Dear student,

Please read this handbook carefully and become familiar with its contents. Questions regarding the information presented should be directed to your faculty advisor or the Department Chair.

It is your responsibility to keep this book at hand and use as a reference. Additions or updates will be provided to you at the start of each academic year.

Best wishes for a productive and successful year!

This handbook (A3.01; A3.02; A3.14) is designed to provide a framework within which the faculty and students can function together as a community. It provides the Physician Assistant (PA) Program policies. These policies apply to all students regardless of location. Members of any community with common objectives must have policies and procedures that ensure that the rights and responsibilities of all are explicit and protected. These policies and procedures are not intended to be restrictive, but rather are an instrument to ensure that the operation of the program will be consistent with its obligations as a professional program. All policies and procedures are in effect for the 2018 academic year. Changes may be made in subsequent years. Students may access the handbook on the following page of the department’s website: https://www.evansville.edu/majors/physicianassistant

The University of Evansville (UE) is accredited by the Higher Learning Commission (HLC). UE is responsible for (A1.03):

- Supporting the planning by program faculty of curriculum design, course selection and program assessment
- Hiring faculty and staff
- Complying with ARC-PA accreditation Standards and policies
- Permanently maintaining student transcripts
- Conferring the credential and/or academic degree which documents satisfactory completion of the educational program
- Ensuring that all PA personnel and student policies are consistent with federal and state statutes, rules and regulations
- Addressing appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs
- Teaching out currently matriculated students in accordance with the institution’s regional accreditor or federal law in the event of program closure and/or loss of accreditation
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College of Education and Health Sciences
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Associate Program Director: Gina Niemeier MS, PA-C
Medical Director: Paul Perry, MD (A2.02; A2.11)
Director of Clinical Education (DCE): Gina Niemeier, MS, PA-C
Director of Assessment: Mike Roscoe, PhD, PA-C
Physician Assistant Program Operations Administrator: Billie Chandler
Administrative Assistant/Receptionist Administrator: Vacant

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MISSION STATEMENTS

University of Evansville Mission

A Mission of Learning: The University of Evansville is dedicated to active learning and scholarship. We are committed to the liberal arts and sciences as a basis for intellectual and personal growth. The University endeavors to prepare women and men for lives of personal and professional service and leadership. The University is aware of the challenges of living in an international community and therefore adopts a global view in its programs and its vision.

The University of Evansville preserves its independent nature and values its ties to the United Methodist Church. It emphasizes undergraduate education and supports an array of liberal arts and sciences and professional programs. The University selects talented and motivated students and faculty. The student-faculty ratio promotes individual attention and optimal learning. The University values learning as a means of attaining freedom from ignorance and prejudice. Because education is a lifelong process of critical inquiry, the University commits resources to continuing education programs in the greater community.

College of Education and Health Sciences Mission

The mission of the College of Education and Health Sciences is integrated with that of the University in preparing students to become self-directed, lifelong learners with a strong sense of social and civic responsibility. 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 and enhancing the University of Evansville’s national recognition as a prestigious independent, comprehensive, church-related university.

Department of Physician Assistant Science Mission

The University of Evansville Physician Assistant Program mission is to educate well-rounded, empathetic, competent physician assistants who possess an understanding and appreciation of civic engagement, life-long learning and are leaders of change within their communities.
**PHILOSOPHY OF THE PHYSICIAN ASSISTANT PROGRAM**

The PA curriculum promotes the values and educational outcomes of the University as well as the expectations of the PA profession. The program emphasizes didactic and clinical experiences that model and reinforce professional excellence. These experiences are designed to highlight the traditional physician-physician assistant relationship, but also to work collaboratively in inter-professional patient centered teams in the provision of health care services. Students are exposed to the population’s need for primary health care and are equipped to provide medical care to culturally diverse groups. In order to prepare graduates to be competent and effective practitioners, the curriculum stresses the importance of making decisions based on the current best evidence and of a professional’s commitment to lifelong learning.

The faculty is committed to student success and utilize a student-centered active learning approach to assist students in their mastery of content. Faculty are committed to excellence in teaching, clinical practice, service and scholarship thus advancing the physician assistant profession.

**GOALS OF THE PHYSICIAN ASSISTANT PROGRAM (A3.14b)**

1. Select well-qualified applicants who will be successful in a rigorous medical training program
2. Produce competent entry level physician assistants
3. Maintain an attrition rate below the National Average
4. Produce physician assistants with an understanding of the role of the inter-professional healthcare team
5. Produce physician assistants with the skills and desire for life-long learning
6. Produce physician assistants who practice in a culturally competent and ethical manner
7. Encourage civic responsibility with professional and community involvement

**STUDENT COMPETENCIES/OUTCOMES OF THE PHYSICIAN ASSISTANT PROGRAM**

“Upon graduation from the University of Evansville PA Program, the graduate will be able to:”

**Knowledge**

1. Demonstrate knowledge of basic medical sciences.
2. Integrate and apply acquired medical knowledge to the care of patients across the life span in a variety of clinical settings.
3. Demonstrate critical thinking and problem solving skills in the care of patients across the lifespan.
4. Differentiate between the normal and abnormal in patient presentation and diagnostic evaluation.
5. Discuss the impact of racial, ethnic, socioeconomic, spiritual factors that lead to health and wellness.
6. Identify appropriate interventions for preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care.

Skills

1. Perform an accurate and thorough history and physical exam to be able to make diagnostic and therapeutic decisions.
2. Perform basic primary care diagnostic and therapeutic procedures.
3. Interpret basic primary care diagnostic laboratory and radiographic tests.
4. Develop differential diagnosis and treatment plans that include pharmacologic and non-pharmacologic interventions.
5. Critically review literature using evidence-based medicine to make practice based improvements.
6. Demonstrate effective communication which results in exchange of information and collaboration with patients, families, caregivers and other health professionals

Professionalism

1. Practice patient-centered care within the role of the physician assistant within a multidisciplinary health care team.
3. Demonstrate respect, empathy, compassion, sensitivity to a patient’s culture, race, age, gender and socioeconomic status while addressing any health disparities that may exist.
4. Exhibit professional behaviors of integrity and accountability to patients and society.
5. Possess an understanding of licensure, credentialing, reimbursement, advocacy, laws and regulations regarding medical practice.
ACCREDITATION STATUS (A3.14a)

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

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

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

ADMISSION REQUIREMENTS (A3.15)

- 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 overall GPA of 3.0
- Graduate Records Exam (GRE)
  - A minimum GRE score of 300 (combined quantitative and verbal scores)
  - MCAT scores can be substituted for the GRE if available (minimum MCAT score of 25 for old test, 500 for new MCAT)
- Completion of the CASPer online interview
- On-campus MMI Interview
- Ability to meet technical standards
  - UE welcomes all students and will provide reasonable accommodations 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.

COURSE PREREQUISITES (A3.15)

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
  o Psychology – one semester
  o Any other social science (e.g. sociology, anthropology, etc.)
• Medical Terminology

ADMISSION PATHWAYS (A3.15; A3.16)

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

Admission to the University of Evansville’s B/PA program is highly competitive with no more than twenty students accepted into the program annually. Students accepted into the University of Evansville’s B/PA program will receive strong merit scholarship consideration to assist with their UE bachelor’s degree and provisional admission to the University of Evansville Physician Assistant (PA) Program. Upon successful completion of a baccalaureate degree at the University of Evansville, and meeting all B/PA program requirements, students will matriculate directly into the University of Evansville PA Program in January following four (4) years from starting the B/PA pathway. In order to receive the scholarship for the B/PA program, students must reside in on-campus housing for the first two years.

Admission Criteria
High school seniors who wish to be considered for the B/PA Program must meet the following requirements:
1. Submit an application and PA essay to the University
2. Have a weighted high school GPA of 3.8 or higher.
3. Score 27 or higher on the ACT or 1280 or higher on the SAT-R.
4. Complete an interview.

Candidates will be ranked for a provisional B-PA seat utilizing weighted high school GPA, standardized test score, and their interview.

We strongly recommend that all prospective applicants acquire knowledge of the PA profession through independent exploration and observations prior to submitting your direct entry application. All requirements are firm.

Program Requirements
Once admitted to the UE B/PA program, to maintain eligibility and claim (secure) the provisional seat reserved in the PA Program, students must meet the following requirements:
• A minimum overall cumulative GPA of 3.0/4.0 is required at the end of the freshman year (~first 31 undergraduate hours). Following freshman year, a minimum overall cumulative GPA of 3.5/4.0 is required at the end of each semester until the Baccalaureate degree is completed.
• Completion of all requirements for the University of Evansville undergraduate degree with a cumulative grade point average of 3.5 or higher at time of application and at
graduation.
- Completion of all prerequisite courses established by the UE PA Program.
- Take the GRE and obtain a score equal to the median average of the overall graduate transfer applicants (Pathway 2) who have been invited to interview for the UE PA Program. This currently is 307 (combined verbal and quantitative).
- Completion of the CASPA application.
- Completion of a criminal background check. Criminal background checks are required each year for physician assistant students.
- Students who do not meet the above listed criteria to maintain their B/PA position will be placed on a one semester “B/PA probation”. If B/PA criteria has not been met while on probation then the student will lose/forfeit their reserved seat, and may elect to apply through Pathway 2.

Students not meeting the above requirements will not be allowed to matriculate directly into the University of Evansville PA Program, but they may seek admission through the traditional graduate admission pathway (Pathway 2). Requirements are subject to change.

Note:
- All prerequisite science courses must be designed for science majors. Other courses will not be accepted.
- Once established as a UE student, up to three courses (maximum 10 credit hours) may be completed at other institutions as long as the courses are approved by the Office of the Registrar.
- All students must complete a bachelor's degree, and submit their final academic transcript, prior to formally entering the UE PA program.

**Independent Acceleration for B/PA Students**

Students within the B/PA Program may independently accelerate to a December graduation (3.5 years from entering the University) and apply via Pathway 2. B/PA students who do not gain admission to the PA Program through Pathway 2 may continue on Pathway 1 and enter the PA Program with their original cohort with no penalty as long as they meet the B/PA requirements for entry into the program.

**Why the UE B/PA Program?**

The purpose of the University of Evansville B/PA program is to increase the number of physician assistants in southwestern and southern Indiana. The UE B/PA program is committed to providing students with a quality education that prepares students for a career in medicine. Students in the program enjoy an array of benefits including:
- an automatic provisional seat within the University of Evansville Physician Assistant Program
- a quality undergraduate career, rooted in the liberal arts and sciences
- critical academic and career advising
- assistance with preparing for the MCAT or GRE
- relationship building among the UE B/PA cohort
• medical enrichment experiences designed to acquaint students with clinical and community service opportunities during the undergraduate experience
• opportunities to perform undergraduate research

Pathway 2: Graduate Admission Process

If you are an applicant that will have a degree by the time of matriculation, you will submit an application through the Central Application Service for Physician Assistants (CASPA) for the traditional application process. The CASPA cycle will begin on April 26, 2017, and the application deadline is August 1, 2018 with a “verified” status. Please use the following Designated Institution (DI) GRE code when indicating the University of Evansville’s PA Program as a score recipient: DI Code: 1765

The admissions process to a two-step process. The first step is an academic evaluation using the CASPA application. GPAs and GRE scores are all evaluated. CASPer interview scores and additional special population modifiers (see below) are added. Personal statements, exposure to and understanding of the physician assistant profession, campus involvement, commitment to learning, history of leadership, letters of recommendation, and strong writing and interpersonal skills may also be taken into consideration by the selection committee. The second step, for top candidates, is an on-campus interview. The PA Program uses the Multiple Mini Interview (MMI) process. Students will then be selected for admission. Interviews are expected to be in September prior to year of matriculation with offers of admission made within two weeks of the interview. Those eligible applicants not offered admission will be placed on a wait list.

Upon an offer of admissions, candidates will be required to submit a $500 non-refundable seat deposit. This deposit will be applied toward tuition upon matriculation. At least 50 percent of the matriculating class will be selected through this admission pathway.

Special population modifiers:
• Military veterans / active military
• UE Affiliation
  o Alumni (UE Diploma)
  o students (60 credit hours or more)

APPLICATION TIMELINES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 25, 2018</td>
<td>CASPA Application available</td>
</tr>
<tr>
<td>August 1, 2018</td>
<td>Program must have CASPA application with “verified” status</td>
</tr>
<tr>
<td>TBD</td>
<td>CASPer interview dates</td>
</tr>
<tr>
<td>September</td>
<td>On campus interviews</td>
</tr>
<tr>
<td>September 15-20, 2018</td>
<td>All initial invitations extended</td>
</tr>
</tbody>
</table>
ESSENTIAL FUNCTIONS – TECHNICAL STANDARDS (A3.15)

The PA 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 perform successfully all of 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 or not they are able to 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. In the event that a student determines he or she cannot meet an essential function 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 PA Program 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 a reasonable accommodation 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 a reasonable accommodation has been made, the offer of admission or status in the program will be withdrawn.

The essential functions are:
1. Affective/behavioral skills
2. Cognitive skills
3. Communication skills
4. Observation skills
5. Physical and emotional health
6. Psychomotor skills

To accomplish the essential functions, the student must be able to meet the following technical standards:

1. Affective/behavioral skills – use of social and professional skills to demonstrate
   • 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.

2. Cognitive skills – possession of sufficient intellectual-conceptual ability that includes the capacity to measure, calculate, reason, analyze, integrate and synthesize information in order to make decisions. Includes demonstration of the ability to
• 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.

3. Communication skills- use of verbal (oral and written) and nonverbal abilities to
• 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.
• Elicit a thorough history from patients/caregivers.
• 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.

4. Observation skills – functional use of vision, hearing, and other sensory modes to
• Observe audiovisual presentations, written materials, laboratory demonstrations and procedures.
• Effectively perform auscultation/auditory evaluation of patients.
• Appreciate environmental cues such as phones, paging systems, and verbal communication in a setting with competing ambient noise.
• Appropriately take a patient’s history.
• 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.
• Read information from patient charts, equipment, and diagnostic tests such as EKG and radiographs.

5. Physical and emotional health – excellent physical and emotional health and maintenance of personal hygiene and appearance as demonstrated by the ability to
• Perform the skills mentioned in the other sections of this document.
• Avoid jeopardizing the health and safety of others with whom one interacts.
• Avoid offending others with whom one interacts.
• Develop rapport with patients, caregivers, classmates, faculty and other health care professionals.
• Respond appropriately to stressful situations in the classroom and clinic.

6. Psychomotor skills – gross and fine motor skills reflective of the physical capacities required to meet the responsibilities of a physician assistant student in a wide variety of clinical settings. Student should demonstrate the ability to
• Use gross and fine motor skills to complete patient examination
• 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

EDUCATION

Undergraduate education, didactic professional education, and clinical education are the three critical components that prepare students to engage in the contemporary practice of medicine. The experiences inherent in these three elements are mutually supportive, with each component enriching and reinforcing the others. In accordance with the University mission, the professional phase of PA education seeks to assist students in the realization of their full potential. The core values of the profession are presented in the first semester within the professional phase. These values are reinforced and nurtured throughout the curriculum through didactic, clinical and service learning experiences.

The professional curriculum includes both didactic and clinical components. The didactic component (including classroom, laboratory, and self-directed activities) ensures that students have the necessary knowledge base to competently and compassionately care for patients. Skills acquired during completion of prerequisites are reinforced and further developed, including self-directed learning, critical thinking, and reflective inquiry.

Clinical education experiences provide students opportunities to apply and refine acquired didactic knowledge, psychomotor skills and professional behaviors to assess and treat patients in a supervised environment. Exposure to diverse patient populations and settings allows students to assimilate concepts related to human anatomy, physiology, behavior, perceptions, and culture. The value of clinical education in facilitating the process of professional maturation, skills refinement, and critical thinking is beyond measure. Clinical courses allow students opportunities and experiences that cannot be replicated in the classroom setting.

A key focus of all elements within professional education is interaction among students, between students and faculty, and among students, faculty, and the external community. For interaction to be an effective educational tool, foundational skills in communication must be in place. Undergraduate coursework prepares students to optimally engage in and benefit from the interactive and collaborative experiences available during the professional phase of physical
assistant education. Faculty members partner with students to achieve the goals of individual students, the program, and the profession.

**FACULTY RESPONSIBILITIES**

Faculty members recognize their responsibilities as role models of competent educators, scholars, clinicians and servants to the profession and their communities. They strive to provide an effective classroom learning environment and share with students the responsibility for nurturing this environment.

The faculty is responsible for designing, implementing, and assessing a curriculum that uniquely combines the science and art of medicine. Faculty members strive to present information that is supported by currently available evidence to provide students with the tools to evaluate new and existing ideas. It is the faculty’s responsibility to guide students in the process of self-evaluation and to promote their development as reflective practitioners and lifelong learners.

Faculty members are responsible for continuing to improve their own practice and teaching skills through activities such as continuing education, advanced certifications, professional development, scholarly activity, and clinical practice.

The faculty will demonstrate the following Core Values in the following ways:

**Accountability:**
- Remain current in assigned areas of teaching
- Provide students with the most current scientific evidence to support the practice of medicine
- Encourage the intellectual, ethical, and professional growth of students
- Be physically available to students during an adequate number of posted office hours
- Be familiar with policies that affect students
- Provide verbal or written comments and evaluation of student work in a timely manner
- Provide students with a complete syllabus that outlines all objectives, grading practices, and requirements for assignments
- Participate in professional organizations

**Altruism:**
- Provide pro bono services to patients when given the opportunity
- Within reason, provide letters of recommendation for students

**Compassion and Caring:**
- Refer students to appropriate University and community services when needed
- Be respectful during all interactions with students and colleagues
Excellence:
- Challenge mediocrity in ourselves and in our students
- Seek and follow current best practice in teaching and professional practice
- Engage in professional and scholarly activity at a level expected by the University, the department, and external accrediting agencies

Integrity:
- Provide impartial evaluation of student academic and clinical performance regardless of gender, race, religion, sexual orientation and national origin
- Fully participate in faculty duties as advisors, colleagues, and department and University committee members

Professional Duty:
- Serve the PA profession at district, state, and/or national levels
- Maintain a high level of service to students and clients
- Participate in self-regulation of the professions of teaching and physician assistant

Social Responsibility:
- Seek opportunities to positively influence the health of our society

Community Service
- Participate in activities to benefit the communities within which we live

STUDENT RESPONSIBILITIES

In order to be successful in the professional program and develop entry level skills, students will be guided to take responsibility for their education. Student responsibilities include but are not limited to the following:

Accountability:
- Seek and respond positively to feedback from multiple sources
- Acknowledge and accept consequences of one’s own actions
- Communicate honestly with peers, patients, clinicians, and academic faculty
- Perform self-assessments and identify resources available within the University to assist one’s own progression through the professional program
- Participate in professional organizations

Altruism:
- Seek ways to place the needs of the class or group above one’s own needs
- Work together with classmates and other students in the PA Program for the common good of the program
- Mentor fellow students to fully realize their potential
Compassion/Caring:
- Communicate effectively both verbally and non-verbally with other students, faculty, clinicians, patients, and others, taking into consideration individual differences
- Be an advocate for the needs of classmates, patients, and clients
- Demonstrate respect for classmates, faculty, clinicians, patients, and clients and consider each person as unique and valuable
- Recognize and refrain from acting on cultural, social, gender, and sexual biases
- Respect the rights and needs of all individuals

Excellence:
- Internalize the importance of using multiple sources of evidence to support professional decisions and practice
- Pursue a tolerance for uncertainty
- Engage in the pursuit of new knowledge
- Strive to acquire the highest levels of knowledge and skill in academic and clinical courses
- Value clinical courses as an opportunity to develop professional skills and knowledge

Integrity:
- Be trustworthy
- Abide by the departmental and UE Honor Codes
- Recognize limits of expertise when dealing with clinicians, faculty, patients and clients
- Adhere to the highest standards of practice

Professional Duty:
- Preserve the safety, security, and confidentiality of patients, clients, and colleagues in all professional contexts
- Strive to promote the profession of physician assistant
- Take pride in the profession of physician assistant, the PA Program at this institution, and the University of Evansville
- Encourage every patient to achieve goals of health and wellness to the best of his or her ability

Social Responsibility:
- Promote cultural competence within the class, clinical affiliations and the University community
- Participate in community activities
- Participate in political activism
- Advocate for the health and wellness needs of society
MASTER of PHYSICIAN ASSISTANT SCIENCE CURRICULUM (A3.14d; A3.14e)

The curriculum is designed to prepare students to provide patient-centered care and work within an inter-professional team environment. The curriculum builds a strong base in health information, evidence-based medicine and emphasizes the importance of life-long learning.

The curriculum is built on the mission and goals of the University of Evansville and the PA Program. It provides core knowledge about established and evolving biomedical and clinical sciences in a breadth and depth to prepare students for the clinical practice of medicine.

The sequencing of the curriculum below is designed to assist students in meeting the program competencies and the University’s mission and goals. The start of the program (first semester) is focused on a team environment, needs of a community/population and on the human element (art) of medicine. The goal is to “set the stage” for clinical practice by developing a sense of “bigger than an individual or simple knowledge” to be able to provide clinical care.

The next three didactic semesters begin to mix foundation science material with clinical science to maintain a dynamic relationship between base knowledge and evolving clinical practice. The course material is synchronized and thus is somewhat modular in topics covered.

The final 12 months (3 semesters) are structured clinical practice experiences (rotations). These courses are designed to have the student integrate and apply the knowledge acquired from the didactic portion of the curriculum. Students have 4 week rotations in seven core areas per accreditation standards. These are divided into four primary care fields (family medicine, internal medicine, women’s health, pediatrics) and three specialty care fields (general surgery, mental health, emergency medicine). The community advisory group and PA faculty have added two additional required medical specialties (orthopedics, cardiology). The students then have an elective of their choice. Student then choose either a primary care pathway or a specialty pathway for an additional elective.

A unique required rotation is an inter-professional education (IPE) experience. Students will spend two-weeks with another member of the healthcare team that is not a physician, PA or nurse practitioner. The goal is to learn and present to their classmates another profession that the students may be exposed to on an interdisciplinary team and how these members contribute to the health and wellness of patients served.
### Scheme for Number PA Courses

**First digit** = year in program (5, 6, 7)

**Second digit** = theme of course within curriculum (based on program competencies)

**Third digit** = general course sequence within theme

#### Knowledge

1 = Basic Medical Science

- PA 510, Medical Literature and EBM
- PA 511, Human Physiology
- PA 612, Human Structure (Gross Anatomy)
2 = Basic Clinical Knowledge
- PA 520, Pharmacology
- PA 521, Behavioral Health
- PA 622, Clinical medicine 1
- PA 623, Therapeutics 1
- PA 624, Clinical Medicine 2
- PA 625, Therapeutics 2

Skills
3 = Clinical Skills
- PA 530, Diagnostic tests
- PA 531 Medical Imaging
- PA 532 12-Lead EKG
- PA 632, History and Physical Exam 1
- PA 633, History and Physical Exam 2
- PA 634, Clinical Skills

Professionalism
4 = Professional Practice
- PA 540, The PA Professions (History of PA Profession and PA Practice)
- PA 541, Medical Ethics
- PA 542, Health Systems and Policy
- PA 544, Cultural Competence and IPE
- PA 545, Introduction to Clinical Practice
- PA 645, Interpersonal Communication and Case-Based Learning

Clinical/Experiential/Summative
5 = Primary Care
- PA 750, Family Medicine
- PA 751, Internal Medicine
- PA 752, Mental Health
- PA 753, Pediatric Medicine
- PA 754, Women’s Health
- PA 755, General Medicine
6 = Specialty Care
- PA 760, General Surgery
- PA 761, Emergency Medicine
- PA 762, Orthopedics
- PA 763, Cardiology
- PA 765, Elective
- PA 766, Specialty Elective 1
- PA 767, Specialty Elective 2

7 = Other
- PA 770, Core Review 1
- PA 771, Core Review 2
- PA 772, Core Review 3
- PA 773, IPE Experience
- PA 774, Summative Experience

Course Descriptions (A3.14d; A3.14e)

Spring (PA1)

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 (2 credit hours)
This course will provide the PA student with instruction in the PA profession. Instruction will cover the historical development of the profession and current trends/events. Topics will include the physician-PA team relationship, political issues that affect PA practice, documentation, professional conduct, PA certification and licensure; certification maintenance; malpractice insurance; coding and billing. The role of the PA organizations will also be discussed.

PA 541: Medical Ethics (1 credit hours)
This course covers the 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 542 Health Systems and Policy (3 credit hour)
This course discusses health care delivery systems and Health policies. The course will focus on the settings for health care delivery and people who provide health care. The course will cover key management and policy issues in contemporary health systems and the process of public policy development and its impact on health system improvement. Students will learn how to evaluate the performance of health systems. Special attention will be on the US Healthcare system. Finally, healthcare reform will be covered from a historical perspective to modern day events.

PA 521: Behavioral Health (3 credit hours)
This course examines the various social and behavioral sciences 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 life span 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 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.

PA 510 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.

Course Descriptions
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 (3 credit hours)
This course focuses on common medical imaging tests used to help diagnose a variety of medical conditions. Students will learn what normal images are and abnormal images to interpret basic primary care diagnostic pathology. Students will begin foundational work on using imaging findings to build differential diagnosis, and monitoring of disorders commonly found in clinical practice.

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 to identify effects of drugs, electrolytes disorders, pacemakers or other systemic disease processes.
PA 545 Introduction to Clinical Practice (1 credit hour)
This course will provide early exposures 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. Students will shadow PAs and other healthcare providers to understand the various roles and responsibilities of PAs and the healthcare team. A second course objective is the introduction of lifelong learning/continuing education. Students will attend and participate in several grand round lectures provided at both Deaconess Hospitals and St. Vincent’s Evansville.

Course Descriptions
Fall (PA2)

PA 612 Human Structure (Gross Anatomy) (6 credit hours)
This course is a cadaver dissection gross anatomy course that will be taught in conjunction/partnership with the Indiana University School of Medicine Evansville. This course will focus on normal anatomy but will emphasizes those aspects of human anatomy that are most important to an understanding of patho-anatomy, physical diagnosis of disease, and an interpretation of patient clinical assessment.

PA 622 Clinical Medicine 1 (6 credit hours)
This course is the first of a two 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. The course topics will be paired with PA 623 (Therapeutics 1), for pharmacologic interventions.

PA 623 Therapeutics 1 (3 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 632 History and Physical Exam 1 (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.

Course Descriptions
Spring (PA2)

PA 624 Clinical Medicine 2 (6 credit hours)
This course is the second of a two 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. This course topics will be paired with PA 625 (Therapeutics 2), for pharmacologic interventions.

PA 625 Therapeutics 2 (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 633 History and Physical Exam 2 (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 (1 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. Faculty functions as a guide through the process to develop both integration of clinical knowledge, but also interpersonal communications skills.

Course Descriptions
Clinical Year (PA3)

PA 750 Family Medicine (4 credit hours)
This course is designed to provide students with an exposure and experiences in a primary care outpatient setting. The goal is for students to gain exposure to the approach to patients in this specialty and identify the fundamental principles of family medicine/primary care as they relate to the clinical care of patients. Students will be exposed to medical care across the life-span. 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, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

PA 751 Internal Medicine (4 credit hours)
This course is designed to provide students with an exposure and experiences in an internal medicine setting. The goal is for students to gain exposure to the approach to patients in this specialty and identify the fundamental principles of internal medicine/primary care as they relate to the clinical care of patients. Students will be exposed to medical care across the life-span. 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, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

PA 752 Community Mental Health (4 credit hours)
This course is designed to provide students with an exposure and experiences in the field of Mental Health. The goal is for students to gain exposure to the approach to patients in this specialty and identify the fundamental principles of Mental Health as they relate to the clinical care of patients. Students will be exposed to medical care across the life-span. 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, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

PA 753 Pediatric Medicine (2 credit hours)
This course is designed to provide students with an exposure and experiences in a pediatric medicine setting. The goal is for students to gain exposure to the approach to patients in this specialty and identify the fundamental principles of pediatric medicine as they relate to the clinical care of patients. 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, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

PA 760 General Surgery (4 credit hours)
This course is designed to provide students with an exposure and experiences in a surgery setting. The goal is for students to gain exposure to the approach to patients in this specialty and identify the fundamental principles of general surgery as they relate to the clinical care of patients. Students will be exposed to medical care across the life-span. 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, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

PA 761 Emergency Medicine (4 credit hours)
This course is designed to provide students with an exposure and experiences in an emergency medicine setting. The goal is for students to gain exposure to the approach to patients in this specialty and identify the fundamental principles of emergency medicine as they relate to the clinical care of patients. Students will be exposed to
emergency medical care across the life-span. 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, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

**PA 762 Orthopedic Medicine (4 credit hours)**
This course is designed to provide students with an exposure and experiences in the field of orthopedics. The goal is for students to gain exposure to the approach to patients in this specialty and identify the fundamental principles of orthopedics as they relate to the clinical care of patients. Students will be exposed to orthopedic care across the life-span. 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, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

**PA 763 Cardiology (2 credit hours)**
This course is designed to provide students with an exposure and experiences in the field of Cardiology. The goal is for students to gain exposure to the approach to patients in this specialty and identify the fundamental principles of Cardiology as they relate to the clinical care of patients. Students will be exposed to cardiology medical care across the life-span. 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, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

**PA 764 Women’s Health (2 credit hours)**
This course is designed to provide students with an exposure and experiences in the field of obstetrics and gynecology (OB/GYN). The goal is for students to gain exposure to the approach to patients in this specialty and identify the fundamental principles of Women’s Health as they relate to the clinical care of women. Students will be exposed to medical care across the life-span. 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, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

**PA 765 Elective Rotation (2 credit hours)**
This course is designed to provide students with an exposure and experiences in the medical field of their choice. The goal is for students to gain exposure to the approach to patients in a specialty that is not required and identify the fundamental principles of this specialty as they relate to the clinical care of patients. 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, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

PA 773 Inter-professional Education Clinical Experience (2 credit hours)
This course is designed to provide students with an exposure and experiences in a profession other than their own to gain exposures to another member of the medical team. The goal is for students to experience the approach to patients from a different health team perspective and how care received from this health care team member complements the traditional care a PA would provide.

PA 755 General Medicine (4 credit hours)
This course is designed to provide students with an interest in primary care an additional exposure and experiences in the field of primary care. This experience is focusing on family or internal medicine for those students wanting a general medicine focus of studies. Students will be exposed to medical care across the life-span. 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, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

PA 766 Elective 2 (2 credit hours)
The goal is for students to gain exposure to the approach to patients in a specialty that is not required and identify the fundamental principles of this specialty as they relate to the clinical care of patients. 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, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

PA 767 Elective 3 (2 credit hours)
The goal is for students to gain exposure to the approach to patients in a specialty that is not required and identify the fundamental principles of this specialty as they relate to the clinical care of patients. With the guidance of the clinical preceptor, students will perform history and physical exams, obtain diagnostic testing and develop differential
Students will learn to communicate effectively with medical providers, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

**PA 770 Core Review 1 (1 credit hour)**
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 (1 credit hour)**
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 (1 credit hour)**
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.
Student Rights
Policy: Students in the PA Program are entitled to the same rights as any other UE student.

Procedure: 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.

Administrative Assistant
Policy: The administrative assistant's office is located in Wallace Graves Hall, Room 311. The administrative assistant’s telephone number is: 488-3400. When faculty cannot be reached directly, the student may ask the administrative assistant to communicate a written message to a faculty member via the faculty member's mailbox.

Communication between Faculty/Staff and Students
Policy: 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.

Policy: Frequent communication between faculty and students is critical. This communication takes place individually or in groups orally, as well as electronically and by other means.

Procedure: There are bulletin boards available for PA students and the PA Club. Notices are placed on the board by faculty, the administrative assistant and students. E-mail is a common method by which students and faculty communicate. Each student is assigned a University e-mail address. Each student cohort in the PA Program is placed in an e-mail group. Faculty may communicate with the students as a group using this system. Additionally, the faculty may communicate electronically with all students enrolled in a specific course or with individual students via Blackboard or Web Advisor. Due to the frequency with which e-mail is used, the following serve as guidelines for its appropriate usage within the PA Program.

1. 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.
2. All e-mails must include identification of a subject in the subject line.
3. Professional communication should be used when corresponding by e-mail. This includes the use of proper spelling, grammar, punctuation, etc.
4. 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.
5. Students must respond to e-mails sent by faculty members in a timely manner.
Failure to abide by these guidelines will result in individual counseling, notification of one’s advisor, and possible disciplinary actions.

Students are encouraged to utilize faculty posted office hours. All faculty members post office hours on their doors. Scheduling an appointment with a faculty member is recommended to ensure faculty availability.

Contact information for the Department of Physician Assistant Science faculty and staff is available on the Department’s website at: https://www.evansville.edu/majors/physicianassistant

Any change of name, telephone number, address, or email address is to be reported to the Administrative Assistant in the PA Office, the student’s faculty advisor, the Director of Clinical Education (DCE) and the Office of the Registrar.

Advising (A1.05)
Policy: PA faculty members provide academic advising to all students in the PA Program. Academic advisors guide and assist the students with career and professional development.

Procedure: Upon admission to the program, each student will be assigned an academic advisor to assist in meeting the objectives of the educational program and to guide the student’s professional development. In order to meet these objectives effectively, the following academic advising program and progression policies should be clearly understood by all concerned.

The advisor for each student will:
1. Maintain a program and development record for each student which may include:
   a. Courses taken, grades and GPA
   b. Curriculum prototype showing graduation requirements
   c. Student professional development planning materials
   d. Documentation related to professional behavior
2. Allow students access to the student’s departmental record under the advisor’s supervision.
3. Assist the student with course registration and evaluation of progress in the program in an effort to plan for future course work. The advisor will inform the advisee of available dates and times for conferences.
4. Confer with the student as necessary to guide and assist the student’s professional growth. Professional development materials will be updated each year outlining the student’s academic, clinical, and professional development goals.
5. Assist the student in identifying personal and professional objectives.
The student will:

1. Actively participate in the planning of the student’s professional development and suggest clinical courses with careful consideration of the student’s development as a practitioner and a person.
2. Confer with the advisor before dropping or withdrawing from a course, adding a course, altering the course sequence, or withdrawing from the PA Program.
4. Confer with the advisor as necessary and as desired.
5. Provide the advisor with current contact information. Each student should update the student’s mailing address, telephone number, and email address on an annual basis or as changes occur.
6. Arrange and keep appointments with the advisor.
7. Attend all advising sessions as scheduled with the advisor. It is the student’s responsibility to know dates and locations of these sessions.

Access to Information

Policy: Accreditation status, admission criteria, acceptance rates, matriculation rates, graduation rates, licensing board pass rates, employment opportunities, and average starting salaries are made available to all interested parties.

Procedure: Accreditation status, admission criteria, licensing board pass rates, and employment statistics with average starting salaries are available on the department’s web site for the PA Program (https://www.evansville.edu/majors/physicianassistant). Accreditation status, pass rate on the licensure exam, and employment statistics are also available in the PA admission brochure. Acceptance rates, matriculation rates, graduation rates and employment rates for the PA program are also available from the Department Chair upon request.

Student Records (A3.19, A3.20, A3.21)

Policy: Student files are kept in the PA Program office and minimally include the following:

A. Student has met published admission criteria
B. Student has met institution and program health screening and immunization requirements
C. Student performance while enrolled
D. Remediation efforts and outcomes
E. Summaries of any formal academic/behavioral disciplinary action taken against the student
F. Student has met requirements for program completion
**Policy:** PA students do NOT have access to the academic records or other confidential information of other students or faculty.

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

**Privacy and Confidentiality – (FERPA)**

**Policy:** 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.

**Procedure:** All permanent PA student records including medical records are filed in a locked record room in the PA Office. Access to these records is limited to department personnel. Other student records are maintained in the offices of faculty advisors that are kept locked when the faculty member is not in the office. 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**

**Policy:** 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.

**Procedure:** 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 upon request. A quiz must be satisfactorily completed on this information after independent student review. Due dates for test completion will be articulated to students via email.
Competency will be documented in the student's record annually. 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.

**Harassment (A3.11; A3.17g)**

**Policy:** 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.

**Procedure:** 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. Affirmative Action Officer (AAO)
5. Faculty or Student Ombudsman
6. Senior Vice President for Academic Affairs

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 University Student Handbook and follow the procedures outlined in that manual.**

**Non-Discrimination – Students (A3.11)**

**Policy:** The Department of Physician Assistant Science operates under a non-discriminatory policy with regard to race, color, age, religion, disability, gender, sexual preference, and national origin. 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.

**Procedure:** 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.

Information with regard to the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 can be found in the UE Student Handbook.

The non-discrimination policy is made available to students on the university and program application form and in the PA Program brochure.

**B/PA (Direct Entry) Progression**

**Policy:** Any B/PA (Direct Entry) student who falls below the minimum cumulative GPA average at the end of any semester prior to graduation will be placed on “Direct Entry Probation”. The student will then have one (1) semester to rectify the progression requirements.

**Procedure:** After term grades are released, the PA Program will review cumulative overall GPAs for each B/PA student. Any student who falls below the required threshold will be sent notification of failure to meet B/PA requirements. A meeting will be scheduled with the student and a PA faculty/staff member. The student will be placed on “direct entry probation” and have one semester to rectify B/PA program requirements. Failure to meet the requirements while on probation will result in a loss in their provisional pathway 1 seat. This does not prohibit a student from applying via pathway 2.

**Program Progression (A3.17; C2.02; C2.03)**

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:

I. Demonstration of academic integrity
II. Demonstration of safe, ethical and professional behavior
III. Successful completion of all didactic and clinical courses

Student infractions involving any of the above areas will result in disciplinary action. Depending upon variables such as the frequency, nature and severity of infractions a student may (1) have to complete an individual corrective program, (2) undergo academic remediation, (3) delayed progression, (4) be dismissed from the program. These actions may occur following periodic, mid-term or end-of-semester events. 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.
I. Academic Integrity

Policy: Academic integrity is expected of all students and faculty. Academic dishonesty in any form is unacceptable. Academic dishonesty includes, but is not limited to, cheating and plagiarism. UE has an Honor Code that is included in the UE Student Handbook. It is each student’s responsibility to become familiar with the Honor Code.

Sharing of memorized or recalled questions from any examination constitutes cheating, unless the faculty member allows students to retain copies of examinations. 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 items is also considered cheating. Utilizing unauthorized electronic resources on an exam is cheating, including leaving an electronic test to go to any other website.

Additionally, **you may not share any details regarding your experience during a practical examination.** Consult the course instructor if you have questions as to whether a behavior constitutes illegal or unethical conduct. If you question the behavior, it is likely that you should not engage in the behavior.

Plagiarism is defined as representing another person’s intellectual property, e.g., words, ideas, data, or work, as one’s own. Plagiarism includes but is not limited to the exact duplication of another’s work and the incorporation of a substantial or essential portion thereof. A sequence of five or more words taken verbatim without quotes may be considered plagiarism. **This includes work found in any medium including those from electronic resources, i.e., internet, compact disks, and thumb drives. Materials found in course manuals, including examples of case documentation, should be considered the intellectual property of the instructor(s) or the source cited by the instructor. Paraphrasing another’s work without attributing the ideas to the original author is also considered plagiarism.**

All work submitted must be properly credited to the original source(s) of the information. Direct quotations, statements which are paraphrased, summarizations of another’s work, and other information which is not considered common knowledge must be cited or acknowledged. Students may not submit work previously submitted to fulfill requirements in another course unless approved by the instructor. All assignments must be completed independently unless explicitly designated as group work by the instructor. Students are expected to provide accepted forms of acknowledgement for all written assignments and presentations in the classroom as well as in the clinic. Any breach of the preceding criteria will be subject to disciplinary action in accordance with the UE Honor Code.
Disciplinary actions may include, but are not limited to counseling, grade deductions, course failure, and dismissal from the professional program, and expulsion from the university. Failure of a course within the professional program due to a breach of the UE Honor Code will be considered in the same manner as course failures for other reasons.

**Procedure:** Faculty will discuss with the involved student any suspected incident of cheating, plagiarism or other form of academic dishonesty. 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 or sent to the Dean of Students. This letter will be composed by the faculty member and signed by the student(s) involved. If the student does not accept responsibility for the occurrence and the faculty member continues to believe that an infraction took place, the faculty member will report the incident in writing to 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. Counseling and academic remediation may also be required in individual cases.

**II. Safe, Ethical and Professional Behavior**

**Policy:** Students must demonstrate appropriate safe, ethical, and professional behavior as well as didactic course competence to progress through the physician assistant program. Students are also expected to adhere to the university and department policies for conduct. See the UE Student Handbook (specifically the policy entitled Student’s Rights and Responsibilities) and general campus policies for additional details.

Unsafe, unethical or unprofessional behavior may prevent a student from successfully completing a didactic or clinical course even if the student successfully completes other course requirements. Breaches in conduct resulting in course failure may require repetition of the course with delayed progression through the program and/or other disciplinary actions, including dismissal from the program.

**Procedure:** Each student will annually self-assess his/her demonstration of the core values. Faculty advisors will also annually evaluate their advisees on their progress toward meeting the core values. Input for this evaluation may be provided to the student’s advisor by other academic or clinical faculty. Each student should schedule a meeting with his/her advisor at least one time during each semester to discuss the student’s professional development plan. Any student who demonstrates inappropriate professional behaviors in either the university or clinical setting must specifically address those behaviors. Failure to do so may result in dismissal from the program.
Any student who demonstrates unethical, unprofessional or unsafe behavior will meet initially with the faculty member who is first aware of the behavior.

1. The faculty member should complete a Breach of Professional Conduct form when a student displays professional conduct that is considered inappropriate. (See examples provided in policy.) In the case of relatively minor infractions, (e.g., tardiness, sleeping in class, failure to respond to a faculty email message), the faculty member is encouraged to engage in a face-to-face discussion with the student regarding his/her behavior prior to completion of the Breach form. Completion of a Breach of Professional Conduct form should represent consistently inappropriate behavior. However, the nature of some behaviors, such as use of unauthorized aid and failure to maintain patient/client safety or confidentiality, dictates submission of formal notification after a single occurrence.

2. The Breach of Conduct form is transmitted electronically to the student, academic advisor, and Department Chair. The faculty member initiating the process prints a copy of the form which becomes the original on which the subsequent stages of the process are documented. This form is placed in the student’s permanent file in the physician assistant office. The faculty member who observed the conduct breach is responsible for monitoring and documenting the disciplinary process.

3. The faculty member and student should meet to discuss the occurrence. The academic advisor, Department Chair or other faculty designee may be present, dependent upon the nature of the situation or at the request of the faculty member or student.

4. An intervention plan is formulated during the formal discussion, documented on the original form, signed by the involved persons and placed in the student’s permanent file. If the observed conduct constitutes a possible breach of the UE Honor Code, university and departmental policies are followed.

5. When the planned intervention is completed, the components and outcome of the intervention are entered on the original form. The form is then signed by the involved persons and returned to the student’s departmental file.

6. If the stated occurrence is the student’s first documented case of misconduct, the faculty member initiating the process informs the department chair and other involved persons of the completion of the intervention. If a second breach occurs, a formal written letter from the Department Chair is sent to the student stating that an additional infraction will result in dismissal from the professional program. The student must sign and return this letter by the specified date. The signed letter is then attached to the original breach of conduct form and filed in the student’s departmental file.

7. 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.

8. If there is a third documented case of misconduct, the student will be dismissed from the professional program.
Examples of unprofessional behavior include but are not limited to the following:

A. Inappropriate communication, by any means, with academic and clinical faculty, staff, patients, classmates and colleagues. This includes contacting clinical facilities in an attempt to arrange clinical course placements.

B. Disrespectful/disparaging comments to academic and clinical faculty, staff, patients, classmates and colleagues.

C. Consistent late arrival for or early departure from class, experiential activities, clinical courses, scheduled individual or group meetings or any other required event.

D. Violation of the departmental or UE Honor Code.

E. Late completion of course requirements including but not limited to health documents, HIPAA and Infection control quizzes, criminal background checks, written assignments and out of class experiences.

F. Lack of preparation or participation in academic or clinical courses, including but not limited to sleeping in class, not being prepared to participate in class discussions or demonstrations, or not providing clinical faculty with the appropriate forms/documentation on the first day of the clinical experience.

G. Failure to forward clinical documents to the appropriate faculty member, including midterm faxes, the Clinical Performance Instrument and other required clinical forms.

H. Consistent lack of initiation/responsibility in communication about academic and clinical issues.

I. Consistent disruption of class or experiential or clinical courses by use of electronic and non-electronic devices.

J. Inappropriate touching during laboratory or practical experiences (e.g., unnecessary palpation near genitals or breasts).

K. Offensive jokes or comments (e.g., those based on ethnic background, gender, religion and scatological jokes/comments).

L. Inappropriate or disruptive use of laptop computer in class.

Examples of unsafe behavior include but are not limited to:

A. Failure of practical exams twice for safety violations.

B. Safety concerns being flagged on Clinical Performance Instrument.

C. Improper use of electrical equipment.

D. Leaving a patient or simulated patient unsupervised while temporarily leaving the area.

E. Violation of laboratory policies.
NOTIFICATION OF BREACH OF PROFESSIONAL CONDUCT

Date: ________________________________
Student: ________________________________
Faculty: ________________________________
Advisor: ________________________________
Course/Event: ________________________________ (date: _______
Occurrence: ________________________________
Informal Discussion: _______ Yes _______ No
   Date: ________________________________
   Content of Discussion: ________________________________
Formal Discussion:
   Date: ________________________________
   Participants: ________________________________
   Additional Content: ________________________________
Intervention Plan (including anticipated date of completion): ________________________________
________________________________________________________________________
________________________________________________________________________
Signatures: ________________________________
   (student) This document was reviewed with me.
   ________________________________
   (faculty)
   ________________________________
   (witness-if requested by the student or faculty member)
Completion of Intervention (remediation, counseling, etc.)
   Date: ________________________________
   Implementation: ________________________________
   Outcome of Intervention: ________________________________
                                                                                   
Signatures: ________________________________
   (student)
   ________________________________
   (faculty)
   ________________________________
   (witness-if requested by the student or faculty member)
III. Successful Completion of all Didactic and Clinical Courses

**Policy:** Progression through the program depends on successful completion of all required courses as well as demonstration of professional behaviors. It is the responsibility of the student to successfully complete each course and to demonstrate appropriate professional behavior in all situations in order to progress through the PA Program. Successful completion of a course is defined as the ability to demonstrate competence in course content. Criteria for successful completion of each course are conveyed to the student via the course syllabus. Failure to successfully complete a professional course will result in delayed progression or dismissal from the PA Program.

**Grading Scale and Minimum Passing Grades**

The minimum passing grade for each course in the curriculum is a C.

**Grading Scale for the PA program**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>90-91</td>
<td>A-</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-87</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>78-79</td>
<td>C+</td>
</tr>
<tr>
<td>75-77</td>
<td>C</td>
</tr>
<tr>
<td>73-74</td>
<td>C-</td>
</tr>
<tr>
<td>70-72</td>
<td>D</td>
</tr>
<tr>
<td>&lt;70</td>
<td>F</td>
</tr>
</tbody>
</table>

**Cumulative credit hours at C+ or lower**

**Policy:** Students may earn no more than 20 semester credit hours of coursework with grades of C+ or lower. If a 21st semester hour with a grade of C+ or lower is earned, the student will be dismissed from the program.

**Procedure:** Each course instructor determines the means for achieving competence in professional course work. These criteria are articulated in 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.
Individual faculty members decide whether to round fractional percentages and are consistent about doing this within a course. Students are made aware of all grading policies via the PA Student Handbook, individual syllabi, and verbally from the faculty member teaching the course. Each syllabus also contains the methods of evaluation for that particular course.

Clinical course work is graded by means of the preceptor evaluation, End of Rotation Exams, and assigned faculty. Methods of evaluation and grading criteria are articulated on the clinical course syllabi. The Director of Clinical Education makes final grade determinations for all clinical courses.

A student who does not successfully complete a course as defined by the course instructor will be required to repeat the course. Students who must repeat a course will not be allowed to enroll in PA courses the next semester. This will result in a delay in the student’s progression within the professional program.

Once the student successfully completes the failed course, the student will be allowed to progress to the next level of the professional program. All graduate work is counted and none of it may be omitted in computing the student’s overall grade point average.

A student is allowed to repeat only ONE course within the professional program. If a second course is not successfully completed, the student will be dismissed from the program.

In the event of delayed progression, conditions for the student’s progression through the professional program will be determined by the faculty on a case-by-case basis. These conditions will be conveyed in writing to the student, his/her advisor, Dean of the College of Education and Health Sciences, Dean of Students, Office of Financial Aid and the Registrar. The student’s failure to meet the conditions for progression will result in dismissal from the professional program.

Re-admittance exam

Policy: All students who have delayed progression during the didactic year must successfully pass (80% or higher) a cumulative program knowledge assessment of all courses prior to delay.

Procedure: Students who are delayed progression must complete a knowledge exam composed of all course material prior to the students delay. This exam will be administered no earlier than 1 month prior to the beginning of the returning semester (repeated course). The student will have two chances to successfully complete this assessment. If the student fails the first attempt, they must wait at least 1 week (time to remediate), but no more than 3 weeks before the second attempt. Failure to meet this requirement will prevent reentry into the program.
**Dismissal Policy:** The Department of Physician Assistant Science faculty makes decisions regarding a student’s progression through or dismissal from the PA Program.

**Procedure:** The following conditions **will** be cause for the Department of Physician Assistant Science faculty to dismiss a student from the professional program:

A. The student does not successfully complete a repeated course within the professional program.
B. The student fails two courses within the professional program.
C. The student does not meet the conditions outlined in a progression letter or in a corrective plan.
D. The student does not demonstrate appropriate, safe, ethical and professional behavior after receiving two breaches of professional conduct warnings and failure to comply with documented corrective plans.
E. 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.
F. Three breaches of professional conduct.

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

A. A student is accused of and admits to academic dishonesty.
B. 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 Department Chair within 30 days after the student is informed of the decision. Duplicate copies of the appeal are to be sent to the Dean of the College of Education and Health Sciences and the Senior Vice President for Academic Affairs.

If the appeal is unresolved, the student may appeal directly to Dean of the College of Education and Health Sciences and the Senior Vice President for Academic Affairs, in that order. Copies of any appeal must be sent to the Department Chair.

**Withdrawal from a Course:** The option of withdrawing from a course and receiving a grade of "W" is possible within the withdrawal period listed on the academic calendar each semester. Students electing to take a "W" in a professional course are to discuss this with the course instructor, their advisor, the Director of Clinical Education (if appropriate), and Department Chair. Students must also understand that re-admittance to the course is subject to the review
of the Department Chair and faculty. The student is encouraged to explore all other alternatives before taking such action. A student who withdraws from a course is required to submit a letter of intent explaining why he or she is withdrawing and his or her plans for the future. If the student is allowed to re-register for the course, it is recommended that it be taken the next semester the course is offered. Withdrawal from a professional course will delay further progression in the professional curriculum.

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 29 months (approximately 2.5 calendar years).

According to the progression policy and other program policies, a student must earn a letter grade of C or higher to successfully complete all courses. If a student does not successfully complete a course, the course may be repeated, and the student will be on a delayed progression through the program. A student may repeat only one course in the professional program; this means a student who earns a grade of C- or lower in two courses will be dismissed from the PA Program.

If a student withdraws from a course in the professional program for academic reasons, the withdrawal will be considered a failure to successfully complete the course. If the withdrawal is for non-academic reasons as determined by the faculty, the withdrawal will not be considered a failure to successfully complete the course. These situations will be evaluated by the faculty on an individual basis. In either instance, progression through the program will be delayed.

**Withdrawal from the Professional Program:** A student wishing to withdraw from the professional program should notify his/her advisor and put his/her intentions in writing to the Department Chair. Students planning to complete a degree in another discipline at UE should also notify the Office of Academic Advisement.

**Incomplete Grades:** A grade of "Incomplete" will be submitted to the Registrar only in cases of true hardship when extenuating circumstances have resulted in the student being unable to complete course requirements by the end of the semester. When this occurs the following policies are in effect:

A. See the UE catalog for the policy regarding time limits for removal of Incompletes.
B. The student will receive in writing the conditions required to remove the Incomplete.

A grade of “Incomplete” may result in altering the progression of the student within the professional program.

**Degree Awarded:** After successful completion of all didactic and clinical coursework the student will be awarded the Master of Physician Assistant Science (MPAS) degree.
Remediation and Deceleration (A3.17f)

**Policy:** The PA Program will provide remediation for students in the program who either have not met an academic standard and are still active within the program, taken a leave of absence or have decelerated. Remediation is defined as corrective action that allows a student to remain with his/her original cohort. Deceleration is defined as any event/action that causes a student to be removed from his/her original cohort.

**Policy:** A student who does not meet the Program Progression policy (listed above) will be subject to either remediation or deceleration. Remediation is the priority over deceleration if possible. Decisions regarding remediation and deceleration are made on an individual case by case basis.

**Procedure:**

*I. Academic Integrity portion of the Program Progression Policy*

Any student with a violation within this domain will have remediation that will be set by the program faculty/administration and monitored by the faculty advisor. Students not meeting remediation (or able to) within a month will be decelerated.

*II. Safe, Ethical and Professional Behavior*

Any student with a violation within this domain will have remediation that will be developed/determined by the program faculty/administration and monitored by the faculty advisor. Students not meeting course expectations after remediation (or able to) within a month will be decelerated.

*III. Successful Completion of all Didactic and Clinical Courses*

**Didactic portion** – students will be made aware of their standing in each course throughout each semester. The faculty will provide remediation within their individual respective courses at their individual discretion. Formal remediation may be made available outside of formal class times/offering. A grade of C- or below is considered a failing grade. Thus, any student receiving any grade below a “C” will fail the course. Students can repeat only one course within the curriculum and a second failure will result in dismissal from the program.

**Clinical portion (SCPEs)** – Students will be working directly with clinical preceptors and an assigned faculty member for each of the SCPEs (rotations). Student progress within a rotation can be monitored by patient logs (E*Value), communication with the preceptor and/or faculty member. There are four components for the nine required SCPEs that include: 1) preceptor evaluation of “pass”. 2) Passing an End-of-Rotation knowledge exam. 3) Passing an oral board/lab examination of SCPE objectives with a program faculty member. 4) Minimum encounters on the patient logs. Please see SCPE grading policy for additional details.
Due Process (A3.11)

Policy: Institutional and departmental policies regarding due process have been established for students at the University of Evansville.

Procedure: Policies and procedures related to due process are found in the PA Student Handbook under ‘Grievance’ and in the University Student Handbook under ‘Student’s Rights and Responsibilities’.

Filing a Complaint Not Addressed in the Established Due-Process Procedure (A3.11; A3.17d)

Any written complaint received by the department which does not fall under the established due-process procedure will be addressed on a case-by-case basis at the lowest administrative level with the authority to resolve the complaint. Anyone making a verbal complaint will be asked to submit the complaint in writing to the department. Documentation of the complaint and the resolution will be maintained by the Department Chair for one year following resolution of the complaint.

Grievance (A3.11; A3.17d)

Policy: A student may present a complaint, perceived injustice or unresolved conflict regarding an individual course or the program as a whole at any time.

Procedure: 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.
**Required Physical Examination**
**Policy:** PA students are required to have a physical exam and proof of immunization prior to matriculation in the program.

**Procedure:** Students must submit attestation that a physical examination determining eligibility for enrollment was performed. Students may schedule a physical exam with the campus health center if they are unable to complete this requirement prior to arrival on campus.

**Required Immunizations (A3.07; A3.21)**
**Policy:** 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. Additionally, students are required to submit updated immunizations in January each year.

**Procedure:** Students must submit completed immunization records to the PA Office. Students may schedule an immunization visit/update/titers with the campus health center if they are unable to complete this requirement prior to arrival on campus. The current required vaccinations: [http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html](http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html)

**Additional Immunizations for Clinical year**
**Policy:** 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 clinical rotations, followed by annual screening. 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. (A3.21)

**Additional Immunizations for International Travel/Rotations**
**Policy:** Students participating in international clinical experiences are required to meet CDC immunization recommendations for international travel to specified region

**Criminal Background Check**
**Policy:** All PA students at UE are required to have a background check prior to the first semester of course work and annually thereafter in order 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 be conducted prior to approval of clinical course assignments.

**Procedure:** The student is responsible for the financial cost associated with this record 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 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.

**Student Safety (A1.05)**

**Policy:** The University and the PA Program seeks to ensure student safety at all times 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.

**Procedure:** The Residence Life and Safe Living sections of the UE Student Handbook contain crime prevention tips and security services offered on-campus. This handbook also encourages students to participate in their own personal safety and the safety of others. A document on campus security is available on the University website.

Students are required to contact campus security in order to access designated Physician Assistant laboratories after hours. Campus security will provide an escort after dark upon request.

All electrical equipment utilized in the Department of Physician Assistant Science is checked once a year for electrical safety. (See policy and procedure on independent lab practice and laboratory safety.)

Full-time students are eligible for free healthcare at the Crayton E. and Ellen Mann Health Center on campus (A1.05). Basic first aid, medications, and treatment for minor illness are provided. A registered nurse is available during regular scheduled hours. The University recommends that all full time students have health insurance. Students enrolled in the professional programs are required to have health insurance.

Students participate in a variety of off-campus educational experiences including laboratories, experiential opportunities, and clinical course work. During these experiences, student safety is enhanced through supervision by an academic faculty member or a clinical faculty member.
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 instructor of record and the clinical faculty, if appropriate.

**Student Safety at Rotation Site (SCPEs) (A1.03)**

**Policy:** The PA Program will provide appropriate training to students regarding Occupational Safety and Health Administration (OSHA) standards prior to being at clinical sites.

**Policy:** The facility at which the rotation/experience takes place shall provide students access to the facility’s rules, regulations, policies and procedures with which the PA students are expected to comply, including, the facility’s OSHA standards, personal and workplace security and personal safety policies and procedures and shall address all appropriate safety measures for all PA students and any instructors on site.

**Policy:** The Director of Clinical Education (DCE)/faculty will evaluate a clinical site for student safety prior to allowing a student to be assigned to that location. The PA Program will take reasonable steps to ensure personal safety and security of students during the rotation/experience.

**Procedure:** The DCE or faculty member assigned to that rotation/SCPE will review available safety/security documents for each clinical facility and/or talk with the clinical preceptor on student safety and security. The preceptor/clinical site is responsible for distributing all safety/security information.

**Emergency Medical Care**

**Policy:** Students participating in scheduled off-campus educational experiences will be provided access to emergency medical care when indicated. The student assumes responsibility for the financial costs associated with these services.

**Procedure:** 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 Insurance**

**Policy:** Students are required to have health insurance while enrolled in clinical phase (PA3) of the professional programs at the University.
Procedure: 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 Administrative Assistant by May 1. Students in need of coverage should contact the Office of Administrative Services, extension 2941.

Health Center (A1.05)
Policy: Student access to the Health Center during the academic year: Monday - Friday, 8:00 a.m. - 5:00 p.m.; Saturday, closed; Sunday, closed.

Procedure: Full time students are eligible for free health care at the Crayton E. and Ellen Mann Health Center. The Mann Health Center is staffed by registered nurses and a medical provider. Basic first aid, medications and treatment for minor illnesses are provided. The Mann Health Center is located in Sampson Hall. Students should refer to the UE Student Handbook for further details of this service. The telephone number for the Mann Health Center is 488-2033.

Health Status
Policy: 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.

Procedure: 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. 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 a change in health status, a letter from the student’s surgeon or physician giving medical clearance to return to activity or specific activity or lifting limitations must be submitted to the instructor before the student will be allowed to participate in laboratory sessions or clinical assignments. The course instructor and the academic advisor 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.
The student will document compliance with health requirements as delineated in the policy on Clinical Education Health Requirements by the deadline dates. The student receives instruction on infection control, universal precautions and blood-borne pathogens and is required to demonstrate annual competence in these areas.

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

**Surgery/Other Medical Conditions** - Students who have had or are anticipating having surgery or a medical procedure must inform all instructors and their academic advisor before the surgery.

**Potential Health Risks for Students**
Being a student in a PA Program does not markedly elevate the risk of illness or injury above the background rate, 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.

Some examples of activities that may pose increased risk include dissection in the gross anatomy lab, use of electrical equipment during the skills portion of the curriculum, patient transfers, patient evaluation, and the transfer of communicable diseases in both academic and clinical environments. Prudent actions during these activities include wearing all appropriate safety equipment in the anatomy lab, checking electrical equipment prior to use, using appropriate body mechanics and assistance when lifting, and following relevant policies and procedures. During laboratory practice using other students as the simulated patient, students must self-screen for possible contraindications to the procedures (e.g., joint hyperextensibility, musculoskeletal injuries, and cardiovascular disease. Students are responsible for the information related to laboratory and equipment safety in the PA Student Handbook, as well as facility-specific policies and procedures. The most important action to take is to focus on the task at hand. Any questions about safety and risk avoidance should be directed to the appropriate member of the faculty, the Department Chair, or clinical faculty.

**Accidental Exposure Policy (A3.08)**
**Policy:** The Program, College and University will provide all students appropriate training in Universal/standard precautions and other risk reduction behaviors prior to any educational
activities that poses a risk of exposure. This is mitigated by students following the required CDC immunization policy found in this document. All students will pass a Workplace Bloodborne Pathogens Safety Training Program prior to exposures.

**Procedure (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 injury with soap and water and induce bleeding. If 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 determine what procedures exist at that site to deal with needle sticks/biohazard situations.
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 (A3.08).
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 within 30 minutes of exposure.
6. Students must submit an exposure incidence form within 48 hours (A3.21).

**Procedure (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 injury with soap and water and induce bleeding. If 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 immediately.
3. The student and instructor will determine where the nearest emergency room is located so the appropriate laboratory tests can be collected within 30 minutes of exposure.
4. The student will be responsible for any cost associated with testing provided by the site (A3.08).
5. Students must submit an exposure incidence form within 48 hours to the program.
6. Students can use the on-campus Health Center for treatment of all non-critical on-the-job injuries.

**Counseling, Testing and Health Education (A1.05; A3.10)**

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

**Procedure:** 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 488-2663. It is located in the Student Life Center on the second floor of the Ridgway University Center.

**Drug Screen**  
**Policy:** Students are required to complete a urine drug screening prior to beginning or during the experiential, part-time and full-time clinical experiences at clinical facilities if mandated by the clinical site to maintain a safe and health workplace. Successful completion of this screening will be required for participation in the clinical course.

**Procedure:** Students required to have a urine drug screen by a clinical site will be notified of this requirement by the academic program or clinical faculty. Specific type of testing and required time frame will be articulated. Student should complete testing at laboratory facility identified by the academic program or approved by the clinical site. The student is responsible for cost of this screening. The results of this testing will be provide to the DCE, the clinical facility and the student. The student will include results in his/her Clinical Health Information File.

**Substance Abuse**  
**Policy:** 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**  
**Policy:** The University of Evansville has a tobacco-Free Policy. This policy can be found at: [https://www.evansville.edu/tobaccofree/downloads/UETobacco-FreePolicy.pdf](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.
Attendance at Professional Meetings

Policy: A student attending state and national professional association meetings will be excused from class and clinical rotations upon written request.

Procedure: 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. Attendance at professional meetings will be considered an excused absence from didactic courses with prior notification of faculty. The faculty may request additional means for the student to demonstrate understanding of the missed course content. Absence from clinical courses will require the student to make-up missed clinical hours at the convenience of the clinical faculty.

Career Opportunities

Policy: Students will be made aware of all employment opportunities and will be assisted with their career planning as requested.

Procedure: Employment opportunities received by the department will be distributed via email to the final year PA students. The Office of Career Development assists students with resources and opportunities to prepare for entrance into the workforce. These include links to company homepages and a place to post and view employment opportunities via UE JobLink. UE JobLink allows employers to query student résumés and advertise job openings. Workshops in skills such as résumé and cover letter writing, interview techniques and job search strategies are held each semester. Each fall semester, the Office of Career Development offers a job fair for health science students that brings prospective employers to campus and gives the students an opportunity to investigate career opportunities with these employers. Details of the services offered by Career Development are available at www.evansville.edu/careerdevelopment. In addition, the physician assistant faculty will assist students by providing references and critiquing résumés upon request by the student. The student may need letters of reference from faculty members for licensure, scholarships and employment applications. Because of busy schedules, please provide faculty members with sufficient time to complete these requests.

Class/Lab Attendance

Policy: Lecture and laboratory attendance is expected of professional students. Refer to individual course syllabi for specific attendance requirements for each course. Some class sessions may be scheduled at times other than those noted on the registration printout. This is necessary to accommodate guest speakers and experiential learning activities. Students should not finalize work schedules until course syllabi and schedules are provided. It is the student’s responsibility to be aware of attendance policies for each class and potential consequences for unexcused absences.
**Procedure:** The department expects regular class attendance from all students. Students are considered sufficiently mature to be able to accept personal responsibility for attendance and to accept the consequences of failure to attend. It is also helpful for the student to remind the faculty of scheduled absences at the class period prior to the class that will be missed. Any student who will miss a class or lab for any other University sanctioned activity must inform the involved faculty member in advance about the proposed absence. Missed class time for these events is considered an excused absence. If a student plans to miss a class or lab for an activity that is not sanctioned by the University, the student must read the attendance policy for the class, discuss the issue with the faculty member in advance, and realize that there may be consequences associated with an unexcused absence.

If a student is ill and unable to attend class, the student must call or email the appropriate faculty or administrative assistant prior to class time. The student may be required to be seen at the Health Center or by a health care provider and provide the faculty with documentation of the illness. If the student provides documentation, the absence will be considered excused. A student who is absent from class and does not give prior notice will receive an unexcused absence for the class.

**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.

No recording of any type is ever permitted in the gross anatomy laboratory. Any violation of the policy on recording in-class and lab constitutes a violation of professional behavior and is grounds for a breach of professional conduct.

**Inclement Weather/Cancellation of Classes Policy:** Unless an announcement is made to the contrary, the University will operate normally despite inclement weather.

**Procedure:** All classes will continue as normal in the case of inclement weather (snow, ice, etc.). As most students live on or near campus, it is assumed that academic and other buildings will continue to be open and serviced. Faculty will continue with normal duties. If weather
conditions progress to the point that most roads and streets are virtually impassable, it may be necessary to suspend classes and/or routine operations. Information about class or office closure will be released by the Office of University Relations to the area news media and via text alert. Any student who is unclear about classes should try to reach the involved faculty by telephone or by email to clarify the situation.

Informed Consent for Laboratory Participation

Policy: 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.

Procedure: Each student is expected to dress suitably for laboratory experiences. Laboratory attire is usually consists of shorts, tee shirts, closed toed shoes, and sports bras for women. Additional requirements may be found in the syllabus of each class. The student must be respectful of the person acting as the patient simulator and protect his/her 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 his/her 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, he/she will be removed from the laboratory situation and referred to his/her 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 his/her advisor or the Department Chair. The situation may be described verbally or in writing.

**Laboratory Assignments**

**Policy:** PA faculty and administrative staff may need to make changes to individual student lab assignments after the registration period.

**Procedure:** Students will register for labs, but may be reassigned at the discretion of PA faculty or staff in order to match lab groups based on variables such as number of students in each lab, gender, and undergraduate degree.

PA faculty or staff will notify students and the University Registrar of final lab assignments once they have been determined.

**Laboratory and Equipment Safety**

**Policy:** 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 therapist as part of course requirements. The safety of the students during these simulations is the Responsibility of the students and course instructors.
4. Students are required to wear face shields, gloves, and closed toe shoes when performing or observing dissection in the gross anatomy lab. An eye wash station is in place should there be accidental exposure to hazardous material or body substances.
5. When practicing in a laboratory after dark, an escort service is available to the student (see policy on independent laboratory practice).
6. Emergency numbers are posted in all laboratories available for independent practice.
7. Safety data sheets can be found in the laboratories where material is used. Follow the directions if exposed to a hazardous material.
8. First aid kits are located in the laboratories. An AED is located in the Ridgway University Center.
9. 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.
10. Any damaged equipment is to be reported immediately to the laboratory supervisor or to the course instructor who will inform the laboratory supervisor.
11. Preventive equipment maintenance, including any necessary or indicated equipment calibration, is done annually.

**Standard Precautions**

**Policy:** Each student will demonstrate annual competence in aseptic technique, blood borne pathogens, and standard precautions prior to going to a health care facility for any experiential learning activity. Students are responsible for reviewing and complying with facility specific policies and procedures associated with clinical course work.

**Procedure:** Education on standard precautions will be provided to the students in the PA program prior to the start of any clinical experiential learning. If a student is unable to attend the mandatory class, the student must acquire the necessary information from a source that is approved in advance by the instructor of the class. This may be accomplished by taking a suitable course from an agency such as the Red Cross, or from annual competencies at a known health care facility.

Each student is required to review this information independently on an annual basis prior to his/her clinical coursework. Videotapes and/or written materials are provided for this review upon student request. Competency of this information will be assessed via a quiz.

**List of Clinical Skills and Procedures Taught in UE PA Program**

**Foundation Training**
- HIPAA Training *(competency)*
- Training in standard precautions and sharps safety *(competency)*
- AHA Basic Life Support (BLS) training *(competency)*
- Use of needle safety devices *(competency)*
- AHA Advanced Cardiac Life Support (ACLS) training *(competency)*
- Lab safety *(competency)*

**H&P/Document Training**
- Perform 4-quadrant eye exam with lid eversion *(competency)*
- Performing a head-to-toe physical examination across the lifespan (infant, children, adults, geriatrics) *(competency)*
- Performing special head-to-toe physical examinations (obstetrics, difficult patients, interpreters) *(competency)*
- Participating in Objective Structured Clinical Examination (OSCE) *(competency)*
- Performing male genital/testicular and rectal exams on standardized patients *(familiarization)*
- Performing clinical breast exams (competency)
- Performing Pap smears (competency)
- Obtaining vaginal and urethral cultures (familiarization)
- Performing birthing procedures to include evaluation of effacement and dilation and measurements of pelvic inlet and outlet (familiarization)
- Performing a hemoccult test for fecal occult blood (competency)
- Writing a comprehensive H&P (competency)
- Writing a focused H&P (competency)
- Writing the following types of medical documentation notes: SOAP, ACOG, admission, discharge, procedure, and psychiatric-specific (competency)
- Introduction of electronic medical records, CPT and ICD coding (familiarization)
- Performing a dental evaluation (familiarization)

**Interpretation**

- 12-lead ECG interpretation (competency)
- Interpretation of common laboratory tests (competency)
- Interpretation of plain-film radiographs (chest, abdomen, bones, spine) (competency)
- Interpretation of CT and MRI images (chest, abdomen, CNS) (familiarization)
- Interpretation of ABG reports (competency)
- Interpreting dynamic cardiac rhythms (II-lead) (competency)

**Basic Procedures**

- Performing phlebotomy (competency)
- Obtaining blood cultures (familiarization)
- Performing arterial puncture for arterial blood gas analysis (familiarization)
- Performing peripheral IV catheterization placement (competency)
- Setting up a main and secondary IV (familiarization)
- Performing IV therapy and drug dosage conversion calculation (familiarization)
- Inserting and managing saline locks (familiarization)
- Administering bolus and push IV injections (competency)
- Making drug infusions (familiarization)
- Performing injections (intradermal, subcutaneous, intramuscular) (competency)
- Use of an autoinjector (familiarization)
- Drawing-up medications (single-use vials, multi-use vials, glass ampules, powered medications, tubex syringes, jet syringes) (competency)
- Use of oxygen tanks (competency)
• Administration of various oxygen delivery devices (nasal cannula, pocket mask, simple facemask, Venturi mask, partial rebreather, non-rebreather) (competency)
• Ventilation with bag-valve-mask (BVM) (competency)
• Insertion of oropharyngeal airways (competency)
• Insertion of nasopharyngeal airways (competency)
• Suctioning of the oropharynx (competency)
• Performing peak flow measurements (familiarization)
• Administering nebulizer treatments (familiarization)
• Performing a 12-lead ECG (competency)
• Placing monitor leads (competency)
• Operating a cardiac monitor (familiarization)
• Operating a cardiac defibrillator (competency)
• Performing a synchronized and unsynchronized cardioversion (competency)
• Participation in simulated ACLS megacodes (competency)
• Inserting urethral catheters (male and female) (familiarization)
• Removal of indwelling urethral catheters (familiarization)
• Obtaining urine for culture and sensitivity testing (familiarization)
• Performing urine dipstick analysis (familiarization)
• Inserting and removing nasogastric (NG), orogastric (OG), and nasoenteric (NE) tubes
• Administration of tube feedings (familiarization)
• Removing cerumen (ear lavage, ear curettes) (competency)
• Application of eye drops (competency)
• Application of ear drops (competency)

Advanced (Provider) Procedures

• Performing central IV catheterization placement (competency)
• Performing interosseous placement (competency)
• Performing intra-articular injections (knee, shoulder) (familiarization)
• Performing bursa injections (familiarization)
• Performing trigger point injections (familiarization)
• Direct laryngoscopy (competency)
• Indirect laryngoscopy (familiarization)
• Insertion of advanced airways (ET tube, laryngomask airway) (competency)
• FB removal of ears, nose, pharynx (competency)
• FB removal of the eye (competency)
• Performing needle cricothyroidotomy (familiarization)
• Performing needle thoracostomy (familiarization)
• Performing thoracostomy (familiarization)
• Performing paracentesis (familiarization)
• Performing fluorescein staining of cornea (*competency*)
• Managing corneal abrasions (*competency*)
• Managing anterior epistaxis (topical vasoconstrictors, silver nitrate, tamponade devices, anterior packing) (*competency*)
• Managing posterior epistaxis (tamponade devices, foley catheter, posterior packing) (*familiarization*)
• Performing skin biopsy (curettage, shave, incisional) (*competency*)
• Performing cryotherapy (*competency*)
• Performing lumbar puncture (*competency*)
• Inserting chest tubes (*familiarization*)
• Performing surgical cricothyroidotomy
• Performing dental blocks (apical, infra-alveolar, palatine) (*familiarization*)
• Acute dental care (*familiarization*)

**Wound Management/suturing**

• Administration of local anesthesia by direct infiltration (*competency*)
• Administration of local anesthesia by field block (*competency*)
• Performing tissue debridement and undermining (*competency*)
• Performing one-handed hand ties (sutting) (*competency*)
• Performing two-handed hand ties (sutting) (*competency*)
• Performing suturing (instrument) (*competency*)
  o Simple interrupted
  o Simple running
  o Locked running
  o Interrupted vertical mattress
  o Interrupted horizontal mattress
  o Running horizontal mattress
  o Three-point mattress (half-buried)
  o Figure-of-eight
  o Subcuticular closure
• Performing closure with glue (*competency*)
• Performing closure with staples (*competency*)
• Performing closure with adhesive strips (*competency*)
• Performing cosmetic closure techniques (dog-ear repair, Z-plasty) (*familiarization*)
• Performing Suture removal (*competency*)
• Performing Stable removal (*competency*)
• Performing Incision and Drainage (*competency*)
Surgery related items not listed above

- Maintaining outpatient sterile fields (competency)
- Performing a surgical scrub (counted stroke method and timed method) (competency)
- Performing gowning and gloving for the operating room (individual and assistance) (competency)
- Opening sterile package and maintaining sterile fields (competency)
- Properly maneuvering in an operating room (competency)
- Identification of surgical instruments by sight. (familiarization)

Musculoskeletal related items not listed above

- Measurement and proper use of canes, crutches and walkers (familiarization)
- Selecting and Applying splints (competency)
  - Volar
  - Thumb spica
  - Ulnar gutter
  - Sugar tong
  - Stirrup
  - Posterior mold
- Applying fiberglass cast (short leg, short arm) (familiarization)
- Removing casts (familiarization)
- Cast maintenance (bivalving, windowing, wedging) (familiarization)
- Performing ankle taping (familiarization)

Use of Research Subjects

Policy: 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.

Procedure: 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. See also the Faculty Manual.

**Name Change – Students**  
**Policy:** The PA Program maintains current student information.

**Procedure:** A change of name is to be reported promptly to the PA Administrative Assistant, the University of Evansville Registrar, Student Accounts, and the student’s faculty advisor.

**Student Appearance**  
**Policy:** Each student will maintain a professional appearance when he/she is involved in off campus experiential, service learning activities, and clinical courses.

**Internal Student Employment (A3.04; A3.05; A3.06)**  
**Policy:** Students will not be permitted 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.

**Policy:** 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 (A3.14h)**  
**Policy:** Students are permitted to work during the program, however, the PA faculty strongly recommend 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 SPA (Student Physician Assistant) except during official UE sponsored clinical affiliations. The professional liability coverage provided by the University of Evansville does not apply to student employment situations.

**Faculty Providing Healthcare (A3.09)**  
**Policy:** Principal faculty, program director and the medical director must not participate as health care providers for students in the program.

**Financial Aid/Scholarship Information (A1.05)**  
**Policy:** 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.

**Procedure:** 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 is available online to students on the Department of Physician Assistant Science website.

**Student Fees**

**Policy:** Each student will pay department programmatic fees for the use of the laboratories and equipment and for the personal laboratory supplies issued to each student.

**Procedure:** Every student in the PA Program will be assessed programmatic fees at the beginning of each semester that he/she is in the professional program. The fee will be determined annually by the PA faculty and will be based on the costs of equipment issued to the student during the semester as well as the cost of disposable supplies utilized in laboratory courses. The fee will be collected by the Office of Student Accounts.

**Liability Insurance**

The University of Evansville provides professional liability insurance to all PA students performing official course work (SCPEs/rotations) within the supervision of the faculty/clinical preceptors approved by the school. Students are NOT covered if the activity is not officially part of the PA curriculum and approved by the University of Evansville.

**Required SCPE Documentation**

**Policy:** All students during their clinical year will have readily available the following items at the start of each rotation:

- Biographical Sketch/CV/Resume
- List of procedures taught and letter of competency
- Documentation of current physical exam
- Immunization record
- Background check
- Copy of the University of Evansville certificate of liability insurance

**Structure Clinical Practice Encounter (SCPE) Grading Process**

There are four components to this rotation that must be met for successful completion of this course/SCPE.

- The first part of the assessment will be from your preceptor. This is an overall P/F requirement. A failing mark results in failure of the rotation. Any student getting a failing grade will have a meeting with the clinical coordinator. The Clinical Coordinator and Program Director will investigate the causes for the failure and determine if the “F” will stand or the student will progress to the second part of the assessment and opportunity to move to the next rotation.
- The second part of the assessment which is the primary determination of the letter grade for the rotation will be based on the Physician Assistant Education Association
(PAEA) End of Rotations (EOR) Exam for family medicine. Students will be given a letter grade using z-scores based on national data for students in PA clinical rotations. See grading scale below. Any student who scores below a “C” grade (more than 1 standard deviation below mean) will receive an “incomplete” and be allowed to remediate the material. They may retake the EOR exam 1 time not less than 1 week from the prior attempt. A second score below threshold will result in a failure of the rotation.

- The third part of the course assessment will be an oral board/lab demonstration of the SCPE objectives listed above to a UE PA Program faculty member. Expect there to be an OSCE component/experience during the EOR. Successful completion of this event is required to successfully complete this SCPE/course. The faculty member has the ability to adjust your SCPE grade based on this assessment.

- The fourth part is assessment of review of your patient logs from E*Value. You must have had documented exposure of an appropriate number of patients as indicated above in the objectives.

**Structured Clinical Practice Encounters (SCPEs) A1.02; A2.15; A3.03**

**Policy:** There will be 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. (A1.02)

**Policy:** The University of Evansville will provide all required rotations (SCPEs) and will be within a 60 mile radius from campus. Students are responsible for all cost associated with all SCPEs. Students are prohibited from individually contacting sites or preceptors within the 60 mile radius, but may make suggestions to the DCE, but are NOT required to do so.

**Policy:** 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.

**Procedure:** The DCE is responsible for ensuring that there are signed agreements with all clinical affiliates/sites. They will also ensure that the University provides student SCPE opportunities within a 60 mile radius of campus. If a site is required, not a student request and beyond this radius the University will arrange housing opportunities. The DCE (with faculty) will evaluate/discuss all SCPEs to determine effectiveness of the education opportunity. This includes determination of primary instruction.
SCPE Attendance

**Policy:** Clinical attendance is required per the clinical faculty’s work schedule for the total hours specified in the course syllabus (based on a 40 hours week). Absence or repeated tardiness may result in grade deduction or course failure.

**Procedure:** The student will be expected to assume the work schedule of assigned clinical faculty. In the event of illness, the student is responsible for notifying supervising clinical faculty prior to the start of the work day. 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. Three unexcused absences will result in failure of the rotation and violation of professionalism standards.

Distant Rotation Policy

**Policy:** Students may complete a rotation (SCPE) outside of the 60 mile radius by request to the Director of Clinical Education (DCE) or Program Director. The student must be in good academic and professional standing to be approved.

**Procedure:** Student makes written request to DCE for a distant rotation (> 60 miles from campus). Student must identify the potential distant clinical site with written documentation from the site a willingness to precept the student. The PA Program will evaluate the suitability of the clinical practice and if accepted by the DCE will complete required affiliation agreements and coordination upon confirmation of the distant site. Students are responsible for all associated cost of a distant SCPE.

Accommodations and Transportation During Clinical Courses

**Policy:** Each student is responsible for arrangement and payment for accommodation and transportation associated with clinical course work.

**Procedure:** Students may discuss potential accommodation and transportation options with the DCE and clinical faculty. While the Evansville community and the Tri-State area provides a number of clinical opportunities, students should anticipate the personal and financial impact associated with transportation and accommodation outside the Evansville area for the majority of their full-time clinical course work.

Risk-Free right of patients to refuse to participate in clinical education

**Policy:** Patients have a risk-free right to refuse to participate in clinical education.

**Procedure:** Each student is required to purchase and wear a name badge during experiential and clinical course work that includes: University of Evansville, Physician Assistant Program, and
his/her given and surname. Student are required to introduce themselves to patients as PA students and are required to ask each patient for permission to treat prior to initiating treatment.

Risk-Free right of students to refuse to participate in specific clinical education experiences

**Policy:** Students have a risk-free right to refuse to participate/prescribe anything that violates their religious or cultural beliefs.

**Procedure:** When possible, a student should inform the DCE of any clinical procedures or potential situation that may arise that would violate their religious or cultural beliefs. The DCE will work with the clinical site/preceptor to accommodate the situation. If a situation arises, the student must communicate with the preceptor in a professional manner indicating their desire to be excused from the clinical activity due to personal beliefs. The student should notify the DCE of the event.

**Student Identification (B3.01)**

**Policy:** Students must be clearly identified as PA students at all times while in clinical settings. Student IDs will be provided prior to the clinical year.

**Student Evaluation of Courses (C2.01)**

**Policy:** Students are required to complete course and instructor evaluations at the end of each course. Students will also be required to complete additional curriculum, program evaluations as needed to assess the PA Program.

**Computer Skills**

**Policy:** Basic computer skills are required to be successful throughout the program. Examples of this include efficient use of internet-based applications such as accessing web pages and using web-based programs as well as the ability to use word processing, presentation and spreadsheet software.

**Procedure:** The majority of didactic and clinical courses will require basic skills regarding computer usage, and students will be expected to possess these skills upon entry into the program.
**Summative Experience (C3.04)**

**Policy:** The PA Program will conduct and document a summative evaluation of each student within the final four months of the program to verify that each student is prepared to enter clinical practice.

**Procedure:** The requirement is primarily assessed through the PA 744: summative experience course. However, there may be items in addition to this course that will be used to satisfy this policy.

**Library Services (A1.05; A1.10)**

**Policy:** The Library provides books, CDs, DVDs, videotapes, and journals of interest to students within the physician assistant program. In addition, extensive online databases are available. Interlibrary Loan (ILL) is available and assists scholarly research by obtaining library materials unavailable at the University's Library.

**Procedure:** A complete list of books, journals and other resources are available on the Library website. The reference collection has more than 3,000 reference book titles and over 70 abstract and full text database subscriptions in electronic and paper form. Networked work stations are available on all floors of the library. Library instruction is available on an individual basis. Reference services provide personalized assistance at 488-2482.

ILL requests take several days to fill and there is no charge for this service. Students may also check the local hospital libraries for medical journal holdings.

**Multimedia (Tapley) Center (A1.10)**

**Policy:** Computers and other resources are available for student use in the Tapley Multimedia Center which is located on the second floor of Wallace Graves Hall. Hours are posted at the entrance to the Center.

**Procedure:** Students are expected to demonstrate appropriate professional behavior when using the Center. Failure to do so may result in loss of privilege to use the Center.

**Campus Lockdown Protocol (A1.05)**

In light of recent incidents at several colleges and universities across the country, we want to remind you of the University Lockdown Protocol in the event of an emergency. Please read the information carefully as it could be the difference between your safety and the safety of others.

In the case of a potential threat to the campus community, a campus-wide lockdown order may be given at the request of local law enforcement or campus security officials. **To maximize the safety of individuals, once the doors are locked, they will not be reopened under any**
circumstances until law enforcement or UE Security issues an official “all clear.” During a lockdown, all electronic locking door systems will be manually locked meaning University I.D. access cards will not work.

To maximize your safety during a lockdown, please consider the following recommendations:

If the threat is outside of buildings or in the neighborhood...
- If in a classroom, remain there and take shelter. If the door has an internal lock, lock it. Those in common areas of the building should immediately move into a classroom or other safe area if possible.
- If in an administrative building, remain in or proceed to a room and take shelter. If the door has an internal lock, lock it.
- If in a residence hall, remain in or proceed to your room, lock door, and take shelter. Those in common areas should attempt to move into a room or other safe area if possible.
- If you are outdoors on campus grounds, take shelter as best as possible or proceed off campus.

If the threat is from a person known or believed to be inside a building...
- Consider the above recommendations
- Additionally, turn ringers and other tones off on cellphones and turn off lights.

Remember: All exterior doors to buildings will be locked. Card access will be shut off. Use your best judgment in determining the safest course of action to protect yourself.

Shelter-in-Place
“Shelter-in-place” is a procedure to encourage individuals to seek shelter during certain types of emergencies/catastrophic events that may pose a threat to the safety of a small part of the campus or the overall safety of the entire campus community. Because of the nature of university and college campuses (open atmosphere, multiple buildings, pathways, shared thoroughfares with the city, etc.), the ability of campus authorities to “shelter-in-place” an entire campus and restrict the movement of people is difficult, if not impossible. To maximize safety during a shelter-in-place order, the following recommendations should be considered by each individual:

"RUN, HIDE, FIGHT"
- RUN: Flee the building if you can do so safely based on what you know is taking place within the building. (i.e., if you hear gunshots on the other side of the building and you are close to an exit, law enforcement recommends running from the building)
- HIDE: Consider the above recommendations; additionally, turn ringers and other tones off on cellphones and turn off lights.
• **FIGHT**: You (and those with you) stand a better chance of surviving if you do something rather than nothing.

**Remember**: All exterior doors to buildings may be locked as a result of the shelter-in-place order. Card access will be shut off on electronic doors in the event of a shelter-in-place order. Use your best judgment in determining the safest course of action to protect yourself.

All University emergency notifications are distributed to the campus community via Ace Alerts. If you have not signed up for Ace Alerts, you can register through Acelink. This will ensure you receive emergency notifications via text message and e-mail. You can also get alerts by following @AceAlerts on Twitter and liking the Ace Alerts Facebook page.

For additional information regarding campus emergency protocols, visit [http://www.evansville.edu/safety/](http://www.evansville.edu/safety/)

**Disaster, Earthquake, Fire and Evacuation Policy**: Faculty, staff, and students will follow the procedures outlined in this document in case of earthquake, fire, inclement weather, or need to evacuate the building.

**Procedures**:

**Evacuation Routes**

• The goal is to exit the building as quickly as possible rather than proceeding inside the building to the door closest to the assembly point. If on the 2nd or 3rd floor of Graves Hall, use front stairwell (west) or rear stairwell (east), whichever is closest.

**Exit Doors in Graves Hall**

• Front door (west side of Graves Hall)
• Rear door (east side of Graves Hall) at the north end
• Rear door (east side of Graves Hall) at the south end

**ELEVATORS ARE NOT TO BE USED DURING AN EMERGENCY EVACUATION.**

**Designated Safe Areas for Those with Disabilities**

• If persons with disabilities are unable to evacuate the building, they should move to a room with windows on the outside of the building and call security 6911 (from a campus phone) or 471-6911 (from a cell phone) to alert emergency personnel of their location for rescue.

**Assembly Points for Graves Hall**

**Earthquake**

• Assemble at Black Beauty Soccer Field at Arad McCutchan Stadium
Exit front door or either rear door to the Walnut St. sidewalk, travel west on Walnut St. to the crosswalk, cross Walnut St. and proceed to the east gate at the south end of Black Beauty Soccer Field.

- Classes are to stay together to enable the instructor to verify evacuation of everyone
  - Alternate assembly area: Sesquicentennial Oval
    - Exit Graves Hall, walk south past the East Terrace to the Sesquicentennial Oval

Fire

- Assembly area for Graves Hall is the Ridgway University Center
- Exit closest door and assemble by the water element inside the main door of the Ridgway University Center and wait until accounted for
- Classes are to stay together to enable the instructor to verify evacuation of everyone

Faculty members who were conducting class will check attendance to see that all students are at the assembly point. Faculty members will report to their Department Chair, who will report to the dean to assure all students and employees are accounted for.

SAFETY PROCEDURES

In Case of an Earthquake
- Seek shelter under a sturdy piece of furniture or inside a doorway until shaking ceases
- Stay away from windows and doors
- After shaking ceases, move to the assembly area
  - Assembly area for Graves Hall:
    - Black Beauty Soccer Field at Arad McCutchan Stadium
    - Alternate location: Sesquicentennial Oval

In Case of Severe Weather

Severe Thunderstorm Warning (severe thunderstorms are occurring)
- Stay indoors and away from windows
- Be prepared to move to a safe area within a classroom located on the first floor of Graves Hall (Graves Hall 100, 104, 105, 112) if threatening weather approaches

Tornado Warning (an actual tornado has been identified in the area)
- Upon notification of a tornado, students/faculty whether in class or in the building, must move to a first floor classroom (Graves Hall 100, 104, 105, 112) until security notifies that "all is clear". Students with disabilities should be assisted to the first floor or moved to an interior classroom on the second or third floors.
EVACUATION OF THE BUILDINGS

- Exit nearest door and move to the assembly point
- Do not use the elevator

Faculty Responsibilities during Evacuation

- Bring class roster with you when evacuating the classroom/building
- Ensure that all students are out of the classroom and adjoining restrooms
- Proceed to the designated assembly area with your class
- Make a note of students who are not present and maintain order
- Remain at the assembly point until the “all clear” signal is communicated by an appropriate administrator or security personnel

DO NOT return to an evacuated building until an “all clear” is sounded.

Fire/Fire Alarms/Explosions

In all cases of fire the University Security Office must be notified immediately. On campus 6911. Off campus 488-6911

If the fire is a small one and you can access a fire extinguisher, attempt to extinguish the fire. If the fire is not extinguished within a minute, leave immediately. For fires that do not appear to be controllable, immediately evacuate the building after sounding the alarm. Do not use elevators. Close, but do not lock, doors to confine the fire.

Know the location of fire extinguishers, alarm pull stations, and exits in your area and how to use them.

In Graves Hall:
Fire Extinguishers:
- Two on the north hall and two on the south hall of each floor

Pull stations:
- First floor – one on the north hall and one on the south hall toward the back doors
- Second floor – one on the north hall and one on the south hall toward the front
- Third floor – no pull stations

All students should register with the University’s text alert system to receive safety information and emergency alerts. Sign up information is located on AceLink.
Observation Experiences or Field Trips

**Policy:** The University and the PA Program seek to ensure student safety at all times while the student is on and off campus. The University is not responsible for any injuries incurred by a student while traveling to and from an observation or field trip experience.

**Procedure:** Off campus observations or field trips are utilized to augment the student experience in the PA Program. These experiences are scheduled by course faculty but are supervised by a clinical faculty member. These experiences are limited in nature and are to provide the student with an opportunity to observe patients and provide some limited patient handling. All students participating in these experiences must sign a University waiver of liability form before they are eligible to participate in the experience. Should a student be involved in some type of incident during one of these experiences, the student should notify appropriate authorities if indicated, the supervisor of the observational experience, and the primary faculty member.

Parking Permits

**Policy:** Any student wishing to utilize campus parking will be required to register the vehicle and purchase a parking permit.

**Procedure:** Parking permits must be purchased annually at the Safety and Security Department, 1 S. Frederick Street in the General Services Building.

Photocopier and Fax Machines (A1.10)

**Policy:** Photocopiers for student use are located in the Bower-Suhrheinrich Library and the Tapley Multimedia Center. A fax machine for student use is located in the Bower-Suhrheinrich Library. The fax and copy machines located in any physician assistant program office are not for student use.

**Procedure:** Students are allotted $40.00 in printing per semester. Students who exceed the allotment will be charged for their additional printing.

**Pricing Per Page:** Monochrome: $0.05; Monochrome Duplex: $0.08; Color: $0.10; Color Duplex: $0.18

White Coat and Hooding Ceremonies

The PA Department will host a White Coat Ceremony. All PA students and their families will be invited to attend.

The Department of Physician Assistant Science will host a Hooding Ceremony on the Friday before commencement. All graduating students and their families will be invited to attend.
Selection of Class Representatives and Faculty Class Advisor

Policy: PA student cohorts will select class representatives who will serve as liaisons between the student cohort and PA faculty and administration. The role of the class representative will be to gather input from classmates on both academic and non-academic issues. The class representatives will represent the class. Below are the chain-of-commands for both academic and non-academic issues.
Physician Assistant
Academic Chain-of-Command

Academic Issue/concern

Individual Concern
Contact your Instructor
Issue not resolved
Contact your Academic Advisor
Issue not resolved
Contact Program Director
Issue not resolved
Contact Dean

Group Concern
Contact Class Officers
Issue not resolved
Contact course instructor/coordinator if course issue
Issue not resolved
Contact Faculty Class Advisor
Issue not resolved
Class officer contacts Program Director

Issue not resolved
Class officer contacts Dean
Class officer positions are:
- President – represents the class, organizes the class leadership
- Vice President – assist class president, assumes duties of president when president not available
- Secretary – records notes/votes/discussion
- Treasurer – manages class finances and organizes any fundraising activities
- Social Chair/outreach – organizes activities outside of the PA Program

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.
Student Organizations

Physician Assistant Club (PAC)
The mission of the 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 a variety of aspects related to 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.

Physician Assistant Student Ambassadors (PASA)
The mission/goal of this group is to represent the PA Program in various community and University activities. Students must be in good academic and professional standing to be eligible. Students then must be recommended by a faculty member. Some activities may include tour guides, student shadows, panelist, participate in admissions activities.

Pi Alpha (PA National Honorary Society) – Pending
This 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

Competencies of the Physician Assistant Professions
The primary four Physician Assistant organizations: National Commissions on the Certification of Physician Assistants (NCCPA), Accreditation Review Commission for the Education of Physician Assistants (ARC-PA), Physician Assistant Education Association (PAEA) and the American Academy of Physician Assistants (AAPA) develop a joint list of basic competencies that all practicing physician assistants are expected to develop and maintain through their career. These can be found at https://www.aapa.org/WorkArea/DownloadAsset.aspx?id=2178
NCCPA Exam Content Blueprint Task and Organ Areas
This is a list of tasks that include knowledge and skill areas that were identified as important to physician assistants practice through an intensive practice analysis. Many of these knowledge areas and cognitive skills are covered on NCCPA’s examinations.
https://www.nccpa.net/examscontentbptasks

The NCCPA also provides a list of content blueprint organ areas for its examinations. The link below provides approximate exam percentages and disease states that will be covered on NCCPA examinations.
https://www.nccpa.net/examscontentbporgans

The links below are additional items to discuss the Certification Exams and provides additional information.
http://www.nccpa.net/examscontentblueprint
http://knowledgeplus.nejm.org/understanding-the-nccpa-blueprint-for-panche-panre
http://www.nccpa.net/Uploads/docs/Sample_Questions_and_Critiques.pdf

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 of 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.paeaoonline.org](http://www.paeaoonline.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. We work to ensure the professional growth, personal excellence and recognition of physician assistants. We also enhance their ability to improve the quality, accessibility and cost-effectiveness of patient-centered healthcare.  [https://www.aapa.org](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](http://www.indianapas.org)

Indiana Professional Licensing Agency (IPLA) – Physician Assistant Committee
This is the State Licensing agency for Indiana. This site provides all licensing information for Indiana. It also provide current statues/laws and additional resources.
[http://www.in.gov/pla/pa.htm](http://www.in.gov/pla/pa.htm)
Permission for Disclosure

I have thoroughly read and understand the contents of the Physician Assistant Student Handbook.

_________________________________________________________________________   __________
Signature                                      Date

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.

_________________________________________________________________________   __________
Signature                                      Date

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.

_________________________________________________________________________   __________
Signature                                      Date

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.

_________________________________________________________________________   __________
Signature                                      Date

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.

__________________________________________  __________________
Signature                                    Date
Master of Physician Assistant Science Program
Reference Information

Please complete and return this form to the PA Department if you are requesting a letter of reference or other recommendation. The information you provide will be used by the faculty for reference when writing letters of recommendation, determining award recipients, etc. An additional page may be attached if more space is needed.

Name:

Academics

GPA:

List/Discuss academic honors or involvement (include dates) while involved with the PA Program. Also, discuss any items that you feel relevant to the academic domain.

Scholarship

List/Discuss any scholarships items. This includes (but is not limited to) articles, research, posters, presentations, etc. while involved with the PA Program.

Service
List/Discuss community involvement (include dates) while involved with the PA Program. Please include any leadership positions. This includes program, campus, community, State.

University Resources (locations and extensions numbers may be subject to change)

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<thead>
<tr>
<th>University Office/Department</th>
<th>Location</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Bookstore</td>
<td>Ridgway</td>
<td>812-488-2678</td>
</tr>
<tr>
<td>Career Center</td>
<td>234 Ridgway</td>
<td>812-488-1083</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>2nd floor, Ridgway</td>
<td>812-488-2663</td>
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<tr>
<td>Financial Aid</td>
<td>Room 116, Olmsted</td>
<td>812-488-2364</td>
</tr>
<tr>
<td>Health Center</td>
<td>Sampson Hall</td>
<td>812-488-2033</td>
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<td>Human Resources</td>
<td>Room 118, Olmsted</td>
<td>812-488-2943</td>
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<td>Library</td>
<td>Clifford Memorial</td>
<td>812-488-2482</td>
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<td>Office of Technology and Services</td>
<td>Room 168, Library</td>
<td>812-488-2077</td>
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<td>Parking Services</td>
<td>General Services</td>
<td>812-488-2052</td>
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<td>Registrar</td>
<td>Room 106, Olmsted</td>
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<td>Security</td>
<td>General Services</td>
<td>812-488-2052</td>
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<td>Student Accounts</td>
<td>Room 105, Olmsted</td>
<td>812-488-2565</td>
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<td>Student Affairs</td>
<td>Room 264, Library</td>
<td>812-488-2605</td>
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<td>Veterans Affairs</td>
<td>Room 116 Olmsted</td>
<td>812-488-2364</td>
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<td>Writing Center</td>
<td>Room 253, Library</td>
<td>812-488-2218</td>
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</table>
ADDENDUM: CHANGES TO THIS DOCUMENT FROM PREVIOUS VERSION

Addendum: Changes made to 2018 Student Handbook from Previous Edition

ADMINISTRATIVE CHANGES

• Personnel information has been updated
• Adjustments to overall (threshold) Admission requirements (pg 11)
  o Minimum GPA of 3.0
    ▪ Removed minimum prerequisite GPA of 3.0
  o Removal of recommended healthcare experience
  o Completion of the CASPer online interview
• Rewording of Admissions Pathway 1 requirements (pg 12)
  o Clarification of when pathway 1 matriculation occurs
    ▪ 4.5 years from freshman entry (January following B/PA start)
  o Removal of firm November 1 application deadline
  o Adjusted SAT minimum score to be in concordance with ACT
    ▪ Increased to 1280 minimum
• Clarification and adjustments to Pathway 1 progression and PA Program (graduate) admission (pgs 12-13)
  o Clarification of required minimum undergraduate GPA
    ▪ 3.0/4.0 Freshman year (31 credit hours)
    ▪ 3.5/4.0 semester GPA for every term following freshman year
  o Addition of a “B/PA” status probation
    ▪ Student who falls below required GPA has one semester to rectify GPA prior to loss of provisional seat.
  o Increase of median GRE from 306 to 307
• Added section “Independent Acceleration for B/PA students”
  o Clarification for B/PA students who wish to apply through pathway 2
• Pathway 2 (pg 14)
  o Updated all dates
  o Removal of prerequisite GPA terminology and replaced with “GPAs”
  o Added wording on CASPer online interview requirement
• Adjustments to special populations (pg 14)
  o Eliminate all health care experience (HCE) adjustments
  o Eliminate all “underrepresented populations”
    ▪ Difficulty with operationalizing this variable
  o Clarified UE affiliation variable
    ▪ Alumni (UE diploma)
    ▪ Students with at least 60 transcript credit hours
• Application Deadlines / dates all updated (pg 14)
• Curriculum (pg 23)
  o Updated schema
• PA 1 Summer term
  • Added 1 credit hour to PA 530 Diagnostic tests
  • Added 1 credit hour course: PA 532 12-Lead EKG course
  • Added 1 credit hour course PA 545 Introduction to Clinical Practice
  • Removal of PA 543 Population-Based Health

• Updated course numbering schema due to above changes (pg 23-24)
• Updated course descriptions due to above curriculum changes (pgs 25-30)
  o Added PA 532, and PA 545 descriptions
  o Removed PA 543 description

NEW POLICIES

• “Communication between Faculty/Staff and Students” (page 35)
  o Policy: 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.

• B/PA (Direct Entry) Progression (Page 40)
  o Policy: Any B/PA (Direct Entry) student who falls below the minimum cumulative GPA average at the end of any semester prior to graduation will be placed on “Direct Entry Probation”. The student will then have one (1) semester to rectify the progression requirements.
  o Procedure: After term grades are released, the PA Program will review cumulative overall GPAs for each B/PA student. Any student who falls below the required threshold will be sent notification of failure to meet B/PA requirements. A meeting will be scheduled with the student and a PA faculty/staff member. The student will be placed on “direct entry probation” and have one semester to rectify B/PA program requirements. Failure to meet the requirements while on probation will result in a loss in their provisional pathway 1 seat. This does not prohibit a student from applying via pathway 2

• Cumulative credit hours at C+ or lower (page 46)
  o Policy: Students may earn no more than 20 semester credit hours of coursework with grades of C+ or lower. If a 21st semester hour with a grade of C+ or lower is earned, the student will be dismissed from the program.
    ▪ *Note: This is an adjustment from a previous policy

• Re-admittance exam (page 47)
  o Policy: All students who have delayed progression during the didactic year must successfully pass (80% or higher) a cumulative program knowledge assessment of all courses prior to delay.
  o Procedure: Students who are delayed progression must complete a knowledge exam composed of all course material prior to the students delay. This exam will be administered no earlier than 1 month prior to the beginning of the returning semester (repeated course). The student will have two chances to successfully complete this assessment. If the student fails the first attempt, they must wait at least 1 week (time to remediate), but no more than 3 weeks before the second attempt. Failure to meet this requirement will prevent reentry into the program.
OTHER ITEMS

- White coat (pg 78)
  - Removal of specific data from policy
- Addendum page added (pg 89)
  - This document addressing all changes from previous version