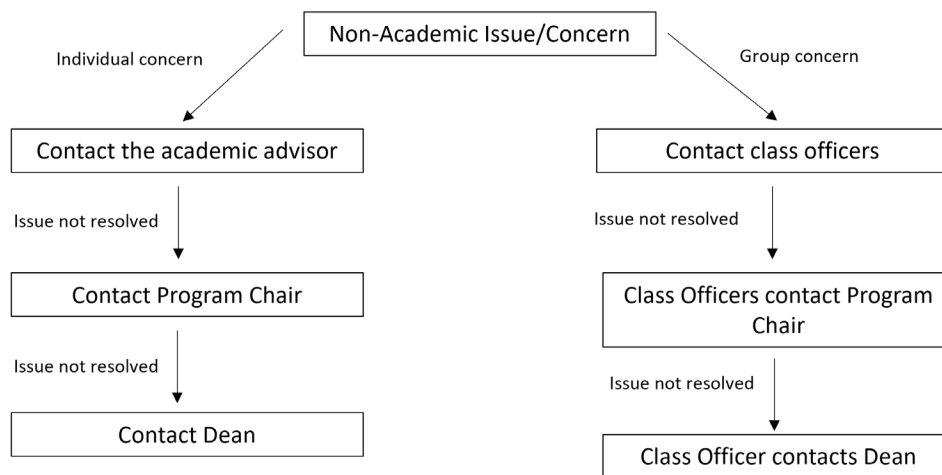
In the past, the class officer positions have been:

- President—represents the class, organizes the class leadership, serves as the IAPA student representative, attends annual IAPA conference
- Vice President—assist class president, assumes duties of president when president not available, organizes service and outreach opportunities outside of the program, serve as the Pre-PA Club liason
- Secretary—records notes/votes/discussion
- Treasurer—manages class finances and organizes any fundraising activities
- Social & Service Chair/Outreach—organizes activities and social media postings
- DEI representatives (2)—liaison to the departmental DEI committee

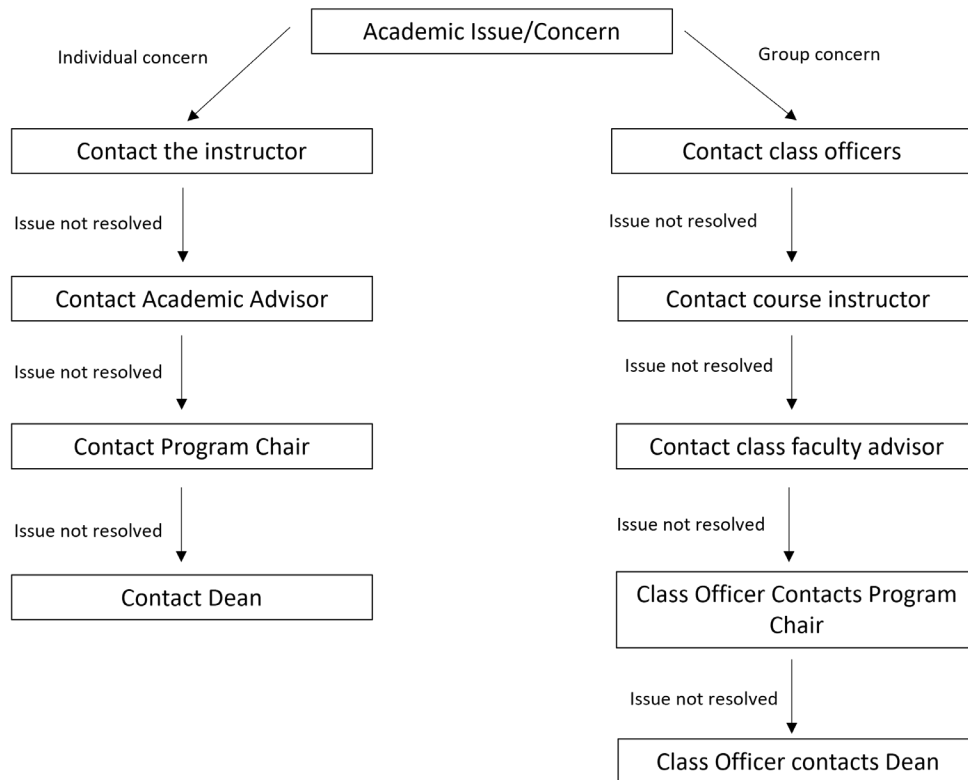
Each class will select what their class views as a majority. A majority vote is needed prior to movement of any assessments or activities not initiated by the faculty.

Chain-of-Command for Individual or Class Concerns

Non-Academic Concerns



Academic Concerns



Student Organizations

Pre-Physician Assistant Club

The mission of the Pre-Physician Assistant Club is to meet the needs of students in the field of physician assistant through identification, coordinated action, communication, and fellowship. The club provides a conduit for information regarding the profession and educational aspects of the field of physician assistant. Additionally, the club provides opportunities for its members to experience leadership roles and a large portion of the club's activities are volunteer and service oriented within the community.

Club membership is open to students enrolled in their prerequisite course work and students in the PA program. Club activities include guest speakers, social events, fundraisers, and community awareness projects.

Pi Alpha (PA National Honorary Society)

This is the only National Honorary Society for PAs. Students may apply for membership if they meet the minimum entrance criteria. The society recognizes excellence in research/publishing or community/professional service or leadership activities.

<http://www2.paeaonline.org/index.php?ht=d/sp/i/191/pid/191>

Student Academy of the American Academy of Physician Assistants (SAAAPA)

This is the student association of the American Academy of Physician Assistants (AAPA). The AAPA is a membership organization representing PAs, all students will be members of AAPA (and SAAAPA) paid initially by the PA Program. SAAAPA is the governing body for students enrolled in PA Programs. They

offer a student's resources, leadership opportunities, activities, advocacy and more.

[Http://www.aapa.org/saaapa](http://www.aapa.org/saaapa)

Professional Organizations and Regulatory Bodies

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

The Accreditation Review Commission on Education for the Physician Assistant is the accrediting agency that protects the interests of the public and physician assistant profession by defining the standards for physician assistant education and evaluating physician assistant educational programs within the territorial United States to ensure their compliance with those standards. <http://www.arc-pa.org>

National Commission on Certification of Physician Assistants (NCCPA)

NCCPA is the only certifying organization for physician assistants in the United States. Established as a not-for-profit organization in 1974, NCCPA is dedicated to assuring the public that certified physician assistants meet established standards of clinical knowledge and cognitive skills upon entry into practice and throughout their careers. All U.S. states, the District of Columbia and the U.S. territories have decided to rely on NCCPA certification as one of the criteria for licensure or regulation of physician assistants. As of Dec. 31, 2014, there were approximately 102,000 certified PAs. <http://www.nccpa.net>

Physician Assistant Education Association (PAEA)

PAEA is the only national organization representing physician assistant educational programs in the United States. Currently, all the accredited programs in the country are members of the Association. PAEA provides services for faculty at its member programs, as well as to applicants, students, and other stakeholders. The Association was founded in 1972 as the Association of Physician Assistant Programs. Member programs voted to adopt the current name in 2005. <http://www.paeaonline.org>

American Academy of Physician Assistants (AAPA)

Founded in 1968, the American Academy of Physician Assistants is the national professional society for physician assistants. It represents a profession of more than 100,000 certified PAs across all medical and surgical specialties in all 50 states, the District of Columbia, the majority of the U.S. territories and the uniformed services. AAPA advocates and educates on behalf of the profession and the patients PAs serve. The AAPA works to ensure the professional growth, personal excellence and recognition of physician assistants. The AAPA also enhances their ability to improve the quality, accessibility, and cost-effectiveness of patient-centered healthcare. <https://www.aapa.org>

Indiana Academy of Physician Assistants

The Indiana Academy of Physician Assistants (IAPA) is a steadily growing non-profit organization. IAPA was founded in 1974 and our vision is the same now as it was then – "IAPA shall be the definitive and authoritative representative for the PA profession in Indiana. It shall foster enhanced practice environments for physician assistants and support on-going professional development and intellectual enrichment. IAPA shall promote quality healthcare that is cost-effective and accessible in the state of Indiana. IAPA strives to be a representative of all physician assistants within the State of Indiana."

<http://www.indianapas.org>

Indiana Professional Licensing Agency (IPLA)

This is the State Licensing agency for Indiana. This site provides all licensing information for Indiana. It also provides current statutes/laws and additional resources.

<http://www.in.gov/pla/pa.htm>

University Resources Contact List

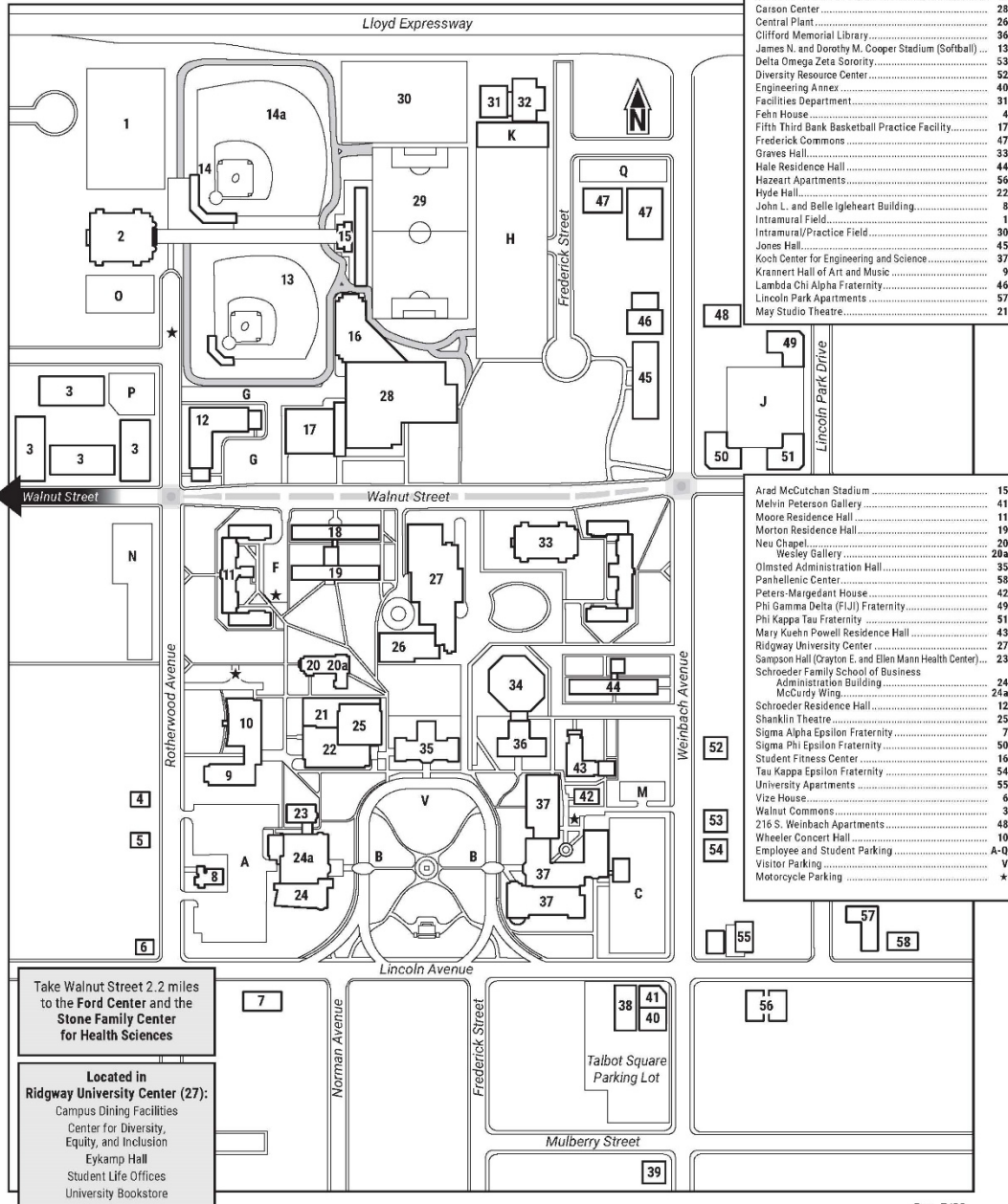
University Office/Department	Location	Phone
Bookstore	Ridgway	812-488-2678
Career Center	234 Ridgway	812-488-1083
Counseling Center	2 nd floor, Ridgway	812-488-2663
Financial Aid	Room 116, Olmsted	812-488-2364
Health Center	Sampson Hall	812-488-2033
Human Resources	Room 118, Olmsted	812-488-2943
Library	Clifford Memorial	812-488-2482
Office of Technology and Services	Room 168, Library	812-488-2077
Parking Services	General Services	812-488-2052
Registrar	Room 106, Olmsted	812-488-2052
Security	General Services	812-488-2052
Student Accounts	Room 105, Olmsted	812-488-2565
Student Affairs	Room 264, Library	812-488-2605
Veterans Affairs	Room 116 Olmsted	812-488-2364
Writing Center	Room 253, Library	812-488-2218

Campus Map

A larger map may be found on the website at: <https://www.evansville.edu/campusmap/>



CAMPUS MAP



Administrative Services/Safety and Security	32
Alumni and Parent Relations	5
Art Annex	38
Art Studio	39
Auxiliary Support Facility	2
Black Beauty Field (Soccer)	29
Bower-Suhrheinrich Library	34
Center for the Advancement of Learning	33
Charles H. Braun Stadium (Baseball)	14
German American Field	14a
Brentano Residence Hall	18
Carson Center	28
Central Plant	26
Clifford Memorial Library	36
James N. and Dorothy M. Cooper Stadium (Softball)	13
Delta Omega Zeta Sorority	53
Diversity Resource Center	52
Engineering Annex	40
Facilities Department	31
Fehn House	4
Fifth Third Bank Basketball Practice Facility	17
Frederick Commons	47
Graves Hall	33
Hale Residence Hall	44
Hazelett Apartments	56
Hyde Hall	22
John L. and Belle Igleheart Building	8
Intramural Field	1
Intramural/Practice Field	30
Jones Hall	45
Koch Center for Engineering and Science	37
Kranert Hall of Art and Music	9
Lambda Chi Alpha Fraternity	46
Lincoln Park Apartments	57
May Studio Theatre	21

Arad McCutchan Stadium	15
Melvin Peterson Gallery	41
Moore Residence Hall	11
Morton Residence Hall	19
Neu Chapel	20
Wesley Gallery	20a
Olmsted Administration Hall	35
Panhellenic Center	58
Peters-Margedant House	42
Phi Gamma Delta (FJI) Fraternity	49
Phi Kappa Tau Fraternity	51
Mary Kuehn Powell Residence Hall	43
Ridgway University Center	27
Sampson Hall (Crayton E. and Ellen Mann Health Center)	23
Schroeder Family School of Business	24
Administration Building	24a
McCurdy Wing	12
Schroeder Residence Hall	12
Shanklin Theatre	25
Sigma Alpha Epsilon Fraternity	7
Sigma Phi Epsilon Fraternity	50
Student Fitness Center	16
Tau Kappa Epsilon Fraternity	54
University Apartments	55
Vize House	6
Walnut Commons	3
216 S. Weinbach Apartments	48
Wheeler Concert Hall	10
Employee and Student Parking	A-Q
Visitor Parking	V
Motorcycle Parking	*

Take Walnut Street 2.2 miles to the Ford Center and the Stone Family Center for Health Sciences

Located in Ridgway University Center (27):
 Campus Dining Facilities
 Center for Diversity, Equity, and Inclusion
 Eykamp Hall
 Student Life Offices
 University Bookstore

Talbot Square Parking Lot

Rev. 7/20

Acknowledgement of 2024 Student Handbook Form

I, _____, have read and understand the policies and procedures in the 2024 UEPA Student Handbook. I agree to abide by all policies found therein during my tenure within the program. If I fail to uphold this agreement, I am aware that I may be disciplined in accordance with program and university policy.

Student's Signature

Date

Return to the administrative assistant by January 12, 2024. Failure to return by the stated date may result in removal from academic activities until this form is signed and returned.

Permission for Disclosure Form

Please initial after each statement if you grant permission to the UEPA program. Sign and date the bottom.

- I give my permission to University of Evansville personnel to disclose personal information needed for references, clinical affiliations, honors, awards, financial aid, continuing education, transferring to another school, employment, and licensure. _____
- I grant permission to the University of Evansville's Department of Physician Assistant Studies to videotape, audiotape or photograph me and to use these materials for recruitment or educational purposes. _____
- I grant the University of Evansville's Physician Assistant faculty permission to use academic materials I have produced (examinations, papers, projects) for faculty evaluations including promotion and tenure and accreditation activities, and to assist other students in their academic pursuits. I understand that my name will either be removed, or proper attribution will be given for any material used. _____
- I consent to participating in laboratory sessions with my classmates as both a patient-simulator as well as a student PA. These laboratory activities may include but are not limited to: examination, manual palpation, massage, visual inspection, mobilization, manual therapy/manipulation, therapeutic exercises, and application of physical agents. I agree to dress suitably for laboratory experiences. I understand that as a patient simulator, I have the right to be treated with respect at all times and that the student PA will protect my modesty by utilizing appropriate draping procedures. I also agree to behave with respect toward my fellow students when acting in the role of student PA. I agree to be responsible for reporting any actual or perceived medical conditions to the laboratory instructor that may interfere with my ability to participate in a laboratory experience as either the patient-simulator or as the student PA. _____

Student's Printed Name

Student's Signature

Date