MPA STUDENT HANDBOOK

University of Findlay, MPA Program

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ARC-PA standard A3.01 6th edition): Program policies are *published, readily available,* and consistently applied to all students, *principal faculty*, staff, and the program director regardless of their location.

Previous 5th edition *Standards* below are still met by this handbook.

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signed clinical affiliation agreement or memorandum of understanding may specify that certain program policies will be superseded by those at the clinical site.

ARC-PA standard A3.02: The program must define, publish, make readily available and consistently apply its policies and practices to all students.

In support of the ARC-PA *Standards* above, all policies are published and program policies apply to all students, principal faculty, and the program director regardless of location. Any deviations would be noted in an affiliation agreement or memorandum of understanding with a clinical site.

University of Findlay
Department of Physician Assistant

I. General Information

A. The University of Findlay Mission Statement:

The mission of The University of Findlay is to equip our students for meaningful lives and productive careers.

B. PA Program Mission

The Physician Assistant Program at The University of Findlay is committed to providing its students with the medical knowledge necessary to become ethical, competent, and compassionate health care providers who deliver quality health care to the community in which they practice and to communities throughout the world.

C. PA Program Vision

The University of Findlay Physician Assistant Program will be well-respected and known for its high-quality education, research and leadership initiatives in Physician Assistant education. Our faculty will continue to be innovative educators and leaders within the physician assistant community at both the state and national levels. The program will generate compassionate and genuine healthcare providers who are committed to the profession and who will make significant contributions toward advancing the profession. We will do this by encouraging our students to reach above and beyond their own expectations and strive for excellence. Our program will remain a significant constituent in relation to the surrounding communities and will continue to actively seek ways to further healthcare delivery through our program.

D. PA Program Goals

At the satisfactory completion of the requirements of the Master of Physician Assistant degree from The University of Findlay, the graduate will be able to:

1. Evaluate diverse clinical situations by applying knowledge of anatomy, pathophysiology, clinical medicine, patient presentation, differential diagnosis, patient management, surgical principles, and health promotion and disease prevention.
2. Demonstrate interpersonal and communication skills that facilitate the effective exchange of information and collaboration with patients, families, and other health professionals.
3. Provide care that is effective, patient-centered, timely, efficient and equitable for the treatment of health problems and the promotion of wellness as a member of the health care team.
4. Demonstrate professionalism by practicing in a competent, legal, and ethical manner as a physician assistant and as a member of the health care team, serving a population of patients of all ages in diverse environments.
5. Assess and improve delivery of patient care through appropriate use of learning resources, self-reflection, and commitment to lifelong learning.
6. Demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value, and demonstrate an understanding of needs and priorities for cost-effective health care, resource allocation, and uncompromised quality of care.

E. PA Program Competency Outcomes

1. **Medical Knowledge (MK)**
    a. Demonstrate a foundation of medical knowledge by applying biomedical, clinical, and social sciences to patient care.
2. **Interpersonal and Communication Skills (IS)**
    a. Demonstrate interpersonal and communication skills that facilitate the effective exchange of information with patients, families, and other health professionals.
    b. Demonstrate the ability to deliver patient-centered education and counseling.
    c. Demonstrate cultural humility to promote respectful, equitable, patient-centered care.
3. **Clinical and Technical Skills (CTS)**
    a. Elicit a comprehensive, detailed and accurate medical history for patients across the lifespan.
    b. Perform comprehensive and problem-oriented physical examinations of patients across the lifespan.
    c. Interpret screening and diagnostic studies.
    d. Document appropriate history and physical examinations.
    e. Perform procedures common to physician assistant practice.
4. **Professional Behavior (PB)**
    a. Demonstrate professionalism, responsibility and ethical practice.
    b. Demonstrate the ability to effectively collaborate in an inter-professional team.
    c. Recognize legal and regulatory requirements of professional practice.
    d. Integrate systems-based practice principles to optimize safe, equitable, high-quality patient care.
5. **Clinical Reasoning and Problem-Solving (CRPS)**
    a. Formulate a differential diagnosis based on elicited history and physical examination findings.
    b. Analyze patient presentation and apply clinical reasoning to formulate evidence-based management plans.
    c. Critically appraise and integrate current medical literature to support evidence-based clinical-decision making.

F. PA Program Core Values

Competency Achievement
Academic Excellence
Student Advocacy
Ethical Conduct

G. Handbook Revision Policy

The information contained in the PA Student Handbook is an extension of current graduate policies and procedures of The University of Findlay and the College of Health Professions. Since the implementation of the curriculum remains dynamic and therefore subject to continuous review and improvement, the provisions listed are directive in nature and subject to change without prior notice.

The University of Findlay Physician Assistant Program reserves the right to modify/edit the student handbook, including policy and procedure additions, deletions, and modifications at any time. Students will be notified of any such changes in writing in the form of an addendum or new handbook (electronic or hard copy format) and are then under the jurisdiction of the new/modified material. Students will sign an acknowledgement form when presented with the changes.

All revisions apply to all enrolled students at time of notification, whether or not there is a signed acknowledgement form received.

H. MESSAGE FROM THE PROGRAM CHAIR

Welcome to the Master of Physician Assistant Program at The University of Findlay!

Congratulations on joining our program. We are excited to have you as part of our community and look forward to supporting you throughout your educational journey. The physician assistant curriculum is designed to provide a challenging and engaging learning experience that prepares you to become a compassionate, competent, and patient-centered healthcare professional.

Our faculty are committed to providing a high-quality educational experience in an environment built on professionalism, collaboration, mutual respect, and a shared commitment to serving patients and communities. Throughout the program, you will be challenged to develop the knowledge, clinical reasoning, technical skills, and professional behaviors expected of an entry-level physician assistant while cultivating the habits of lifelong learning.

This Student Handbook is an important resource that outlines the academic policies, procedures, and expectations of both the Physician Assistant Program and The University of Findlay. Please read it carefully and refer to it throughout your time in the program. You will be asked to acknowledge that you have reviewed and understand the handbook, and this acknowledgement will be maintained as part of your student record. While many of these policies will be discussed during orientation, I encourage you to reach out to the faculty and staff whenever you have questions or need clarification.

On behalf of the entire Physician Assistant Program faculty and staff, I wish you every success as you begin this exciting journey. We are honored to be a part of your professional development and look forward to helping you achieve your goal of becoming an outstanding physician assistant.

Sincerely,

Jill Brown, DMSc, MPAS, PA-C
Interim Program Chair/Director, Associate Professor of Teaching in Physician Assistant
The University of Findlay
College of Health Professions

II. DEFINITION OF PHYSICIAN ASSISTANT

Physician assistants are certified by the National Commission on Certification of Physician Assistants (NCCPA) – a mark of professional accomplishment – and state-licensed.

PAs are medical professionals who practice medicine as members of a team with their supervising physicians. PAs diagnose illness, develop and manage treatment plans, prescribe medications, and often serve as a patient's principal healthcare provider. With thousands of hours of medical training, PAs are versatile and collaborative. PAs practice in every state and in every medical setting and specialty, improving healthcare access and quality.

III. GENERAL PROGRAM INFORMATION

A. HISTORY AND DEVELOPMENT

The University of Findlay established a bachelor education program for the physician assistant in 1999 under the direction of Paul Davis, MD, who served both as Medical Director and Founding Program Director. The program obtained initial accreditation by the Accreditation Review Commission, Inc. (ARC-PA) on April 27, 2000 and obtained its most recent continuing accreditation status in 2016 (next visit in 2026). Dr. Davis retired from the PA program in 2005 and was succeeded by Cynthia Pentz, PA-C. Cynthia Pentz left the program in 2008 and was succeeded by interim Program Director Kay Ericson, PA-C.

In 2008 students enrolled in the bachelor program were offered an option of completing the existing bachelor level program or transitioning to the state and national regulatory education agency approved, modified and extended program leading to a master degree. This program required students to earn additional credits in key content areas commensurate with graduate level education. Students who completed the transition program earned an MPAS degree (Master of Physician Assistant Studies). This particular degree awarded was approved for this transition cohort of students only. The University of Findlay did not admit students in 2009 to either the bachelor or MPAS programs as the start date was changed due to curriculum modifications.

A new graduate education program construct for the physician assistant leading to a MPA (Master of Physician Assistant) award was developed under Diane Zywotko, MPM, PA-C, PA Department Chair/Program Director. This program was approved by the state of Ohio and welcomed the members of its charter class in January 2010 along with a new medical director and a full cadre of dedicated core and adjunct faculty.

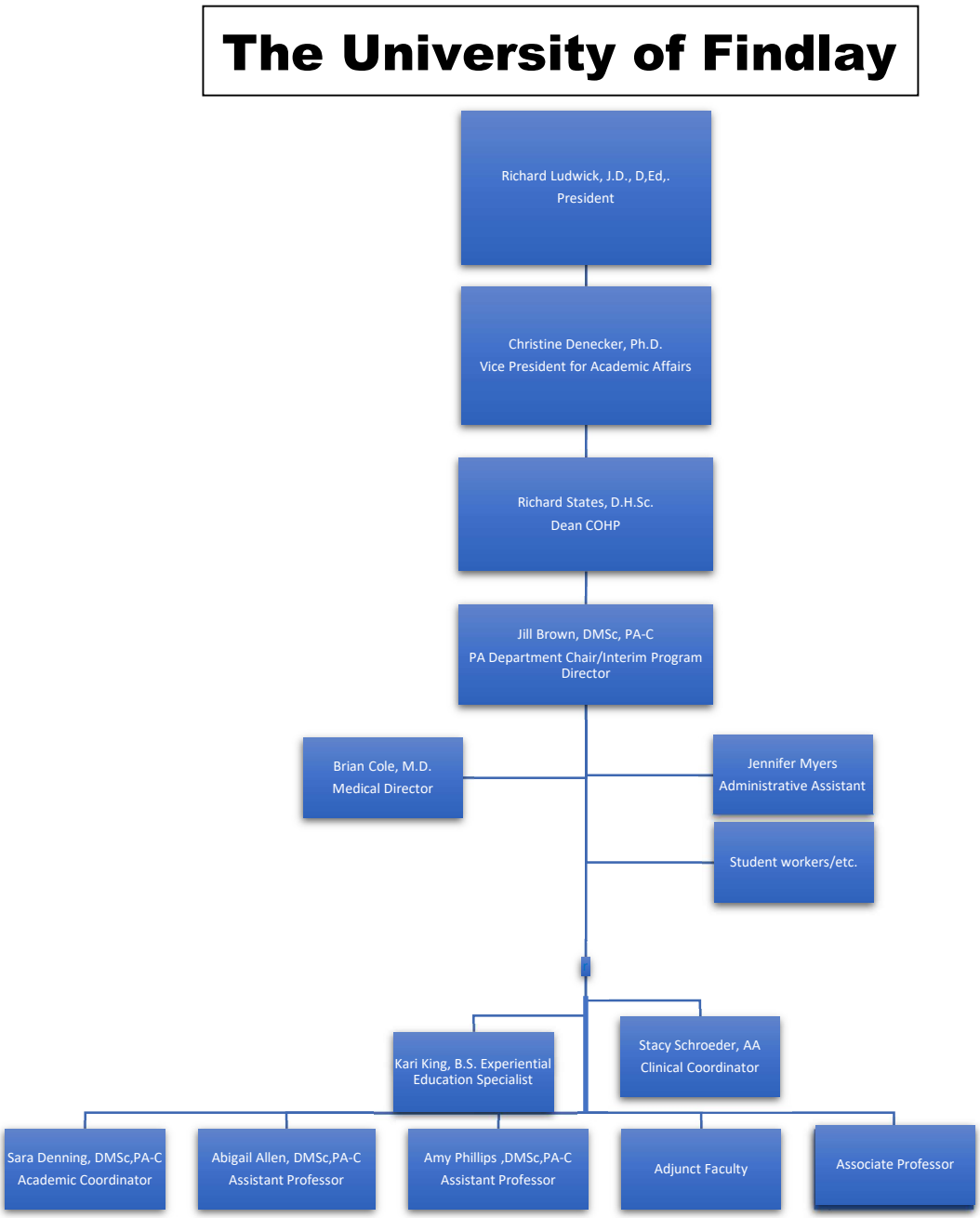
Paul T. Davis, MD, resumed the role of Department Chair/Program Director in 2010. The program start date was changed resulting in classes now matriculating in the fall semester. Richard Hopkins, DMSc, PA-C, an existing faculty member and UF PA program graduate, assumed the role of Department Chair/Program Director following the retirement of Paul T. Davis MD in May 2014. The ARC-PA approved an incremental increase in cohort size from 18 to 24 students – this process started in the Fall 2021 semester with the first class of 24 entering in the Fall 2023 semester.

B. ACCREDITATION HISTORY

The Physician Assistant Program has been accredited since April 2000. The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation - Continued to The University of Findlay Physician Assistant Program sponsored by the University of Findlay. Continued accreditation is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Continued Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The date of the most recent comprehensive site visit of the program by the ARC-PA was March 21, 2016. In September of 2016, the PA program was awarded 10 years (the maximum length of time) of continued accreditation until the next site visit in 2026.

C. PA Program Organizational Chart



IV. CURRICULUM/PROGRAM DESIGN

A. CURRICULUM CONSTRUCT

The Master of Physician Assistant (PA) Program at The University of Findlay (UF) is a professional degree program intended to prepare students academically and professionally for responsibilities, services, and leadership as a physician assistant. This graduate education program consists of two phases spanning 28 months over seven semesters and a total of 95 credits. Phase I (didactic phase) represents the pre-clinical year and spans 4 semesters (16 months) and 67 program credits. Phase II (clinical phase) represents 28 program credits through eight diverse supervised clinical field experiences (Supervised Clinical Practice or SCPEs) over a period of 48 consecutive weeks. Phase II also includes 1 credit of research and 3 credits of seminar-format learning. Categorical learning domains include basic medical sciences, clinical medical sciences, clinical diagnostics, clinical patient care skills and interventions, professional development, research, and multiple field practice experiences.

The program reserves the right to modify the curriculum sequence as deemed appropriate. The program additionally reserves the right to add additional courses after obtaining the approval of the University's curriculum change process committees.

B. CLINICAL EDUCATION EXPERIENCES

Each SCPE spans a 6-week period and begins and ends over the course of the second phase of the program (clinical field education) along with the on-campus classes.

All PA students advance through the required SCPEs (PHAS611-617) and one elective (PHAS618) during the second phase of the program. Only students deemed to be in good academic standing by the program are permitted to complete an elective. Specific SCPEs may be assigned to students deemed at risk by the clinical coordinator in place of an elective.

Students may submit a request for a particular discipline for PHAS618 with the understanding that the sequence of clinical placements is determined by the Clinical Coordinator (CC).

Whenever possible, students are placed at clinical sites within a 150-mile radius of Findlay, Ohio. However, due to changes in availability of individual clinical sites, it is sometimes necessary for a student to travel further than this distance.

STUDENTS ARE RESPONSIBLE FOR COSTS INCURRED FOR TRANSPORTATION AND HOUSING DURING ALL SCPEs whether placed there by their choice or placed there by the program. Students should expect to need alternate housing for at least one clinical rotation due to distance.

It is the responsibility of the PA Program and not the students to identify and schedule sites used for the SCPEs. (ARC-PA standard 3.08 6th edition, ARC-PA standard A3.03 5th edition)

It may be possible for a student to suggest a clinical site for his or her use that is or is not part of the established clinical network of preceptors. Such sites must meet all of the established educational goals for the clinical experience and must agree to become legally affiliated with The University of Findlay PA Program during the time the student is attending the site. The priority will be focused on established local sites and establishing new local sites (including, but not limited to, the Cleveland Clinic Foundation). However, no student is permitted to contact a potential preceptor directly. All contact information must be provided to the PA program's clinical coordinator to make contact with preceptors. Failure to follow this protocol can result in dismissal from the program. Students must seek approval from the Clinical Coordinator prior to making any contact with *any* prospective preceptors.

It is the discretion of the PA Program to utilize student-identified sites and not all students may be placed at sites which they identify/request. Note that this is especially difficult in cases of pandemics/etc.

V. PA PHYSICIAN ASSISTANT PROGRAM CURRICULUM

MPA CURRICULUM SEQUENCE: Beginning FALL 2020 and forward
(see previous editions for cohorts starting before FA2020)

Didactic Phase	**(67 credit hours)**		**Semesters 01 - 04**
Semester 01	Year 1 August – December		20 credits
	PHAS 500	Mechanisms of Health and Disease	4 credits
	PHAS 501	Clinical Anatomy	5 credits
	PHAS 502	Physical Assessment I	3 credits
	PHAS 505	Clinical Inquiry and Communication	1 credit
	PHAS 534	Community and Individual Wellness	3 credits
	PHAS 507	Orientation to the Physician Assistant Program and Profession	2 credits
	ADDC 500	Fd & Cx Aprches to Tx of Sbs Use D/o	2 credits
Semester 02	Year 1 January – May		18 credits
	PHAS 510	Clinical Medicine I	5 credits
	PHAS 511	Clinical Pharmacology I	3 credits
	PHAS 514	Clinical Patient Care I	3 credits
	PHAS 508	Medical Ethics	1 credit
	PHAS 513	Health Care Systems, Policy, and Practice	1 credit
	PHAS 512	Physical Assessment II	3 credits
	ADDC 600	Fd & Cx Aprches to Tx of Sbs Use D/o	2 credits
Semester 03	Year 1 June –August		12 credits
	PHAS 520	Clinical Medicine II	6 credits
	PHAS 523	Clinical Heuristics and Decision Making	1 credits
	PHAS 532	Fundamentals of Surgical Patient Care	3 credits
	PHAS 541	Clinical Pharmacology II	2 credits
Semester 04	Year 2 August-December		17 credits
	PHAS 533	Behavioral Medicine	3 credits
	PHAS 530	Clinical Medicine III	5 credits
	PHAS 531	Fundamentals of Emergency Care	3 credits
	PHAS 535	Evidence –Based Case Management	2 credits
	PHAS 551	Clinical Pharmacology III	2 credits
	PHAS 522	Clinical Patient Care II	2 credits

Clinical Phase	**MPA Curriculum**		**Semesters 05 - 07**	**Total Credits:**	**4+24 = 28credits**
Semester 05	Spring Phase 2	Year 2	January - May		
	PHAS 601		Developing a Reflective Practitioner 1	1 credit	
Semester 06	Summer Phase 2	Year 2	May - August		
	PHAS 603		Developing a Reflective Practitioner 2	1 credit	
	PHAS 606		Leadership Symposium	1 credit	
Semester 07	Fall Phase 2	Year 2	August – December		
	PHAS 605		Developing a Reflective Practitioner 3	1 credit	

Semester 05, 06, 07	Phase 2	Year 2	January – December	24 credits
	PHAS 611	Supervised Clinical Practice in Family Practice		3 credits
	PHAS 612	Supervised Clinical Practice in General Internal Medicine		3 credits
	PHAS 613	Supervised Clinical Practice in General Pediatrics		3 credits
	PHAS 614	Supervised Clinical Practice in Women's Health		3 credits
	PHAS 615	Supervised Clinical Practice in General Surgery		3 credits
	PHAS 616	Supervised Clinical Practice in Emergency Medicine		3 credits
	PHAS 617	Supervised Clinical Practice in Psychiatry/Mental Health		3 credits
	PHAS 618-00	Supervised Clinical Practice in Elective 1*		3 credits

- The program has an option of international/intercultural experiences that may be incorporated into an existing rotation. You must apply for this through the program and additional instructions will be provided.
- Each SCPE course (supervised clinical practice) spans a 6-week period and begins and ends over the course of the second phase of the program (clinical field education) with the on-campus classes PHAS601-606.
- All PA students advance through the required SCPEs (PHAS611-617) and one elective (618-00) during the second phase of the program in compliance with program and university policies. Students may submit a request for a particular discipline for PHAS618-00* (* from among listed sections 618-XX) with the understanding that both the sequence of clinical placements from among the 7 required disciplines as well as the one elective is determined by the Coordinator of Clinical Education and is subject to change based on the number, specialty, and location of preceptor sites. The program strives to place each student in a non-surgical setting for their first SCPE.

VI. Matriculation and Progression

A. Grading Policies and Standards

Standards of acceptable performance (cognitive, psychomotor, and professionalism) for courses are communicated to students in writing via the syllabus and reviewed at course introduction. Performance in didactic programs is commonly assessed by, but not limited to, written (cognitive) exams, oral presentations, research papers, final exams, and, in designated courses, by targeted skill competency exams. Performance in the clinical phase of the program is assessed using a combination of evaluations conducted by the SCPE preceptor, written critical-thinking assignments, patient logging, and online examinations.

1.0 Student Grade Point Average (GPA): Student academic performance in the PA Program is measured by computation of the GPA. The GPA is calculated by dividing the accumulated number of grade points earned by the accumulated number of credit hours attempted.

2.0 Various Assessment Metrics

Letter Grade	GPA Points	%Grading Scale	Progress Assessment	Competency Performance
A	4.00	93-100	Proficient	Pass
A-	3.67	90-92	Competent	
B+	3.33	87-89		Non-pass
B	3.00	83-86		
B-	2.67	80-82	Advanced Beginner	
C+	2.33	77-79	Novice	
C	2.00	73-76	At Risk/ Non-Pass/ Fail	
C-	1.67	70-72		
D+	1.33	67-69		
D	1.00	63-66		
D-	0.67	62-60		
F	0.00	below 60		

3.0 A student must complete the program within a time period of three calendar years or less unless due to a medical leave or leave of absence and approved by the PA program (at which point they would restart the program and audit courses already taken if necessary to complete the entire program from start to finish within a 3-year time-span). Therefore, a student will only be permitted to sit out and repeat a course (courses) one time. Some instances may exist in exception to the calendar completion time period and restarting date when the leave of absence involves the clinical year and extended treatment for a medical condition (multiple absences for surgeries, chemotherapy, etc.) and will be determined on a case-by-case basis. Exceptions to the above that require a more prolonged absence/s will require a demonstration of maintenance of knowledge and/or additional tasks for completion (examples include, but are not limited to, a board review course at the student's expense, standardized testing to assess knowledge base, performance of skills, etc.).

Students should note the designated course sequencing required of the didactic curriculum and understand that courses may not be taken out of sequence.

4.0 Students may only receive one failing grade/non-pass for a SCPE in the clinical year and may repeat that particular SCPE only once with the stipulation that a passing grade must be earned to continue. Any failing clinical/SCPE course must be sequenced immediately (or as soon as possible if unable to be scheduled as the next immediate rotation due to currently scheduled SCPEs) in the student's individual program. A second failure of any SCPE (including a repeated SCPE) during the clinical year will result in dismissal from the program. Failure of a SCPE for professional/non-academic concerns can result in dismissal from the program.

5.0 Any grade of "C" or below in any number of courses will result in dismissal from the program.

6.0 Students will not be permitted to drop below a 3.0 in a semester/session GPA nor the overall GPA unless due to failure of an SCPE for academic reasons (does not apply to professional issues and clinical performance). Dropping below a 3.0 will result in dismissal from the program without the opportunity for re-entry. One exception exists: a student whose semester/session GPA falls below a 3.0 during the clinical year due to having to repeat a SCPE/clinical rotation will be permitted to continue in the program to repeat that given SCPE (unless dismissed from the program for professional/non-academic concerns). Any subsequent semester during the clinical year with a semester/session GPA below a 3.0 will result in dismissal from the PA program.

7.0 Individual Performance Records

- Students can access their course grades each semester via their academic record through the University website. Grades will not be released over the telephone or email, but by way of Canvas or distribution in class.

- To remain in good academic standing, all PA students must maintain a minimum session/semester GPA (grade point average) of 3.0 and a "P" (pass) in all performance-grade rated courses. This may mean that a student could receive a "C+" or better in a letter-grade rated course which when added to higher letter grades still average out to 3.0 and/or may have engaged in a remediated skill and converted a "NP" to a "P." Any student unable to convert a "NP" (non-pass) to a "P" (pass) after one attempt in a didactic a course will have a failing grade of "F" recorded for that course. Only one course grade of "C+" is permitted during the didactic phase of the program. Earning an initial "NP" grade may result in a reduction of points from the course depending on the course (see individual course syllabi).

- If a student earns less than an 82% (≤81.4%), they are required to undergo a remediation plan as outlined in number 11 below.

8.0 Examination Process

- Students who meet ADA requirements must notify the Office of Accommodation and Inclusion as discussed in the current UF Graduate Catalog. Please note that some accommodations do not apply to every setting (e.g. (include, but are not limited to) – time and a half for exams does not apply to timed competencies; flexible attendance may not apply to competencies, some types of exams, and required events – see flexible attendance section under "Attendance"). The PA Program Academic Coordinator must be notified of any accommodations granted.

- To support compliance with UF Honor code, students may not comment on any test question during the time of the examination/competency.

- Students arriving late to an examination during the didactic or clinical year will not be given extra time to complete the examination. They will only have what is left in the established examination period.

- Examinations will cover all content areas in the course including handouts, videos, readings, lecture material, and guest lectures.

- Students will be permitted to leave the examination room for only two purposes: a) upon completion of the examination, and b) an emergency situation (the need to use the restroom is not considered an emergency situation unless it is necessitated by an acute medical condition).

    - If a student has to leave the examination room as the result of an illness or emergency, he or she may be allowed to finish the examination at the sole discretion of the course instructor. The time, place, and form of completion of the examination will be determined by the instructor.

- Examinations must be returned in their entirety.

- Students will remain in their seats during the examination. No student will be allowed to obtain or consume food or beverages during the examination unless cleared by the course instructor.

- Examination process:

1. During examinations, your desk must be completely free of everything except your laptop. A pen or pencil will only be permitted when taking an exam where scratch paper is provided.

2. Bookbags/backpacks/purses must be left in the student resource room (or in your car) and will not be permitted in the classroom during test time.

3. Phones and watches are not permitted in the classroom during examinations. Leave them in your bag or in your car. This means you will need to arrive a few minutes early to use your authenticator app to sign in to Canvas and then store your device.

4. Scrap paper will be provided by the proctor. Do not get paper prior to being handed out by the proctor.

5. No hats or blankets are permitted during examinations. These should also be stored in the student resource room or your vehicle during examinations.

6. No restroom breaks are permitted during an examination. You must be logged out of the exam/completed when you leave the room and will not be permitted to resume the exam – prepare ahead and use the restroom before the exam starts. If you are a student with a chronic medical condition that necessitates needing to leave the room to use the restroom during an exam, you must register with the Office of Accommodation and Inclusion – breaks will not be permitted until notice is received from this office that it is approved (you will be required to provide them with proof from your healthcare provider that this is necessary). If you are a student with a short-term medical condition (such as a UTI/etc.), you must provide a note from a healthcare provider (physician, physician assistant, nurse practitioner, etc.) to be permitted to leave the room to use the restroom during an examination.

7. Logging into a computer-based exam after leaving the exam room or continuing a computer-based exam after leaving the exam room without the permission of the faculty member will be considered cheating (whether or not any questions were answered/reviewed at that time) and result in a "zero" being awarded for that exam and the student is subject to dismissal from the UF PA program.

8. Students taking EOR exams in the same discipline are not permitted to sit next to each other.

9. Any form of cheating on examinations is grounds for dismissal from the UF PA program.

9.0 Examination Review - There will be no review of individual written examinations as part of the testing process.

10.0 Make-Up Exams

- Make-up exams will be evaluated on a case-by-case basis and scheduling will be at the discretion of the instructor. Faculty members are not required to permit make-up exams for excused absences. There will be no make-up exams provided for unexcused absences.

11.0 Remediation of Substandard Exam and Competency Outcomes – Remediations will be tracked and monitored by the PA Program Academic Coordinator. They will require each student who must

remediate an assessment to schedule an appointment with Academic Support Services as a part of the first remediation and again as needed.

- Remediation is a limited process that enables students to attempt to correct a deficiency noted on a targeted competency/examination and may take the form of directed or self-directed learning.

- Remediation may be available to students who experience a student-perceived or faculty-perceived substandard outcome on any written or competency exam.

- Students receiving a grade less than 82% (81.4% and below) on an examination and 90% on a competency will be required to undergo a remediation plan as designed by the Course Instructor. This may range from an informal review of the examination and discussion of missed topics to a more extensive plan.

    - No retake examinations for grade replacement will be permitted.
    - A student who does not successfully fulfill all requirements of a remediation plan designed by the Course Instructor after a student has received a grade requiring remediation on a written examination/competency, will fail the course.
    - A student who fails a course because of an unsuccessful remediation attempt will be dismissed from the PA program without possibility of readmission to the program. All remediation plans must be completed by the instructor-assigned deadline prior to the final examination.
    - Blueprint (formerly RoshReview) or Exam Master, (or a similar product), will be incorporated into the clinical medicine course sequence. Additional assignments can be used as a part of the remediation plan.

- If a student earns less than a 73% (≤72.4%) on a written exam, they will be required to take a repeat examination as one component of the remediation plan, the format of which will be at the discretion of the instructor. No official change of exam grade will be recorded from the repeat exam; however, the student must earn an 82% (≥81.5%) or higher on the repeat exam to demonstrate competence of the material and pass the course (the initial grade earned will be used in the calculation of the final course grade, not the repeated exam grade). Failure to successfully complete the remediation (and earn an 82% on a repeat exam if one is required) will result in a failure of the course (grade of "F" recorded).

    - A final comprehensive exam threshold for remediation and repeat examination is a score less than 73% (72.4% and below). If a module/content exam is given in place of a comprehensive final exam (i.e., the final exam is not comprehensive), the threshold for remediation remains at 82% (81.4% and below) with a repeat examination to demonstrate competence additionally required remediation if below 73% (72.4%).

- Substandard performance (non-pass/NP) on skill competency exams (e.g., physical assessment, patient care skills) due to major technique errors or major omissions may be repeated one time to convert a "Non-Pass" to "Pass".

    - If a student fails their attempt to convert a "Non-Pass" to a "Pass" grade for any competency, he/she will fail the course.
    - A student who fails a course because of an unsuccessful remediation attempt will be dismissed from the PA program without possibility of readmission to the program.
- All remediations, including final comprehensive exams and competencies, must be completed before grades are due for that semester (which is typically Wednesday morning of the week

after final exams, which means any remediations or repeat exams for the semester must be completed by the day before – this date is subject to change by the University).

12.0 Online examinations: Depending on the content of the exam and the course in which it occurs, online exams may be proctored using an online proctoring service such as Respondus, Proctorio, etc. Students will be required to have a working webcam that will be used to scan/show the entire room in which the exam takes place as well as their face during the exam. Students will be required to have a working computer, microphone, speaker, and reliable internet access to access and take the exam. Students are not permitted to have any materials, notes, texts, or online resources out for use (unless specifically permitted/instructed), nor are they permitted the use of cell phones or other electronic devices, etc. unless specifically permitted by the instructor. Students who do not wish to show their personal room/home with the webcam may reserve a room/space on campus to take the exam, however, they must be alone in the room and the camera must be able to scan the room as required. Please note that advanced notice would be necessary to reserve classrooms/spaces on campus with facilities and this is the student's responsibility, not that of the Physician Assistant Program.

13.0 The below policy referencing AI applies to all courses required as a part of the UF MPA curriculum. The policy may or may not be included in individual syllabi, but it still applies to all didactic and clinical year courses. The exception is that some courses may have a different AI policy in place and, if so, it will be included in the course syllabus. If no policy is specifically included, this policy is in effect.

AI Use:

- In this course, our primary focus is to cultivate an equitable, inclusive, and accessible learning community that emphasizes individual critical, creative, and affective thinking as well as disciplinary problem-solving skills. While it is reasonable to assume AI-use might accelerate some aspects of coursework, the determination has been made to not use such tools. In order to achieve the identified course learning outcomes, students must be given learning opportunities and tasks which enable students to develop and demonstrate their skills and knowledge across course and discipline specific projects, assignments, and assessments.

- To ensure a just and consistent learning experience for all students, the use of advanced AI-tools such as ChatGPT or Dall-E 2 is strictly prohibited for all academic (written/coding/creative/etc.) work, assignments, and assessments in this course. Each student is expected to complete all tasks without substantive assistance from others, including AI-tools.

- To protect the privacy of students, faculty, staff, standardized patients, and clinical partners, the use of AI enabled smart glasses (Meta glasses) and wearable recording devices is prohibited during classroom, laboratory, simulation, clinical skills, testing, and patient care activities.

- **Important**: Please note that AI use is strictly prohibited in course work, assignments, and assessments. Failure to abide by this guideline may be considered an act of cheating and a violation as outlined in the relevant sections of the University of Findlay Code of Conduct and Academic Integrity Policy.

B. Matriculation into and Progression Through the Didactic Phase of the Program

In order to successfully enter into and progress through the didactic phase of the PA program, each student must complete or meet the following requirements:

1. Successfully complete the admission requirements including, but not limited to, submission of proof of a physical examination within the specified timeframe, profile information (phone number, address, emergency contact information), pass a urine drug screen, complete/pass a background check, and complete the required immunizations as well as successfully complete and pass the portion of the UF PA Program Orientation that occurs prior to the start date of classes.
   a. Failure to complete these requirements prior to matriculation could result in dismissal from the program or failure to progress. A plan to demonstrate compliance with these requirements must be available during orientation. Students unable to complete this process will be unable to matriculate/progress.

   b. Link to UF drug prevention program policy: https://findlay.smartcatalogiq.com/en/current/undergraduate-catalog/copy-of-university-policies/drug-prevention-program-policy
2. Successfully complete each PHAS-designated course in the prescribed sequence.
   a. Course sequences are published on the University website and are sequenced as deemed appropriate by the faculty on a year-to-year basis.
3. Successfully achieve a minimum of 3.0 out of 4.0 GPA each semester (session/semester GPA) throughout the didactic phase of the PA program.
   a. Failure to achieve a GPA of 3.0 or better out of 4.0 during any didactic semester will result in dismissal from the program without the opportunity to reapply or re-enter.
4. Successfully complete all assigned remediation requirements.
5. Earn a grade in any PHAS-designated course of "C+" or better in every course during the didactic phase of the program with no more than one course grade of "C+" permitted.
   a. Final course grades of "C" or below are not acceptable for progression in the program and are grounds for immediate dismissal from the program with no opportunity to reenter the program.
   b. Earning more than one final course grade of "C+" or less any time throughout the program shall result in dismissal from the program.
6. Attend all events noted as mandatory by the PA program which may include but is not limited to OAPA conferences, meetings, and dinners; guest lectures; seminars; UF and PA program events including accreditation responsibilities, PA week, MajorFest, PASS activities, Health Professions Day; PA cohort graduation ceremonies (all, not just for the cohort you are in), and other activities unless officially excused. – Note: advanced notice may not be possible in some instances and additional costs may be incurred that are not covered by the PA program.
7. Pay all fees associated with courses for supplies/etc. as stated in each syllabus or as notified by the program before progressing to the next semester.

C. Matriculation into the Clinical Year

In order to matriculate into the clinical phase of the PA program, each student must complete the following unless the timing of activities is altered by the PA program. Failure to complete the following will result in inability to begin the clinical year and/or dismissal from the program.

1. Successful completion of all didactic PA program coursework.
2. Successful completion of a complete physical examination practical within one month of the beginning of the clinical phase of the program.
3. Obtain current ACLS and BLS training that will remain current throughout the duration of the clinical phase of the program.
4. Successfully complete a background check.
5. Complete HIPAA compliance paperwork.
6. Successfully complete OSHA training.
7. Update his/her physical examination, including immunizations all required immunizations, as required by the PA program and clinical sites. Depending on status at start of program, some of the required vaccines may need updated or a booster administered/etc.
8. Complete an emergency contact form.
9. Maintain proof of current health insurance coverage.
10. Pass a urine drug screen test.
11. Assure that they have the appropriate student ID badge.
12. Complete the Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT) when so directed.
13. Attend all clinical orientation meetings as scheduled.
14. Demonstrate the development of professional and ethical maturity.
15. Pay all fees associated with courses for supplies/etc. as stated in each syllabus before progressing to the next semester.

D. Progression Through the Clinical Phase of the Program

In order to successfully progress through the clinical phase of the PA program, each student must complete the following (unless the timing of activities is altered by the PA program):

1. Successful completion of all Supervised Clinical Practice Experiences (SCPEs) (AKA clinical rotations)

2. Maintenance of ACLS and BLS certification

3. Maintain a PA program overall GPA of a 3.0 or greater. Students who earn less than a 3.0 in a clinical year semester due to failing one SCPE may be permitted to continue in the program until that SCPE is successfully passed on the second attempt. If they earn less than a 3.0 in a second semester or fail a second SCPE (or fail the same SCPE a second time), they will be dismissed from the program.

4. Successful completion of courses that take place in addition to the SCPEs during semesters V, VI, and VII.

5. Successful completion of all remediation requirements over the course of the clinical year.

6. Attendance at all events noted as mandatory by the PA program which may include but is not limited to OAPA conferences, meetings, and dinners; guest lectures; seminars; UF and PA program events including accreditation responsibilities, PA week, MajorFest, MMIs, PASS activities, Health Professions Day, Ohio PA Program Olympics; and other activities unless officially excused – Note: advanced notice may not be possible in some instances and additional costs may be incurred that are not covered by the PA program. Activities may be educational in nature, or may be an event for professionalism assessment where you interact with others and possibly present about the PA profession and program.

7. In order to select an elective SCPE, the student must be in good academic standing, otherwise the elective will be selected by the program in a discipline felt to best prepare the student for success.

8. Failure to keep all items required for matriculation into the clinical year up to date over the course of the clinical year can result in being removed from clinical rotations once noted until they are completed. This will cause a delay in graduation (by a minimum of one semester as it is necessary to wait until the next degree conferral date at the end of spring semester). Students will be asked to update information and, if not done by the deadline, sent one reminder notification. If not received by the deadline of the reminder notification, they will be placed on professional probation. If not received within one week of being on professional probation, the student will not be permitted to go on their first clinical rotation – it will be rescheduled at the end of the clinical year. This will result in a delay in graduation/program completion and the student will not be able to apply for state licensure until after the next degree conferral date (if completing the program in January/February, this would be May of that year).

9. Different SCPEs may have different requirements, such as paperwork and/or applications to complete, additional background checks, lab work or vaccinations to obtain, etc. Failure to complete the items by the deadline set forth by the clinical coordinator and/or experiential education specialist involved with working with the site will result in a formal written warning with 2 additional days to complete the required task/s. Failure to complete the task/s within the 2 days after the written warning will result in Professional Probation and an additional 2-day extension. Failure to complete the task/s within the additional 2 days will result in cancellation of the SCPE in question and the student sitting out for 6 weeks. The SCPE will be rescheduled and occur after the clinical year which will result in a delay of receiving your diploma by several months (the following May) unless this results in difficulty scheduling the SCPE. The cost of the stipend paid to the preceptor for the cancelled SCPE will be the responsibility of the student ($500 paid to the UF PA Program) and a letter grade for the SCPE will not be entered for the course until the fee is paid. If it involves not meeting deadlines directly set forth by the site/preceptor once the SCPE has started, it may result in failure of the SCPE by the preceptor (requiring a repeat of that SCPE and/or Professional Probation vs. dismissal from the program depending on the severity of the infraction).

10. Completion of remediation plans if required.

E. Professional Behavior: Standards and Professional Probation vs. Dismissal

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Students who fail to comply with the Didactic Professional Comportment Standards below are subject to Professional Probation. Students are expected to exhibit professionalism in the below areas:

1. Understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
2. Professional relationships with physician supervisors and other health care providers
3. Respect, compassion, and integrity
4. Responsiveness to the needs of patients and society
5. Accountability to patients, society, and the profession
6. Commitment to excellence and ongoing professional development
7. Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
8. Sensitivity and responsiveness to patients' culture, age, gender, and disabilities
9. Self-reflection, critical curiosity, and initiative

1.0 Students will engage in any and all classroom and clinical field environments in a professional manner with comportment that shows consideration and respect for others, patients, preceptors, faculty, administrators, and any and all staff members.

2.0 Every student is assumed trustworthy and committed to maintaining honor and professional ethics as purported by the profession's national organization. Students will pledge to support the Honor Code system which serves as the overarching mode for conducting program affairs. Violations of the honor code are subject to disciplinary action by the PA Program/University. Violations of the honor code include acts of lying (including plagiarism), cheating, or stealing while enrolled as a student in the PA program or engagement in an action that constitutes a violation of administrative rules, civil and or/ criminal laws of the United States.

3.0 Students will be required to demonstrate full compliance with the technical standards attested to on their admission statements. Students and a treating healthcare provider must attest to the Technical Standards of the UF PA Program.

4.0 Students will engage in any and all supervised clinical practice settings in a professional manner and compliance with rules, regulations, policies, and practices of the host institution/preceptor.

5.0 Students may not receive a specific grade utilizing a rubric for every course and/or professional behaviors as noted above and below, but the full, over-arching assessment of professionalism used by the program is whether or not a student was placed on Professional Probation, and, if they were placed on Professional Probation, whether or not they were able to successfully complete a remediation plan if required.

6.0 Professional Probation: Students engaging in unprofessional behavior in the didactic or clinical phase of the PA program (deemed as such by the UF PA Program faculty or staff or individuals outside of the program (i.e., clinical preceptors, patients, etc.)) *will* be placed on Professional Probation at a minimum and may be dismissed from the program. Note that, for obvious incidences of professional misconduct that are easily documented, students are placed directly on Professional Probation (no PA program judiciary committee).

- Upon successful remediation of the probationary status, its occurrence will not be reported to any credentialing agency after graduation with the exception of incidents that result in the involvement of non-PA program personnel or if specifically questioned/requested by the credentialing/licensing agency.

- If the infraction that resulted in the student being placed on Professional Probation is serious enough to require consultation with or intervention by faculty, staff, administrators, or healthcare providers outside of the PA program, the probationary status is no longer considered internal to the program and can be reported to credentialing agencies without their specific request along with other requested information.

- Students placed on Professional Probation must complete a remediation plan designed by the PA program faculty in consultation with the Program Chair or, in some instances, a committee appointed by the Dean of the College of Health Professions. If the student successfully completes the plan, they will be removed from Professional Probation just prior to graduation.

- A student will only be placed on Professional Probation once. A second incident that would place a student on Professional Probation will result in dismissal from the program without the option for readmission.

- Students placed on Professional Probation may be removed from leadership positions in PASS or other program-associated committees/clubs and may not be permitted to attend conferences/meetings/events/etc.

- If the circumstances surrounding unprofessional behavior are clear/obvious/well-observed or documented to the Program (Program Director, PA program faculty, etc.), a student can be placed on Professional Probation by the Program Director without the convening of a committee to investigate the incident further.

- If activities/actions occur that are deemed of a severe enough nature by the Program (Program Director), with or without consultation of other members of the PA Program, the Program Director may place a student on Professional Probation without a formal verbal or written warning. This is even more likely in situations where a student has been notified about a behavior (such as discussion after class, by email, etc., but not issued a "formal" verbal or written warning that it could result in Professional Probation) but failed to correct the behavior.

    - Note – issuance of a formal verbal or written warning *could* occur prior to a student being placed on Professional Probation, however, this is *not* a requirement (case-by-case based on severity of behavior/activity).

7.0 Dismissal: Students partaking in unprofessional activity of a severe enough nature (deemed as such by the PA program, including clinical year preceptors) will be dismissed from the program. As a professional program preparing its graduates to work in healthcare, reasons for dismissal from the program may be more stringent than those of the University in general. Please note that if the infraction is deemed to be severe enough by the Program, no official warning is required to be provided to the student prior to a dismissal and the decision can be made solely by the Program Director without consultation with any other Program member or committee.

8.0 Unprofessional communication not representative of a future physician assistant or current UF PA program student in any format (i.e., social media comments, conversations, etc.) may be grounds for immediate dismissal from the program (professional probation at a minimum) and/or lowering of the course grade if occurring in a course (up to and including having a failing grade recorded for the course).

9.0 UF Suspension (see UF Graduate Catalog)

If a student is on probation and his/her session GPA is below a 3.0 he/she will be placed on suspension. Suspension from the University lasts for a period of one semester. Readmission after the first University suspension is handled through the Office of Academic Affairs and the student's specific graduate program. A student who is suspended more than once must appeal for readmission to the Graduate Student Academic Standards Committee and also his/her specific graduate program. Students returning from suspension are automatically placed on probation. In order to graduate, a student MUST have a cumulative GPA of at least a 3.0.

*The above suspension policy is for general UF graduate students and does not apply to the "PA program" in most instances as the program policies are more stringent. It is included above for clarity to avoid a discrepancy. Students with semester GPAs falling below a 3.0 are dismissed from the program (which is why the policy includes that readmission is handled through the Office of Academic Affairs *and* the graduate program as PA students are not eligible for re-admission after suspension). The policy above does, however, permit students to remain registered at UF (i.e., a student on suspension/dismissed from the PA program could still attend UF and take other graduate coursework).

F. Academic Probation, Deceleration, and Dismissal

The UF Academic Probation policy can be found in the UF Graduate Catalog. However, the UF PA program has a more stringent policy which supersedes the University policy, and is outlined below.

1.0 Students with weak performance on examinations will be placed on **Academic Probation** within the PA Program with consequences as outlined below. Any student concerns and any information regarding students who are required to remediate and/or retake examinations or competencies will be forwarded to the PA Program Academic Coordinator for tracking and evaluation.

Academic Probation is a status designed to put at risk students on notice regarding their performance in the PA program. Students on Academic Probation will be required to seek guidance from Academic Support Services at the University as well as attend regularly scheduled meetings with their faculty mentor as determined by the PA Program. PA students are adult, graduate, students and it remains the responsibility of the student to seek additional assistance if they are having academic concerns for any reason. This includes, but is not limited to seeking assistance from course faculty, faculty mentor, academic support center, counseling center, etc.

- Students requiring more than four remediations (scoring below an 82% {81.4%} on examinations) within a semester will be placed on Academic Probation.
- Students earning more than four remediations in any subsequent semester (after being placed on Academic Probation) are **decelerated or dismissed** from the program per the evaluation of the entire faculty with the Program Director having final decision. Decisions made at this stage include the student's overall performance and professionalism on all exams, competencies, assignments, and outside activities in all classes and professional and student organizations.
- If a student is placed on deceleration, they will be dismissed from the PA Program if any semester has more than four remediations.
- Students requiring eight (8) or nine (9) cumulative (count not "reset" each semester) will be placed on Academic Probation. Students requiring ten (10) or more remediations cumulatively will be **dismissed** from the UF PA program or **decelerated** into the next incoming cohort.
- Students placed on Academic Probation will be removed from any leadership position (if they hold one) in the Physician Assistant Student Society and/or any other program-associated clubs/activities/committees. Additionally, permission to attend conferences, meetings, events, etc. may be withheld.
- Once a student is placed on Academic Probation, he/she will remain on Academic Probation until graduation. Students on Academic Probation will be required to undergo remediation plans as assigned by the program/faculty while on Academic Probation if additional areas of deficiency/weakness are noted. Additional activities may be assigned throughout the program

once a student is on Academic Probation if they are felt (by the program) likely to help improve student performance and understanding.

The above criteria only apply if the student's overall semester GPA remains greater than or equal to a 3.0, they have no more than one grade of "C+," and they have no course grades below a "C+."

2.0 Dismissal from the PA Program and Deceleration

- Poor Ethical Conduct and/or Poor Professionalism: A student responsible for breaches of professional ethics or any behavior that might pose a threat to a patient, University officials or faculty members, the general public, or himself/herself will be dismissed from the PA program unless it is the result of a self-limiting or treatable mental or medical condition. Reinstatement into the PA program in this situation (due to a self-limiting or treatable mental or medical condition) will only be possible after clearance from the treating licensed medical professional.

- Failure to Meet Minimum Academic Standards as bulleted below will result in dismissal from the UF PA Program. It is ultimately the student's responsibility to seek feedback from instructors to determine their academic progress (it is the student's responsibility to know their standing within each course). Students will be informed of their academic progress by their faculty mentor around the mid-semester time period and will have discussion whether or not they are at risk for being removed from the program.
    - Any student who fails any course (grade of "C"/75.5% or below) in the didactic phase of the program will be dismissed from the PA program.
        - Failure of a course in the PA program is defined as earning a grade *less than "C+"* (defined as "C"/75.5% or below).
    - Any student who earns more than one grade of "C+" (76.5%-79.4%) in the didactic phase of the program will be dismissed from the PA program.
    - Any student who requires more than four remediations in any semester *after* being placed on Academic Probation within the program will be dismissed from the PA program (or may be decelerated if appropriate based on performance and professional history).
    - Session or cumulative GPA below a 3.0 on the UF 4.0 scale will result in dismissal from the PA program.
    - Failure of a second SCPE (or the failure of the repeat of a failed SCPE).
    - Failure to successfully pass/complete the summative evaluations/activities required to complete the program (see section XIII).
    - Failure to convert a "NP" to a "P" on a competency will result in failure of the course and dismissal from the PA program.
    - Failure to successfully complete an assigned remediation plan to demonstrate competence will result in failure of a course and dismissal from the PA program.
    - Students requiring 10 or more remediations as discussed below.

- Any student requiring 10 or more remediations cumulatively will be **dismissed** from the UF PA program or **decelerated** into the next incoming cohort. If decelerating into the next incoming cohort, ALL courses and activities must be completed just as if they were a new student. Students may <u>audit</u> courses (less cost per credit hour) when repeating them if they earned a "B" or better in the course; any course in which the final grade was a "B-" or below must be repeated for a grade. In the event that a student is auditing a course, they must meet all requirements for the course and the program as if they were taking it for credit (e.g., must earn a satisfactory letter grade as per PA program policy even though the grade reported will be audit, must complete assignments and activities as required, etc.). If a grade is calculated in an audited course as being a "C+", it will count towards the permitted number of grades of "C+" in the program and can result in dismissal if exceeding the permitted number. If a grade of "C" or below is calculated for an audited course, the student will be dismissed from the UF PA program. All remediations in audited courses will count for the semester number of remediations and the cumulative remediations.
    - Deceleration is a one time occurrence and is not able to be repeated if due to Academic Probation or if a student is placed on Professional Probation for in addition to Academic Probation (does not need to be due to the same incident).

- Note – with deceleration, the student is responsible for any costs incurred with repeating courses or auditing courses if permitted. It is the responsibility of the student to check with financing options regarding costs. (Most Student Loan companies do not cover the cost of repeating coursework for Graduate Students.)

- Failure to Comply with the Attendance Policy: Students who habitually disrupt the classroom with tardiness or who are chronically absent from class or a clinical placement may be subject to dismissal from the PA program. At a minimum, the instructor is permitted to bar them (the student must leave) any session at which they are tardy.

- Cases of Academic or Professional Misconduct deemed of a severe enough nature by the UF PA Program/director.

- Suspension: Any student placed on suspension from the University due to academic or any other reasons will be dismissed from the PA program with no option of re-entry.

VII. University Policies Affecting PA Students

*All PA students should refer to the University Graduate Catalog which contains all University policies and procedures regarding non-program-specific circumstances including, but not limited to, admission, appeals, dismissal, probation, student rights, and student responsibilities. The UF Graduate Catalog can be found at https://findlay.smartcatalogiq.com/en/current/graduate-catalog. Students are responsible to access and review this information on their own.

A. Refund Policy

A student who withdraws from the PA Program, takes an authorized leave of absence, or is requested to withdraw from the Program, is eligible for a refund in compliance with university and financial aid policies and practices and in conjunction with federal regulations. Copies of these policies and examples of refund calculations are available in the Office of Financial Services (419-434-4791) and available at the UF web site www.findlay.edu keyword "financial aid". No refunds are given for the entrance seat deposit.

B. Financial Aid

Responsibility for meeting educational expenses rests with the student. Questions may be directed to the Office of Financial Aid at 419-434-4791 or finaid@findlay.edu which is available to assist you with your financial aid questions and concerns. Students are encouraged to be familiar with the timelines followed by the financial aid office for the disbursement of loan funds for graduate students in the Master of Physician Assistant Program.

Students applying for financial assistance may be eligible for all standard sources from state and federal assistance, discipline-specific scholarships and grants. Information on the various financial aid opportunities available to PA students is available through the financial aid office located in Old Main. All students are strongly encouraged to explore their eligibility and options for financial aid through the university Financial Aid Office and other organizations. Financial aid counselors are available on both an appointment and walk-in-basis.

To assess each applicant's financial need, UF requires the Free Application for Federal Student Aid (FAFSA) to be completed. All students seeking financial assistance are required to apply for the maximum subsidized federal Stafford Loan. Applications for these loans are available through the Office of Financial Aid as well as directly on-line www.fafsa.ed.gov; please note to subscribe and electronically sign the electronic FASA you will need a PIN number. A PIN number may be requested by using the link to the PIN website on the FAFSA home screen, or, directly by accessing the website, www.pin.ed.gov. Financial aid is not automatically renewed.

Once enrolled in the program, a student needs to submit the FAFSA and reapply for financial aid each year if continued support is needed. Refunds to students who officially withdraw from the program are

personal matters specific to the individual and ascertaining details on refund policies and practices remains solely the responsibility of the withdrawing student.

Supplies are required for many of the courses and most are covered by the entrance seat deposit. Additional fees for courses are paid to the University. All course-associated costs must be paid before a student is able to matriculate to the next semester. A grade of 'incomplete" will be recorded for courses with remaining balances which will result in affected students not being able to progress through the program. Additional costs exist (ACLS/BLS training, white coats, medical equipment, etc.) for which the student pays the supplier directly.

- **Richard E. and Jean K. Davis Scholarship**
  - The family and friends and the University's physician assistant alumni established the Richard E. and Jean K. Davis Scholarship in honor of their many years of dedicated service to others. This scholarship was created to encourage students from locales that are medically underserved to pursue a career as a physician assistant

- **Dr. Paul and Jane Davis Physician Assistant Endowment**
  - Dr. and Mrs. Paul Davis established this fund primarily to assist Physician Assistant students and faculty in attending conferences. Dr. Davis was an Assistant Professor for the Physician Assistant Program at The University of Findlay from July 1997 through May 2010. He then served as the Associate Professor and Chair of the PA Program from June 1, 2010 until his retirement on May 15, 2014. He was also the founding program director of the UF PA Program.

C. Student Services

Students are encouraged to consult the current UF Graduate Catalog for more complete information concerning student services (https://findlay.smartcatalogiq.com/en/current/graduate-catalog). The following information is supplied to cover areas that may be of specific interest to PA students.

1. Change of Name/Address

   Students are **required** to notify the PA program of any change in name, address, email address, or telephone number. In addition, students must notify the Office of the Registrar.

2. Photocopying/Printing

   Lamination materials are available for purchase in the resource center in the Davis Street building. Students are not permitted to use the photocopier in the PA Program Office. Printing stations are available at multiple locations on campus, including but not limited to the library, computer labs, and the basement of BCHS. Students are permitted a set number of free copies/prints per semester and can purchase additional if needed. Photocopying by students in the PA office is not permitted.

3. Academic Support Services

   The University of Findlay provides complete academic support through the Academic Support Services office. The office is located in room #45 in the basement of Old Main. Specific services offered through this office include help with test taking, study skills, and specific academic areas of study. For further information, contact the Academic Support Services office at 419-434-4697. The Oiler Success Center is located on the first floor of Old Main, room 122, and is available to assist students with progression through their academic programs and retention at UF.

4. Office of Accommodation and Inclusion

   The Office of Accommodation and Inclusion provides accommodations and services for students with:
   Attention Deficit Disorder
   Attention Deficit with Hyperactivity Disorder

Cognitive Disorders
Deaf
Health-related Impairments
Hearing Impairments
Learning Disabilities
Physical Disabilities
Visual Limitations
Temporary conditions that limit academic participation
Contact can be made by calling 419-434-5532 or emailing oai@findlay.edu.
-See VII. 7. U (Americans with Disabilities Act) below for further information

5. Career Planning and Placement

The Career Planning office and Career Placement office are available to provide students assistance with resume writing, interviewing, and all aspects of potential employment upon graduation as alumni. To contact these offices, call 419-434-4665 (Career Placement) and/or 419-434-4615 (Career Planning).

6. Library Resources

Shafer Library currently houses volumes/texts, periodical subscriptions, microfiche, Audio Visual items, and government documents as well as E-books and E-journals. The building also contains the University Archives, one technology enhanced classroom (S117A), two meeting rooms (S104 and S221-Special Collections) and three group study rooms (S212, S213, and S214) in addition to a 24-hour student lounge.

Catalogue holdings for the Shafer Library are computerized and students have access to both the OhioLINK and Ohio Private Academic Libraries (OPAL) networks. These services provide access to the holdings of many Ohio colleges and university libraries.

OPAL is a consortium of libraries in independent institutions of higher education in the State of Ohio. OhioLINK offers six main electronic services: a library catalog, research databases, a multi-publisher electronic journal center, a digital media center, a growing collection of e-books, and an electronic thesis and dissertations center. The University of Findlay also participates in Online Computer Library Center (OCLC), a bibliographic utility, and OHIONET, a library services network.

Catalogue holdings may be accessed through the internet via the library's page through the UF website. Student's internet accounts also provide them access to library catalogues across the United States and research databases such as MEDLINE. Full-text journal articles from many medical journals are available from campus via services offered through the library. ProQuest® online information resources is available on the Shafer Library computers. ProQuest® contains a library of 400 medical journals, the majority of which have full-text articles available from 1998 to the present.

7. Security

The University of Findlay maintains an Office of Safety and Security that is staffed by UF employees who provide security services on campus. The campus is patrolled 24 hours a day. They will escort students or faculty who may need to walk through campus alone.

To contact a security officer, dial extension 4799.

The University of Findlay has installed security cameras in all parking lots and in most of the buildings and common areas on campus, and emergency blue light phones on the main campus.

The University of Findlay has established a Crisis Response Plan that provides important information to students, faculty and staff on what to do in the event of an emergency. This plan can be viewed on-line

from the Office of Safety and Security web page. Additionally, the University has established a Campus Violence Addendum to the Crisis Response Plan that establishes a program to prevent violence on campus. This Addendum includes information on what types of behaviors to report as well as what to do when confronted with a threatening situation. This plan can also be viewed on-line from the Office of Safety and Security web page.

8. Parking

University parking permits are available through the University Security Office. The cost of these permits is included in the yearly student activity fee. The University of Findlay's parking rules and regulations will be given to you once you obtain your permit.

9. Computer Services

All UF students are eligible for an internet account which includes access to the World Wide Web from campus as well as an e-mail address. It is the student's responsibility to secure a UF email address. Since all official electronic communications from the PA Program to the students will be sent to their UF email address, having this address and frequently (bare minimum of every other day) checking it is required. Apple Macintosh and Microsoft Windows PC computer labs are available in Old Main and Shafer Library in addition to other labs on campus. Hours for all computer labs are published by computer services.

10. Computer Software

The University of Findlay is currently under a Microsoft Campus Agreement (MCA). Through this, registered students can purchase specific Microsoft software products to be used on a personally owned computer. Students are encouraged to take advantage of the huge savings the MCA provides.
All students must have access to fully functioning versions of Microsoft Word and PowerPoint, and may need access to Excel. If you are using other brands/formats, it is up to you to make sure it is compatible with whatever is being done at the time.

You will be required to login using your UFnet account username and password.

VIII. Program Policies and Procedures

The PA program complies with all the policies and practices of the governing sponsoring institution, The University of Findlay. Program-specific policies and procedures administrated by the PA Program are described in terms of a "standard" to which the program holds as the optimum measure of engagement and/or outcome and justly enforces. These standards, which apply to all enrolled PA students in the College of Health Professions at The University of Findlay, are clarified below and, in some instances, program policies may be more stringent and supersede those of the University of Findlay.

Failure to follow the policies and procedures set forth in section "**VIII. Program Policies and Procedures**" may result in, but is not limited to, the student being placed on Probation or in dismissal from the PA program depending upon the severity of the infraction and the decision of the PA program chair/director in conjunction with the faculty/staff. The standard procedure would be to provide the student with a verbal or written warning for a first infraction (the verbal or written warning does not have to state "warning" but may just be a verbal or written reminder to correct the issue). If the behavior continues, a next step might be Professional Probation. Subsequent continued behavior could then result in dismissal from the program. Depending on the severity of the infraction, the student may be placed on Professional Probation (without any verbal or written warning about the behavior) or dismissed from the program without and warning or probationary status.

A. Computer Policy

1.0 All students enrolled in the UF PA program are required to have a laptop computer or tablet with the same capabilities as a laptop computer. It must have a working webcam, microphone, and speaker at all times.

2.0 The computer must be compatible with Microsoft Office and have the ability to connect to the internet. Many notes, handouts, assignments, etc. are only available electronically. Students will also utilize their laptops for online testing while in the program (didactic and clinical phases). The computer must be able to support "Respondus" (a testing/proctoring software program) or other similar software if used by the Program. Testing/etc. may occur outside of the standard class day and students are responsible for having reliable internet access.

3.0 It is the student's responsibility to maintain access to their computer in working order and have the ability to print and/or submit documents as required by the PA program and access the internet for research and testing. Failure to maintain a working laptop may result in a student being unable to participate in some program activities (i.e., testing) which may result in failing grades or loss of points. It is not the responsibility of the program to provide loaner computers or repair damaged computers.

4.0 Documents submitted to the program/faculty (assignments, forms, etc.) must be able to be opened by the faculty and therefore must be submitted in as a standardized document. Faculty may make specific submission requirements (i.e., only accept docx).

5.0 Failure to have a working computer/printer as described above or the inability to access the internet is not an acceptable excuse for missing or late assignments (computer labs are available on campus for student use). Violating the above may result in any credit awarded for missing/late assignments being at the discretion of the instructor (typically a "0"). Repeat offenses will result in "Professional Probation" and may result in dismissal from the program.

B. Use of Electronic Devices in the Classroom

1.0 Technology use in the classroom is intended to enhance the learning environment for all students. It is the responsibility of the course instructor to decide when, if, and what type of technology is to be used during class.

2.0 Any use of technology that degrades the learning environment, promotes dishonesty, or is used for illegal activities is prohibited.

3.0 Each course instructor has the authority to decide whether or not student behavior is disruptive in his/her classroom.

4.0 This applies to the use of all electronic devices as well as phones. Disruptive episodes will be handled as follows:

- The instructor will ask the student to cease the disruptive behavior.
- If the behavior persists, the student will be asked to leave the classroom and shall be referred to the program chair/director for further disciplinary action.
- The student will be placed on "Professional Probation" within the program.
- In accordance with the current Graduate Catalog which identifies obstruction or disruption of teaching research, administration, disciplinary procedures or other authorized activities on University-owned or -controlled premises as a type of misconduct of a non-academic nature which may subject a student to suspension or dismissal, the student may be dismissed from the program at the discretion of the program chair/director.

5.0 The use of mobile computers (including tablet computers) in class is at the discretion of the instructor. Instructors are asked to consider allowing the use of mobile computing devices to take notes and for activities formerly done in computer labs. The instructor may restrict the use of laptops to specific purposes

and may prohibit other uses such as messaging, game playing, and Internet surfing during class time. In cases where a class policy may differ from the general PA program policy, the instructor should outline mobile device usage guidelines for the class in the syllabus or via a written update to the syllabus if provided later. The instructor can change electronic device usage guidelines if circumstances warrant.

Instructors may require students to leave all electronics and personal items at the front of the room during testing times or class time.

6.0 Mobile phones can be disruptive in the classroom in a number of ways and their use should not be abused.

- Ringtones must be turned off in class, and if on, phones must be in vibrate mode. Students may be asked to leave their phones in their book bags/etc. or leave them at the front of the room if problematic.
- If there is a need to check for and/or receive a call (parent with sick child and similar needs), the student must inform the instructor in advance that the student may need to excuse him/herself to take an important call. This may not be permitted during exams.
- Students should refrain from text messaging in the classroom unless the instructor has given permission.
- Students who create a disturbance by mobile phone use will be warned and may be asked to leave the class session if the behavior continues. Such behavior will result in Professional Probation and/or dismissal from the program if repetitive in nature.

7.0 **Electronic devices and academic dishonesty and/or illegal activities**: The course instructor can ban or limit the use of these devices in ways that might promote academic dishonesty. Incidences of dishonesty will be handled referencing the current PA program and University policies on dishonesty. In some instances, the PA program policy supersedes that of the University.

Cell phones with text messaging or photo/video capabilities, PDAs, watches, and other electronic devices with similar capabilities, could be used for cheating on examinations and instructors should make students aware that having a cell phone in hand during an examination can bring a suspicion of (and possibly charges of) violating University honesty policies.

8.0 Sanctions for minor disruptions with cell phones, laptops, or other electronic devices may include a warning, course grade penalties, and/or professional probation. If a student is asked to leave class due to additional infractions of the instructor's restrictions (following a personal warning), the instructor is not obligated to allow make up of examinations/quizzes or other graded assignments missed during the session in which the student was not in class.

9.0 **Appeals**: Any appeals related to a course instructor's or facility director's restrictions on communications and use of electronic devices should be addressed to the department chairperson or faculty/staff member's supervisor.

C. Student Work Policy

1.0 Students are **strongly discouraged** from working in any form of employment while enrolled in the UF PA program.

2.0 Outside activities and working are not considered to be valid excuses for poor academic performance or lack of attendance at required PA program activities.

3.0 It is especially important during the clinical phase of the program that students be available to their preceptors on short notice for special learning opportunities outside of regular office hours. This requirement precludes the ability to work outside jobs. Failure to fully participate in all SCPE-related activities is considered abandonment of the SCPE and will result in failure of the SCPE unless it is an excused absence per program guidelines.

Policies 4.0-7.0 related to ARC-PA *Standard* A3.02/A3.03 6th Edition (*Standard A3.05, 5th Edition* and previous 4th edition)

4.0 Students enrolled in the PA Program cannot substitute for practicing physician assistants or provide unsupervised services common to a certified PA while at any learning or employment site while enrolled in the program.

5.0 Students credentialed as other non-PA professionals cannot substitute as staff in their credentialed discipline while in the role of a physician assistant student.

6.0 Students are not staff and/or employees of the program while in the role of a learning student and as a result must not be required to earn a stipend/salary for their services while a physician assistant student. Students are not required to work for the UF PA program (*Standard* A3.02, 6th edition).

7.0 Students are not permitted to substitute for or function as instructional faculty, nor are they permitted to substitute or function as clinical or administrative staff. (*Standard* A3.03 6th edition*)*

8.0 Students failing to follow the above Student Work Policies will be subject to disciplinary action ranging from but not limited to professional probation to dismissal from the PA program. The disciplinary action taken is at the discretion of the PA program based on the severity of the infraction.

9.0 Students will serve as "patients" for other PA students in lab and competencies/OSCEs. This is not employment/work and the goal of being both the "provider" and the "patient" with a lab partner/etc. during these experiences is to further develop a sense of empathy to realize what patients are experiencing when you are performing a physical exam, taking a history, etc. Additionally, PA students will interact with College of Pharmacy students in the second semester during the pharmacy students' physical assessment labs. This is a part of interprofessional education where pharmacy students are learning how/what PAs do professionally and you will be learning more about the expectations of pharmacists. PA students will also participate in health fairs and similar activities as clinical experiences through which knowledge, skills, and professionalism can be assessed.

10.0 Students may be required to participate in events, such as interview days for PA program applicants, campus information events, etc. to discuss the UF PA Program and profession and interdisciplinary roles of PAs with other healthcare providers/etc. This is not for employment and is a method to assess student professionalism, knowledge base, and ability to interact with others.

D. Attendance - General Policies and Procedures

1.0 Didactic phase - Students must keep the hours between 8AM and 5PM available during weekdays (Monday through Friday) to accommodate schedule changes and activities mandated by the PA program. Care for dependents should be secured during these times as a lack of childcare/eldercare/pet care/etc. will not be considered an excused absence (even on short notice) other than in emergent situations. No outside appointments are to be scheduled during apparent "open" times in the schedule (especially between 8am-5pm) without the approval of the PA program (complete an absentee form in advance to request the time) and documentation of such will be retained in the office with the program administrative assistant for your file. In addition, there may be evening and/or classes/events that are scheduled/re-scheduled on short-notice at which attendance may be mandatory outside of the 8AM-5PM window.

2.0 To facilitate and maximize learning opportunities, attendance at all scheduled didactic sessions in the PA Program is mandatory. Students are expected to be on time for each class. Each course director has the option to establish his/her own attendance policies which shall be published in the course syllabus if they differ from program policies. When no instructor-specific policy has been published in the syllabus, the PA program policies on attendance are in force. "On time" means the student is in their seat with the appropriate educational materials (e.g., laptop, pencils, etc.) and food/drink needs ready for class to start.

3.0 Students are expected to attend any guest lectures, events, seminars, etc. as deemed mandatory by the PA program. The Program will make every attempt to notify students of these activities in a timely manner; however, educational/professional/informative opportunities may develop with short notice. These activities may occur outside of the standard 8am-5pm window (may occur in the early mornings/evenings/weekends) and students are expected to attend. Required activities may involve travel and lodging which will be at the student's expense. Outside personal, family, and/or work commitments are not valid excuses for missed attendance.

4.0 Students who fail to attend required events, regardless of when they are informed of such events or whether or not they are included in the course syllabus, may be placed on professional probation, be assigned additional work/activities that are deemed comparable, or may have the final course grade (if applicable) lowered by 5% or more per occurrence (regardless if the event is included in the course syllabus or the syllabus includes this criteria in the grading section). Repeat offenses can result in dismissal from the program.

Penalties for missing classes shall be up to the individual course instructors and may include, but are not limited to, grade reduction and/or make-up requirements for classes missed in addition to Professional Probation.

5.0 Excused absences may be permitted and students are required to follow the same procedures for being excused from courses and other PA program activities. Students who anticipate an absence from any course have the responsibility to notify the PA Program course instructor/s (and Clinical Coordinator if during the clinical phase) or administrative assistant if the faculty/CC cannot be reached on a daily basis and complete the "Absentee Form" available in the program office and in the forms section of this handbook.

A student may be excused from a class on an individual basis upon the verbal or written permission of his or her course director or Program chair/director. In an emergency and when no faculty member is available, the student is expected to notify the Administrative Assistant, appropriate faculty member, or the Program chair/director.

6.0 Membership and participation with the UF PA Program Physician Assistant Student Society (PASS) is a mandatory activity and is used to aid in assessment of professionalism. Failure to participate in PASS events will result in being placed on Professional Probation. Students are required to participate in PASS events in addition to program academic requirements (exams, classes, etc.) unless removed from participation by the Program.

7.0 Individual courses may have additional policies and procedures superseding those of the PA Student Handbook that are specific to the given course or faculty member.

8.0 Attendance at on-campus classes in the face of inclement weather should align with university inclement weather policies and closing announcements posted on the website/or media announcements. Students may also call 1-800-472-9502 for confirmation. See "Inclement Weather" policy (on-campus PA classes and clinical rotations are cancelled for Level III snow/weather emergencies even if classes are being held for the remainder of the campus).

9.0 Attendance records, including the Absentee Form, as well as timeliness with and appropriate use of the clinical year clocking in/out system will be utilized for consideration for evaluation of substandard performances and letters of recommendation upon graduation.

10.0 The PA program reserves the right to assess attendance records of those students who have a serious or prolonged illness and to determine their ability to successfully progress through the curriculum. Additional criteria may be used to determine suitability to continue in the program (such as, but not limited to, earning a specified grade on a summative assessment). If the student is not deemed able to continue, they may be dismissed from the program or offered a deceleration/restart (typically auditing classes already taken) with the next cohort.

11.0 The individual instructor has the right to refuse admittance to class to any student who is chronically tardy, although the student is still responsible for any material covered during that time and will need to complete the Absentee Form. "Tardy" is defined as a student not being at his/her assigned position and ready to begin at the class start-time.

12.0 An excused absence does not mandate that the student be allowed to make up any missed work as a result of the absence. The instructor may use his or her discretion in permitting make-up work/assignments/exams/etc. It is the student's responsibility to obtain missed material such as lecture notes and handouts.

13.0 Any absence in violation of the course instructor's attendance policy, PA program policy, or not approved by the course instructor or program director is considered an unexcused absence. Unexcused absences may result in a student having to repeat a course or in dismissal from the PA program.

14.0 Chronic absenteeism may be used as a reason for dismissal from the program if the course instructors, Program chair/director, Academic Coordinator deem dismissal is warranted. The final decision will be made by the Program chair/director. The Program chair/director will consider the evaluation and recommendation made by the PA Program Judicial Committee.

15.0 Excused/Emergency absences generally include but are not limited to the following:

Death of an immediate family member
Natural disaster
Significant personal injury
Childbirth

In cases such as those above, the student must make a reasonable effort to notify the program as soon as possible. If contact prior to the absence is not possible, it is the responsibility of the student to contact the program immediately following the absence. The student must make arrangements for making up any missed work that is permitted within one week of the absence.

16.0 Students with Flexible Attendance approved by the Office of Accommodation and Inclusion:
In case of a disability-related absence under the flexible attendance policy, the student will complete the program absentee form (checking off the classes missed and obtaining the signatures of the faculty from those courses) just as with any other absence. The student must email all faculty involved (for each course missed) when an absence occurs and can complete the absentee form upon their return.

Attendance for course class (lecture) sessions:

- For courses with mandatory attendance, whether points are awarded for attendance or points are subtracted from the final course grade per absence, the student with a flexible attendance policy will be permitted to miss three (3) classes in each course without incurring any penalty.
- Slight variations with attendance policy may exist between courses where student participation is more critical (such as an ethics type of course or a course with lab/skill component) and will be noted on an agreement for that course.
- When a class session is missed as a part of the flexible attendance policy, it is entirely the responsibility of the student to review the information posted and learn the material. Make-up lectures will not be provided by the faculty member. In the event of a flexible attendance accommodation absence, assignment due dates remain unchanged due to the advanced notice of the due dates. Any pop-quizzes or other work for which notice was not given will be permitted to be made up upon the date of return to any classes in the program or soonest availability of the instructor and facility.

Attendance for course lab sessions:

- For courses with mandatory attendance, whether points are awarded for attendance or points are subtracted from the final course grade per absence, the student with a flexible attendance policy will be permitted to miss one (1) lab session in each course without incurring any penalty.
- Slight variations with attendance policy may exist between courses with labs and will be noted on an agreement for that course if that is the case.
- When a lab session is missed as a part of the flexible attendance policy, it is entirely the responsibility of the student to review the information posted (lecture, lab check-off lists, etc.) and learn the material. Make-up labs will not be provided by the faculty member.

Attendance for exams:

- Flexible attendance can be used for a maximum of two exams per course when absent on a day an exam is given (excludes pre-emptively re-scheduled exams). If you return later the same day (resolution of symptoms) due to a condition qualifying for flexible attendance accommodations, you will complete any examinations/competencies/assessments that same day if able to be scheduled with faculty or the testing center or on the first available date as described further below.
- No pre-emptive rescheduling of exams is permitted unless you are scheduling to take them prior to the exam date *and only if permitted by faculty (not all faculty may be able to have the exam ready for an earlier date).* For students with flexible attendance requesting an earlier exam date, faculty must be notified at least one week (seven calendar days) prior to the requested exam date.
- Exams occurring during an absence must be taken the day the student returns to any course/class in the program (e.g., if an exam is on Monday and that class is missed, it must be made up on Tuesday when the student returns) unless scheduling with the Testing Center or faculty member and a quiet classroom does not permit this. Exams in this scenario would likely occur at the end of the day/immediately after class in an available classroom if the Testing Center is unavailable and may extend past 5pm, or they may occur first-thing in the morning or over lunch. In situations where an exam is unable to be made up the first day of return to class, the next available time/date will be used.
- All final examinations/competencies/assessments/assignments must be completed by the end of finals week (Thursday, 5pm). Extension beyond finals week due to absence is not a part of flexible attendance.

Attendance for competencies:

- Flexible attendance can be used for a maximum of one competency per course when absent on a day an exam is given.
- No pre-emptive rescheduling of competencies is permitted unless you are scheduling to take them prior to the exam date and only if permitted by faculty (not all faculty may be able to have the exam ready for an earlier date). For students with flexible attendance requesting an earlier competency date, faculty must be notified at least one week (seven calendar days) prior to the requested competency date. Not all competencies may be able to be scheduled in advance due to the nature of the course and competency in question (facility, faculty, and supply availability).
- Attendance for anatomy competencies is required/cannot be made up unless scheduling and space availability provide for this and it is at the sole discretion of the instructor and based on facility and instructor availability.

- Competencies occurring during an absence must be taken the day the student returns to any class in the program (e.g., if a competency is on Monday and class is missed, it must be made up on Tuesday when the student returns) unless scheduling does not permit this. Competencies in this scenario would likely occur over lunch/during a break, or at the end of the day/immediately after class pending scheduling/availability of faculty and others as needed. In situations where a competency is unable to be made up the first day of return to class, the next available time/date will be used.
- All final examinations/competencies/assessments/assignments must be completed by the end of finals week (Thursday, 5pm). Extension beyond finals week due to absence is not a part of flexible attendance.

Attendance for supervised clinical practice experiences (SCPEs):

- Flexible attendance can be used a maximum of one time per SCPE (includes absentee due to a flare of condition as well as tardiness) *excluding the five (5) permitted absences permitted during the clinical phase of the program for any reason.* Use of the five (5) permitted absences does not have to be scheduled in advance in cases of using them for illness, flare up of a condition that qualifies for flexible attendance, or other unforeseen circumstances (such as an accident, etc.). However, you must notify the clinical preceptor, the UFPA program clinical coordinator, and your faculty mentor as soon as it is known you will not be attending the rotation that day.
- When flexible attendance is used during a clinical rotation, the hours missed for that day must be made up, even if exceeding the minimum 216 required for the rotation, unless using one of the five permitted excused absences that can be used for the clinical year for any reason (in this instance, the hours/time missed would not need to be made up).

Items/events not covered by flexible attendance:

- Events/activities that cannot be "made up" or rescheduled due to the nature of the event, individuals involved, or cost include, but are not limited to, the below:
  - Simulated patient experiences (currently scheduled with UTMC)
  - ACLS/BLS training
  - Research presentation
  - Select presentations in courses that cannot be made up due to timing and attendance/audience needed for the presentation
  - Extension beyond finals week (exams/competencies/assessments/assignments) – all course requirements must be completed by the end of finals week

If a student's medical condition that qualified them for flexible attendance worsens to the point where they cannot follow the flexible attendance policy as stated above and/or other issues arise, they should meet with the Physician Assistant Program Director with consultation from the Office of Accommodation and Inclusion to discuss alternative options, such as a medical leave of absence, until the condition becomes stabilized.

Modifications to the above policy may be made each semester as needed and students will be notified of any changes.

E. Registration for courses in the Program

Matriculating students will be advised of procedures for registration, payment of fees, and other pertinent information in writing in advance of classes starting. It is the responsibility of the student to keep up to date with any tuition changes at the University (https://www.findlay.edu/offices/business-affairs/student-accounts/Graduate-Charges).

1.0 In order to register for course work, all new students must have satisfied all pre-program requirements and submitted a deposit and confirmation form to reserve their seat in the matriculating cohort class. All

continuing students must have fulfilled all financial obligations to the university for the previous semester and must be academically eligible for progression to the next semester.

2.0 Students **must** complete University WorkDay requirements and have any/all holds removed from accounts in order to be registered for courses.

3.0 The Academic Coordinator and Clinical Coordinator will oversee the registration process (serve as academic advisor) for all students for all courses. Students must self-select courses in WorkDay to register themselves with a final approval from the Academic Coordinator. A delay in a student self-registering for classes can significantly impact the availability of financial aid and students will not be permitted to progress into the next semester if they are not registered.

4.0 Note that the PA Program will not always be on the same schedule as the UF calendar, especially during the clinical year. There may be times/days when the general University is closed/classes are not in session, but the PA Program will have events and/or classes in session. Students are still expected to be present at SCPEs even when the University is closed/not in session on campus unless due to weather in the area affected for the student or an excused absence.

F. Registration Terms

Active Enrollment: Student who is currently enrolled in the program and is eligible to continue within the graduate program as defined by the UF Graduate Catalog enforced at the time of entry into the PA program.

Voluntary Withdrawal: Student in good academic standing who elects to withdraw from the PA Program during the period of a semester startup to and including one full week before final exams and formally informs the Program Chair/Director.

Directed Withdrawal: Student who is directed in writing by program or institutional leadership to withdraw from the PA Program for specified reasons while maintaining appeal process options.

Leave of Absence – A student in good academic standing who seeks a medical leave of absence or personal leave of absence by informing the Program Chair/Director in writing.

G. Program Orientation

PHAS 507 – failure to successfully complete the orientation course results in dismissal from the program. During this course, students will be oriented to the UF PA Program, the University, and the PA profession. The course begins on campus one week prior to the start date of the fall semester.

H. Program Participation Overview

Matriculated PA Students must complete the designated professional curriculum in the sequence specified by the program's design. Each semester's coursework is to be considered pre-requisite to the next semester's coursework. Students are required to successfully complete, in sequence, all coursework as full-time-students progressing as a cohort. There is no opportunity to alter the didactic course work sequence. Students who qualify for a leave of absence will need to sit out of the program and re-start the program with the next incoming group of students. They will be required to audit all coursework that was previously taken until they get to coursework they have not yet taken and will take that for credit. Audited coursework must meet all assessment and course criteria as if taken for credit.

No transfer or advance placement credit is accepted, including courses taken at a medical school or other PA school. (ARC-PA Standard A3.12c, 6th Edition {ARC-PA Standard A3.13c, 5th Edition}).

I. Student Conduct

Physician assistant students are required to abide by all academic, clinical, and professional comportment policies as described in the governing University Graduate Catalog, the PA Student Handbook, and the program's

Technical Standards. Failure to abide by/perform all of the above can result in dismissal from the program. The ability to perform all technical standards is a requirement to advance through the UF PA program (see XXIV UF PA Program Technical Standards).

J. Code of Ethics of the Physician Assistant Profession

(Applies to PA students as well)

"Guidelines for Ethical Conduct for the Physician Assistant Profession", (Adopted 2000, amended 2004, 2006, 2007, 2008, reaffirmed 2013) AAPA website, accessed 4/12/2019.
http://www.aapa.org/your_pa_career/becoming_a_pa/resources/item.aspx?id=1518

All UF PA students are held to the highest ethical and moral standards due to the nature of their work and responsibilities. Students who fail to adhere to these standards in terms of conduct, professional demeanor or professional attire will be subject to being placed on Professional Probation. If such actions are severe or could potentially endanger the public, the student will be dismissed from the PA program with no opportunity for readmission.

K. Honor Code

Every student is assumed trustworthy and committed to maintaining honor and professional ethics purported by the profession's national organization. Students will be found in violation of the Honor Code with acts of lying (including plagiarism), cheating, or stealing while enrolled as a student in the PA program or if engaging in an action that constitutes a violation of administrative rules, civil and or/ criminal laws of the United States. Each matriculant to the PA program is required to present a signed copy of their pledge to not engage in any dishonorable or dishonest act in all program/school matters. This signed Honor Code pledge (see below) will be filed in the individual's student record. See Section VIII. Academic Integrity of the University Graduate Catalog.

"I will not knowingly engage in any dishonorable behavior, cheat, steal, lie or commit any act of plagiarism during my academic work, course, or endeavor. If I observe an act which I believe violates the University's Honor Code, I may, in my discretion, report it to the appropriate personnel. I acknowledge that any assignments/papers I submit may be put through a software program which detects plagiarism."

L. Student Substance Use Policy

As a professional program of health service, the PA Program promotes a healthy lifestyle with avoidance of the use of tobacco products, controlled substances, marijuana, or the abuse of alcohol.

1.0 Participating in a Supervised Clinical Practice Experience (SCPE) or any PA program-sponsored patient care activities as well as didactic class time while under the influence of intoxicating substances is strictly prohibited and will result in immediate dismissal from the program. Intoxication during PA program-sponsored non-patient care activities (including positive testing results) may result in professional probation to dismissal from the program.

2.0 Students will be required to undergo drug screening prior to entering the program, prior to starting the clinical year, prior to or during any SCPE where it is required by the preceptor/site, and/or at any time when there is a professional breech (arrest, etc.) that raises concern for substance use/abuse/misuse.

3.0 The results of the above testing are then given to the Clinical Coordinator (CC) and kept in the student file. The CC informs students of the process and the location for substance testing. Students are also expected to cover the cost of this test in addition to their fingerprinting. If at any point a clinical preceptor, CC, Program Director, agency professional, or faculty member has concerns that a student is using substances during semesters of field placement, students can be subject to drug testing at the request of the Program Director or CC. If at any point a students' substance use test comes back positive for substance use, a meeting will be held with the Program Director, Coordinator of Field Education, Field Instructor and

student to discuss an appropriate action. Substance use/abuse includes use of substances that could affect judgement/etc. (such as alcohol, marijuana, etc.).

4.0 University of Findlay Drug Prevention Program Policy
https://findlay.smartcatalogiq.com/current/undergraduate-catalog/copy-of-university-policies/drug-prevention-program-policy

M. Unlawful Harassment

The University and the PA Program considers harassment in any form as reprehensible and intolerable behavior and it is prohibited. Relationships involving unlawful harassment have no place at the university or at any university sponsored event. Unlawful harassment subverts the mission of the institution and threatens the careers, educational experience, and well-being of students, faculty, and staff. Policies and procedures regarding filing any complaint of harassment can be found in The University of Findlay Graduate Catalog (section X). The University has established a Campus Violence Addendum to the Crisis Response Plan that establishes a program to prevent violence on campus. This Addendum includes information on what types of behaviors to report as well as what to do when confronted with a threatening situation. This plan can also be viewed on-line from the *Office of Safety and Emergency Management* web page.

These policies and practices include protection for and prohibit retaliation against individuals making a complaint or supplying information concerning a complaint. Protection for a person who considers himself or herself falsely accused has also been incorporated.

University of Findlay's Title IX Policy Regarding Sex Discrimination, Sexual Harassment, and Other Forms of Sexual Misconduct can be found at *https://www.findlay.edu/offices/student-affairs/title-ix/*.

N. Background Check

1.0 All students are required to undergo a criminal background check upon admission to the PA program and again just prior to the clinical phase of the PA program.

2.0 Should a student have a prior felony conviction or be convicted of or plead guilty to a felony while a student in the PA program, he/she should be aware that criminal conduct may have implications for their ability to continue within the program and/or receive training at certain clinical education sites. This could also affect eligibility to enter practice. Students with felony convictions (or misdemeanors) may not be eligible for admittance to the University and, if are eligible, may not be admitted to the PA program depending on Program review of the circumstances. Students will be required to sign an acknowledgement form that clinical placement and completion of the program cannot be guaranteed, nor can the ability to take the PANCE or become licensed in a state be confirmed (if successful completion of the program occurs) – see 6.0 below.

3.0 A finding of a prior conviction of an assault-related felony will result in denial of admission and/or dismissal of the student from the PA program. If a matriculated student is convicted of any other felony, the decision about continuation in the program will be made on a case-by-case basis. Even if permitted to complete the program, students may not be eligible to sit for the PANCE or be licensed in a/any state – it is the student's responsibility to assess this.

4.0 The costs associated with background checks are the responsibility of the student, not the UF PA program.

5.0 Contact the PA Program Administrative Assistant for instructions in accessing how to complete a background check if any questions. The program will document completion of the background check.

6.0 The PA program and The University of Findlay cannot guarantee that a student will be eligible to complete the program or attain employment as a PA-C if he/she has a criminal record. It is up to the student to determine if he/she should continue in the program if they have something that is found on a background

check – there may be instances where the student will be permitted to continue in the program but clinical sites will not accept them during the clinical year rendering them unable to complete their education.

Students with felony convictions are encouraged to contact the medical board or other appropriate regulatory agency in the state where they anticipate practicing upon graduation prior to their matriculation into the PA program to determine if it will be possible for them to obtain licensure after graduation and passing the national certifying examination. Misdemeanors (depending on type and number) can also affect one's ability to obtain licensure and/or practice as a PA. It is the sole responsibility of the student to ensure whether or not they are able to practice after graduation as, it is possible to complete the program and not be able to practice clinically due to convictions prior to and while enrolled in the PA program.

7. If a student is not a US citizen and is admitted to the UF PA program, it is up to the student to contact the NCCPA to ensure eligibility to take the national certification exam as well as to contact each state/location where they intend to practice to determine whether or not they are eligible for state licensure.

O. Professional Liability Insurance

Students are provided student liability insurance ($1 million of professional liability each claim and $5 million aggregate) by The University of Findlay which is effective only at assigned supervised clinical practices and assigned clinical experiences. This coverage terminates upon completion of the program. This insurance will not cover any activity not sanctioned by the PA program.

P. Student Leave of Absence Policy

1.0 A PA student in good academic standing, (overall and session GPAs of 3.0 or above {at that point in the session} with no more than one grade of "C+" and no grades of "C" or below in any courses in the PA program), after presenting a written request to the Program Chair/Director, may be granted an official leave for personal or medical reasons for a period not to exceed one calendar year. If the condition occurs during the didactic phase of the program and involves greater than two weeks of absence, the student will not be permitted to continue in that given semester and will decelerate into the next cohort when medically cleared and repeat those courses as "audit" (but must meet the same grade requirements as if it was for a grade). If a condition necessitates a student needing to be out of the program for greater than one calendar year, but less than two calendar years, they will have a guaranteed seat in the program but must restart the program in the next available cohort taking all courses for academic credit (no audit) regardless of their current academic standing or progression/phase within the program. If a condition necessitates a student needing to be out of the program for greater than two years, he/she must reapply to the program. No leaves will be granted during the final two weeks of an active/current semester (students must complete the current semester and the leave will start with the subsequent semester) with rare exceptions as deemed necessary by the PA Program Chair/Director. (See UF graduate catalog for university readmission requirements)

2.0 If the leave is approved, the Program Chair/Director will provide written notification, including applicable beginning and ending dates, to the student.

3.0 It is the responsibility of the student to notify the registrar and the office of financial aid (if applicable).

4.0 The student must notify the Program Chair/Director in writing of his or her wish to return to the Physician Assistant Program at the time the leave is granted with an anticipated re-entry date.

5.0 Eligibility to return from a leave of absence caused by a student's medical illness or injury must be based upon the student being free of communicable disease, appropriately managed behavioral conditions, and having the ability to meet the PA program's defined Technical Standards.

The student is responsible for providing documentation from the health care professional that provided the treatment or was the main coordinator for such treatment that he/she is "cleared" to resume a seat in the PA program. The healthcare provider must respond to specific criteria for clearance if needed.

The PA program **must not** intentionally be made aware of the exact diagnosis or treatment, only that the student has recovered sufficiently to resume their studies. The healthcare provider must sign off on the Technical Standards as well as a specific "clearance" for the student to participate prior to resuming classes.

6.0 When a leave is granted, the student will be required to restart the program with the next matriculating cohort if the leave occurs while the student is in the didactic phase of the program. The student will be considered a "decelerated student" and repeat all coursework either for a grade or for audit at the discretion of the program. Students auditing courses must meet the same course and program requirements as if the courses were taken for a grade. When a leave is granted for a student in the clinical phase of the program, he/she will not be made to restart the program, but only to complete the clinical year courses not yet completed, unless the leave of absence is greater than 18 weeks. If the leave of absence exceeds 18 weeks, the student will be required to restart the clinical phase of the program and audit the courses taken for credit previously. If a leave of absence exceeds 32 weeks during the clinical phase of the program, the student must restart the program as completion would exceed three years.

7.0 In all cases of leave, the student is required to complete the full curriculum to be eligible to earn the MPA degree.

8.0 The student who fails to re-enter the program by or prior to the anticipated date for return to the program will be required to reapply for admission to the program.

9.0 For purposes of deferring payment of student loans during a program-approved emergency leave, there may be federal regulations limiting the amount of leave a student can take without financial penalties. It is the student's responsibility to address this concern and any questions should be directed to the office of financial affairs.

10. Leaves of absence requested prior to the last day to withdraw from classes for that semester can be approved/denied by the UF PA Program. If the request occurs after the last day to withdraw from classes, the appeal must be approved by the University and is beyond program control at that time. Please note, for a student to be able to restart the program in the event that an appeal is granted by the University, all grades and session GPAs must meet the acceptable criteria – this may necessitate having to request grade changes from the letter grades recorded to "W" if the leave occurs after the last date of withdrawal and this is decided by the University (not by the Program). If letter grades are recorded that are not passing (such as a "C-") or the session GPA is below the required 3.0, the student will not be permitted to restart the program even if a leave of absence is granted by the University after the last date of withdrawal for that semester.

Q. Student Voluntary Withdrawal Policy

Should a student choose to withdraw from the program for personal or academic reasons, a scheduled meeting with the Program Chair/Director must occur to review the proposed action and garner consultation for options and implications. Students withdrawing from The University of Findlay or taking a leave of absence must meet with a representative of The Oiler Success Center to be withdrawn from the courses in which they are currently registered.

Individual course withdraw: If a student withdraws from an individual course without the approval of the PA program director, he/she is ineligible to progress in the PA program. Students must successfully complete each course in a given semester of the didactic phase of the program in order to progress into the next semester. Failure to do so will result in dismissal from the program regardless of the grade earned/recorded for the course (i.e., "W").

R. Readmission Protocol

Students who have not completed all PA program requirements and have withdrawn may or may not be eligible for readmission. Students should contact the program chair/director to determine eligibility for readmission. These students must reapply to the program by completing a new CASPA application. This does not apply to students who are approved for a leave of absence and are decelerated into the cohort beneath them and do not need to reapply for admission.

S. Disciplinary Actions

The PA program complies with all University procedures regarding disciplinary action. Additional program-specific policies as outlined within the Student Handbook will also be enforced.

T. Student Grievance/Appeals Process

Students have the right to due process involving grievances and appeals processes and procedures for both academic and non-academic grievances. Students experiencing difficulties within the academic program who obtain unfavorable evaluations or feel they are being unfairly graded are encouraged to first address these issues with the Course Faculty member and/or Course Director and then if not resolved, with the Program Chair/Director, as needed. The student can appeal to the Graduate Academic Standards Committee for academic grievances. This committee is comprised of graduate faculty members and organized by the registrar. This committee processes student appeals in several academic areas. Appeals are to be submitted in writing to the Registrar with a clear explanation of what is being requested and reasons for the request and must include a statement from the student's faculty adviser concerning the appeal.
https://findlay.smartcatalogiq.com/current/graduate-catalog/appeals-records-and-concerns

Non-academic grievances not resulting in suspension or dismissal from the program or institution are not subject to appeal and are final when rendered. The appeals process can be found in the UF Graduate Catalog at https://findlay.smartcatalogiq.com/en/current/graduate-catalog/student-rights-and-responsibilities-statement/iv-disciplinary-procedures-in-instances-of-student-misconduct-of-a-non-academic-nature-not-subject-to-suspension-or-dismissal

Students appealing decisions regarding SCPEs will need to follow the University appeals process as outlined in the UF Graduate Catalog: https://findlay.smartcatalogiq.com/current/graduate-catalog/student-rights-and-responsibilities-statement/ix-policies-regulating-experiential-learning

University of Findlay's Title IX Policy Regarding Sex Discrimination, Sexual Harassment, and Other Forms of Sexual Misconduct can be found at https://www.findlay.edu/about/offices/civil-rights/title-ix-policy/

U. Americans with Disabilities Act

1.0 The University of Findlay does not discriminate on the basis of disability in admission to, access to, or operations of its programs, services, or activities. However, PA students must meet the Technical Standards of the UF PA Program. Each student must attest to the Technical Standards, as well as the healthcare provider performing the student's physical, for admittance to the PA Program. This is repeated if there is any change to the student's health status warranting restrictions or accommodations.

2.0 The University of Findlay does not discriminate in its hiring or employment practices.

3.0 Questions, concerns, complaints, or requests for additional information regarding Americans with Disabilities Act (ADA) may be forwarded to the ADA Compliance Office in the Academic Support Center, room #45 in the basement of Old Main (419)434-5532 from 8:30 AM to 5:00 PM, Monday through Friday.

4.0 Individuals who need auxiliary aids for effective communication in programs and services of The University of Findlay are invited to make their needs and preferences known to the ADA Compliance Coordinator.

5.0 This statement is provided as required by Title II of the Americans with Disabilities Act of 1990.

6.0 Any student admitted to The University of Findlay who has documentation identifying a disability has the right to request and receive modifications in accordance with Section 504 of the Rehabilitation Act of 1973.

7.0 ***If you are a student admitted with a disability, it is your responsibility to register with The Office of Accommodation and Inclusion and notify your instructor at least two weeks prior to a needed service so reasonable accommodations can be made.***

8.0 It is the responsibility of the student, not the faculty member, to ensure that exams and other accommodations are scheduled/set within the parameters of a given faculty member's policy. For instance, some faculty may permit exams to be taken after the exam time or date assigned to the remainder of the cohort (depending on the content and format of the exam), while others may require the exam to be completed at the same time, on the same day, or earlier. The testing center has limited availability and students must make arrangements in advance to ensure that their needs are met.

9.0 Any student seeking testing, attendance, etc. accommodations **must** include the PA Program Academic Coordinator's name on the release form (Sara Denning, DMSc, PA-C). Failure to do this may result in not receiving accommodations in some instances as not all faculty involved with a course are notified when a student is granted accommodations. Including the PA Program Academic Coordinator on the release form with the Office of Accommodations and Inclusion is the student's responsibility to ensure accommodations are followed.

V. Student Rights and Responsibilities

All University students have certain rights and responsibilities. Refer to The University of Findlay webpage, keyword "*Student Rights and Responsibilities Statement*". It is the student's right to access the University Graduate Catalog and the PA Program Student Handbook for review of all policies and it is their responsibility to do so.

W. Student Identification

All students are required to wear a name-tag that includes identification of program sponsorship, discipline, and student status while on supervised clinical practice experiences (SCPEs) or when required by the PA program (program events, etc.). In some instances, clinical affiliation sites will require additional identification and nametags to be worn, but the student must have the UF PA Program ID worn as well. The University of Findlay name-tags will be provided by the PA program.

X. Inclement Weather Policy

Students who are attending classes at The University of Findlay are not expected to travel to class when the University is officially closed.

1.0 All University closings are announced on local radio, television channels, and the UF website.

2.0 Students who do not have access to local radio, TV, or internet are advised to call 800-472-9502 for this information.

3.0 Students who are unable to travel to class due to treacherous travel conditions are to call and notify the PA program office. Students are expected to use their best judgment in deciding whether or not to travel.

4.0 Students at Supervised Clinical Practice (SCPE) sites not affected by the adverse weather conditions are required to attend their SCPE even if the University is closed.

5.0 Students at an SCPE site that has significant adverse weather conditions must use their best judgment in consultation with their preceptors in determining their clinical site attendance regardless of the University's status. Students are not permitted to travel to their clinical site if they are in a location under a level three snow/travel/etc. emergency (the site, their home, or a significant area of travel). If they are travelling through an area under a level III to reach their clinical site (i.e., neither their home nor the SCPE site are under a level III condition, but they must drive through an area that is), students should refrain from attending their clinical site or seek an alternate route to travel.

6.0 If a class/course is cancelled due to inclement weather, the course instructor(s) will determine the "make-up time" for the course. This will typically be an online format at the regular class time (see policies requiring PA students to have functioning computers and internet access at home).

This may occur during pre-set testing/lab blocks or during other times the faculty member is available that do not conflict with other PA program courses/requirements (including evenings or weekends if necessary). This may also occur via electronic means and/or self-directed learning.

7.0 All PA program classes will be cancelled if a level three emergency is declared in Hancock County regardless of whether or not the university remains open. Individual faculty members may cancel their individual classes if a level three emergency is declared in their county of residence or they deem it too dangerous to travel. See number 6.0 above for makeup classes.

Y. Attire

1.0 Students while attending classes at The University of Findlay PA Program will be required to dress professionally as outlined below.

2.0 Students will be required to wear short white jackets with business/professional attire and their UF ID badges when attending any clinical experience and as directed by the program. If a site does not permit use of a coat, students must, at a minimum, wear their UF ID badges identifying them as a student. If scrubs are requested to be worn in place of jackets, students can wear their UF PA program scrubs with their names and PA program patch embroidered.

3.0 Each student must have a working watch with a second hand or a device with a timer present at all times when performing physical assessments. No phones, smart watches/watches with memory/etc., any alarm devices, or other electronic devices will be permitted for use with competencies and the use of them will be considered cheating (failure of competency/course/dismissal).

4.0 Students may choose to purchase a long white jacket to be worn only during their anatomy laboratory experience. (Refer to directives of course facilitator.)

5.0 Students are expected to wear business casual attire while in class and/or attending any program event where professional/business attire is not required (this commonly includes slacks, dress, skirt, blouse, sweater, dress shirt or collared polo/golf shirt, and appropriate shoes). Low cut dresses/tops and any revealing clothes are not permitted. Jeans, leggings, tight clothing, overly baggy clothing, tennis shoes, sandals, and open-toed shoes are not considered professional attire. Any jewelry (male or female) should be worn with professional discretion.

When presenting for class or an event, professional/business attire is required in place of business casual (e.g., button-down shirt and tie in place of a polo shirt or button-down shirt only).

6.0 Professional appearance includes good hygiene, absence of visible body piercing/tattoos, clean shaven appearance, and overall kempt appearance. Artificial nails are not acceptable in the clinical setting and

any painted and/or artificial nails are NOT permitted during a surgery rotation (note, some surgical rotation sites may permit painted nails with fully intact polish/no chipping, but artificial nails are not permitted). Trendy hairstyles/hair colors, visible piercings, and/or visible tattoos may not be permitted in some clinical settings.

7.0 "Dress-down" is defined as wearing blue jeans, non-revealing shorts, and informal shirts or blouses (no ripped, torn, or cut-off clothing). No ½ shirts/crop tops/etc. will be permitted.

8.0 Dress-down days occur when instructed by the PA program/faculty. Students are permitted to dress down and wear shorts/etc. over the summer semester and on Fridays of the fall and spring semesters as long as clothing is not ill-fitting (too tight, too short, etc.) and in good repair (not stained, torn, etc.) if approved by the program. In general, to be approved by the program, there must be nearly 100% completion of the course/faculty evaluations for the preceding semester.

9.0 Final Exam week falls under "dress-down day" unless otherwise announced.

10.0 Students may find it necessary to bring a change of clothes and/or casual clothing when engaged in lab sections of courses such as Physical Assessment or Clinical Patient Care. Scrubs may be acceptable if authorized by the faculty. For lab competencies, the "provider" (student who is being assessed) is expected to be in professional attire (shirt, tie, slacks, blouse, dress, etc.) with their student white lab coat and medical equipment – the "patient" should be appropriately dressed for area assessed (shorts, t-shirt, sports bra, etc.).

11.0 While on SCPEs and mini clinical experiences:

11.01 Students will comply with established dress code policies of the PA Program and host institution during clinical education placements. Students will follow instructions from preceptors/sites regarding appearance (i.e., shaven face, remove piercings, cover tattoos, shower, etc. if instructed). Failure to do so may result in failure of the SCPE, professional probation, or removal from the program depending upon the severity of the infraction.

11.02 Clean and pressed short white lab coats with proper UF PA program identification are mandatory (unless instructed not to wear it by the preceptor) for clinical education sites. They may be required to be worn at SCPE activities including End of Rotation (EOR) Days. Scrubs may be allowed, but ONLY when approved by the preceptor. **Do NOT wear or take scrubs from a facility without permission.**

11.03 While the specific form of proper identification may vary from site to site all students must maintain their UF student identity by displaying the photo ID badge which identifies one as a physician assistant student (PA-S) at the University of Findlay.

11.04 Students are expected to wear professional attire (traditional examples include, but are not limited to, women: dress, skirt/blouse/sweater, dress slacks with stockings; men: dress shirt/slacks, tie, shoes, and socks.). Low cut dresses/top and revealing clothes are not permitted. Tennis shoes, sandals, and open-toed shoes are not considered professional attire. Any jewelry (male or female) should be worn with professional discretion and must be removed/modified as per the policy of the clinical site and/or preceptor.

12.0 Failure to comply with the above standards will result in disciplinary action which may range from a verbal or written warning, professional probation, to dismissal from the program.

Z. Student Feedback Regarding Instructors and Courses

At the end of the semester, each student will have the opportunity to provide anonymous feedback on the course instructor/s and guest speakers, the presentation, the content of the course, and the activities. The students'

evaluations and comments are valuable for assessment of the success of the course as well as the improvement of the course. All materials needed to provide this feedback are supplied by the PA program and the university.

Informal course/instructor evaluations may be distributed for completion throughout the semester as deemed necessary by the instructor.

Evaluations should be used to express positive or negative *constructive* criticism, not personal opinions.

AA. Academic Integrity

The policy below is copied directly from the UF Graduate Catalog and applies to all PA students. However, note that **all UF PA students are graduate students and are expected to know and understand the below policy regarding academic integrity. Students are educated on this policy in the first/orientation week of the program and this serves as an initial verbal and written warning regarding this policy. All students sign an acknowledgement form that they have read the handbook and were able to ask questions. As such, due to the professional nature of the program and the risks involved for future patients, any occurrence that is a violation of Academic Integrity, whether it is a level 1, level 2, level 3, or level 4, is grounds for failure of the assignment *and* the course in which it occurred which results in dismissal from the PA program. Treating patients literally has life and death consequences on a daily basis and violations of academic integrity cannot be tolerated. Students will/would be dismissed from the program due to the severe lack of professionalism exhibited when committing acts that violate academic integrity from a professionalism standpoint in addition to being dismissed from the program for failing a course due to academic dishonesty. Examples of violations include, but are not limited to, cheating on an exam, intentionally or unintentionally not properly citing someone else's work (failure to fully understand a given citation style is not an acceptable excuse), including fabricated information in an assignment (e.g., making up physical exam findings/history/lab results/etc.), as well as the many examples provided in the policy above. Please note that the sanctions applied specifically to PA students (dismissal) may only apply to the PA program itself and the student may still be eligible to remain enrolled at the University and participate in another program of study other than PA.**

Disciplinary procedures in instances of student misconduct of an academic nature.
When, in the opinion of a faculty member, a student is responsible for violating University rules, regulations, or policies of an academic nature on or off campus, the faculty member must report the incident following the policy protocol. For reporting purposes, an Academic Dishonesty Form is available in the Office of the Registrar or on the UF website (Keyword: Advising Information). Violations are classified into levels according to the nature of the infraction. The levels are defined as follows:

Level One
Level One violations may occur because of a student's inexperience or lack of knowledge of principles of academic integrity. These violations are likely to involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment.
Level Two
Level Two violations are more serious in nature and affect a more significant aspect or portion of the total course work.
Level Three
Level Three violations affect a major or essential portion of total course work, or involves premeditation. Level Three violations represent serious violations of intellectual honesty and academic integrity.
Level Four
Level Four violations are the most severe violations of academic integrity and as such will be sent directly to the Student Academic Standards Committee for sanctions which in most cases will be immediate dismissal.

Definitions of student misconduct of an academic nature.
Violations of an academic nature may include, but are not limited to, cheating, fabrication, facilitating academic dishonesty, plagiarism, and/or sabotage. Definitions of each are found below with examples of scenarios and their suggested violation levels.

Cheating
Cheating is the use or intention to use unauthorized materials, information, study aids, or assistance in any area of academics. Work is expected to be the sole effort of the student, unless otherwise directed by the faculty member. Cheating includes, but is not limited to, the following examples:

Level One
- Copying to a minor extent on quizzes, exams, or assignments.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without the permission of the current instructor.

Level Two
- Working collaboratively on assignments when prohibited.
- Using prohibited materials (e.g., books, notes, or calculators) during an exam without permission from the instructor.
- Copying to a moderate or major extent on quizzes, exams, or assignments.

Level Three
- Buying unauthorized aid on examinations, papers, or assignments.
- Offering bribes related to academic work.

Level Four
- Obtaining a quiz, exam, or assignment by theft, stealth, or deception.

Fabrication
Fabrication is the intentional falsification or invention of research, data, citations, or other information. Fabrication includes, but is not limited to, the following examples:

Level One
- Providing false information/documentation to postpone tests or due dates.

Level Two
- Altering quizzes, exams, or assignments and submitting for regrading.

Level Three
- Falsifying documents for academic gain.
- Fabricating data by inventing or deliberately altering material (this includes citing "sources" that are not, in fact, sources).

Level Four
- Changing the record of work done by stealth or deception.

Facilitating Academic Dishonesty
Facilitating academic dishonesty is the aiding of another student(s) in any form of academic dishonesty. Acts may include providing unauthorized materials for assistance on tests or assignments or producing work on another's behalf. Facilitating Academic Dishonesty includes, but is not limited to, the following examples:

Level One
- Giving unpermitted assistance to others, such as help with research, statistical analysis, computer programming, or field data collection that constitutes an essential element in the paper, project, or assignment.

Level Two
- Giving unpermitted assistance on quizzes, exams, or assignments.
- Permitting another to present one's work as the student's own.

Level Three
- Selling unauthorized aid on quizzes, exams, or assignments.
- Accepting bribes related to academic work.
- Taking an exam for another student.

Level Four
- Obtaining a quiz, exam, or assignment by theft, stealth, or deception and distributing to other students.

Plagiarism
Plagiarism is the presentation of someone else's words, ideas, or data as one's own work, in written, oral, or visual form. If the work of another is used, acknowledgment of the original source must be made through a recognized reference practice. To assure proper crediting a student will acknowledge the work of others. Neither ignorance nor

carelessness shall be an acceptable response in the cases of plagiarism. Plagiarism includes, but is not limited to, the following examples:

Level One

- Failing to cite or give proper acknowledgement in a limited amount of an assignment.
- Failing to cite or give proper acknowledgement from others, such as help with research, statistical analysis, computer programming, or field data collection that constitutes an essential element in the undertaking in a paper, project, or assignment.

Level Two

- Failing to cite or give proper acknowledgement in a moderate amount of an assignment.

Level Three

- Failing to cite or give proper acknowledgement in an extensive amount of an assignment.

Level Four

- Significant plagiarism of a major work such as a dissertation, thesis, or research paper or project.
- Purchasing a research paper or project.

Sabotage

Sabotage is the disruption or destruction of another person's work or a group's work so that the other person or group cannot successfully complete an academic activity. Failure to contribute as required to a group/team project may also be considered academic sabotage. Sabotage includes, but is not limited to, the following examples:

Level One

- Preventing a student or students from having access to materials resulting in minor effects.

Level Two

- Preventing a student or students from having access to materials resulting in moderate effects.

Level Three

- Sabotaging the work of a student or students through actions designed to prevent the student(s) from successfully completing the academic activity.

Level Four

- Destroying another student's artwork, research, or experiment beyond repair or recovery.

Policy protocol after an incident of student misconduct of an academic nature.

Discovery of Academic Dishonesty

Based on the severity of the violation of University rules, regulations, or policies of an academic nature, the faculty member will initiate the filing of an academic dishonesty charge. The instructor will first select and consult with a designated college delegate. This delegate must be a faculty member appointed by the dean of the college or the college representative that serves on the appropriate Student Academic Standards Committee aligned with the student's course level (e.g. undergraduate or graduate). After consulting with the designated college delegate, the instructor will assign the appropriate level of violation and course of action. The course of action must include academic counseling along with a zero for the assignment, a reduction in possible points for the course, a grade of "F" for the course, or other appropriate action. The faculty member must include his or her course of action when completing the Academic Dishonesty form. When a student has violated University rules, regulations, or policies of an academic nature, the student will not be permitted to withdraw from the course. If a student is given an "F" for the course, he or she may not continue to attend the course. However, if the student is issued a grade of "F" for the course and appeals, the student may resume attending class pending the final disposition of the matter.

Meeting with the Student

Within five working days of the discovery of the violation, the instructor will set up a meeting with the student, the instructor, and the designated college delegate. The student is entitled to invite an advocate. The advocate must be a University of Findlay faculty member or academic advisor. The meeting will cover an overview of the violation in relation to the University policy, the course of action, the remediation process, and the appeal process in the event the student wishes to appeal the charge. At the conclusion of this meeting, the instructor will send the paperwork (i.e., Academic Dishonesty form, supporting evidence) to the Office of Academic Affairs. Upon receiving the paperwork, the Office of Academic Affairs will notify the student in writing of the formal charge(s) pertaining to the violation of University rules, regulations, or policies of an academic nature as well as the process to be used to appeal said charge(s).

Under the circumstance where the instructor has made reasonable documented attempts to schedule the meeting with the student during the allocated five working days and the student has failed to respond to the meeting requests, the charge will automatically be submitted to the Office of Academic Affairs. The recommended number of scheduling attempts would be two or three in the five working days. If the student fails to attend the scheduled meeting the charge will also be automatically submitted to the Office of Academic Affairs.

Appealing the Academic Dishonesty Charge
After the student receives notification from the Office of Academic Affairs, the student will have five working days to notify the Office of Registrar of his or her desire to appeal the charge. The student has five additional working days to submit his or her completed appeal to the Student Academic Standards Committee via the Office of the Registrar. The decision rendered by the Student Academic Standards Committee is final and not subject to additional appeal. If the appeal is denied or the student chooses not to appeal (i.e., does not meet the appeal deadline), then the charge of academic dishonesty becomes part of the student's academic record. At this point, the Office of the Registrar will notify the student, his or her advisor, the instructor, the college dean, and the area director/department chair as well as the Office of Academic Affairs.

Remediation and Sanctions
If this is the student's first academic integrity violation, the student will be expected to complete a remediation program. A student will be assessed points based on the level of the charge of academic dishonesty. A Level One is assessed one point; a Level Two is assessed two points and so on. The record keeping of this point system will be maintained by the Office of the Registrar. If a student has a Level Four charge or has two or more violations, the student will be notified that he or she is being referred to the Student Academic Standards Committee for possible University sanctions. The number of academic dishonesty points accumulated by the student will aid the Student Academic Standards Committee in determining the appropriate sanction.

BB. University of Findlay Physician Assistant Program Judiciary Committee

Committee purpose: The UF PA Program Judiciary Committee is charged by the program director to evaluate alleged violations of professional PA student misconduct (and any academic misconduct not covered under the umbrella of the University Academic Integrity policy) and to make a recommendation to the program director regarding whether a violation occurred and what the penalty, if any, will be. The program director will issue the final decision, at his/her discretion, to the student on behalf of the UF PA Program. For obvious acts of misconduct with documentation {such as emails, failing to properly clock in/out/use Exxat despite instruction and communication regarding this, etc.}, an individual can be placed directly on Professional Probation without implementation of the PA program judiciary committee.

Committee make-up: The UF PA Program Judiciary Committee shall be comprised of three full-time UF PA Program faculty which could also include the staff member clinical coordinator, academic coordinator, medical director or the staff member position of Experiential Education Specialist if relevant. The committee members shall be appointed by the PA program director for each incident and will include those with the least connection to the incident in question when possible.

Procedure:

1. In cases of academic or professional misconduct, a program faculty or staff member will submit a summary of the event to the program director in writing.
2. The student in question must first meet with the appropriate faculty member who is reporting/documenting the incident and then with the program director. If there is still concern of misconduct, the program director will appoint a committee as stated below.
3. The program director will appoint three individuals (must be fulltime faculty, CC, and/or medical director) to the committee and charge them with evaluating the information at hand. This may include, but is not limited to, evaluating personal statements from the student in question and the individual who witnessed or is reporting the incident, examining any pertinent materials, interviewing the parties in question, or a combination of the preceding. The student may, if he/she desires, select one of the three individuals appointed to the committee (must be a fulltime UF PA program faculty member, CC, AC, or the medical director). In the event that the student declines, the program director will appoint all three.

4. The UF PA Program Judiciary Committee will nominate a chair of the committee to be responsible for scheduling the meetings, maintaining and creating any documentation, and forwarding the committee findings and recommendations to the program director.
5. The program director will, notify the student in question of the final decision on behalf of the UF PA Program within two business days. This final decision is made by the program director and may differ from the recommendations of the PA Program Judicial Committee.

IX. STUDENT HEALTH AND WELLNESS

The PA Program in The College of Health Professions at The University of Findlay requires students to meet certain health and immunization requirements as a condition of enrollment. Physician assistant students are required to have a complete physical examination by a licensed health care provider and designated laboratory tests and cleared by the health care provider (including attesting to the Technical Standards) for participation as a PA student.

Failure to comply with these health requirements will result in dismissal from the program as a new matriculating student and/or rising clinical student.

Students should be aware that some series of immunizations require several weeks/months for completion.

Student physical examination and health screening data are confidential documents and are not kept in student or program files. All physical examinations results and immunization records are maintained at the Cosiano Health Center. A summary sheet acknowledging your immunizations are completed is maintained electronically and accessed by the PA program and sent to clinical year preceptors as well as a general form that you are up to date with your annual physical exam.

Under ARC-PA accreditation *Standards* the program is permitted to keep immunization records of students in the program office.

Students are advised to maintain a personal copy of all elements of the program health requirements and a copy of the report regarding the outcomes of their screenings.

Some clinical affiliation placement sites may require additional health information and immunizations/testing and if so, the student will be informed by the Clinical Coordinator before the supervised clinical practice experience begins.

Principal faculty, the program chair/director, and the medical director must not participate as health care providers for students in the program, except in an emergency situation (*Standard* A3.06).

The student must comply with all clinical affiliation health requirements in order to gain entry to the clinical field setting.

A. Matriculation and Pre-Clinical Health Requirements

To assure the matriculating student meets Centers for Disease Control (CDC) recommendations for immunizations and health surveillance, the following are PA program health documentation requirements:

- Complete physical examination with PE form and Technical Standards form signed by the healthcare provider
- Immunity to measles, mumps, and rubella as indicated by documentation of 2 doses of live vaccine or positive titers, even if born before 1957
- Varicella (chicken pox) having had the disease, a positive titer or documentation of 2 doses of Varivax vaccine (one month apart) if the titer was negative
- Hepatitis B immunization series of three and an antibody titer
- Tetanus/diphtheria/pertussis (Tdap) booster in the last ten years
- Primary series of three doses of polio immunizations
- 2 Step Mantoux PPD skin test (within the last 2 months) or two yearly consecutive negative PPD tests.

- QuantiFERON®–TB Gold In-Tube test (QFT-GIT) or T-SPOT® (T-Spot) are acceptable CDC-approved alternatives
- If PPD conversion has been documented or a person has a positive QFT-GIT or T-spot, a chest x-ray or a statement from the treating physician regarding evaluation for INH therapy is required

- COVID vaccination (the current form/status recommended for healthcare providers at the time)
- Seasonal influenza vaccine and additional vaccines for high-risk categories (i.e. (including, but not limited to), H1N1 vaccine, COVID-19 vaccination, meningococcal vaccination, HPV vaccination).
    - Failure to be vaccinated with those listed above in parentheses in addition to the definitively required vaccinations may result in prolongation of the clinical year as some clinical sites require some, or all, of the vaccines. The program recommends being vaccinated for all conditions listed above in parentheses, in addition to the required vaccinations, and is not responsible for any delay in graduation due to inability to locate clinical placements (or having to reschedule/change placements due to a student's vaccination status). It is also possible that a student may not be able to complete the program if they refuse to be vaccinated for optional vaccines (those listed in parentheses) if they, at some point, become mandatory by clinical sites/preceptors.

Students entering the clinical phase of the program are required to have a current PPD prior to beginning SCPEs. Students who had a previous conversion must convey that through a medical provider's statement and forward it to the Cosiano Health Center Nurse.

Students who do not complete the above requirements will not be permitted to participate in direct patient care activities or enter the clinical phase of the program until all of the requirements have been met and confirmed by the PA program.

Students who fail to complete these requirements in a timely manner will be placed on Professional Probation and must meet with the PA Program chair/director to discuss further actions that could include not being allowed to enter into the clinical phase of the program or dismissal from the PA program. A delay in beginning the clinical phase of the program will result in a delay in the student obtaining his/her diploma.

The only exemptions permitted for vaccinations are if due to a life-threatening allergic reaction (anaphylaxis) to the vaccine in question. Even if a vaccine exemption is granted due to inability to obtain it secondary to anaphylaxis risk, there is no guarantee that any clinical placements will accept a student in this situation and the student may be unable to complete their PA training.

B. Student Health Services

The Cosiano Health Center is a free, walk-in clinic for students, faculty and staff. Any student, regardless of insurance status, may use these services. The Health Center can provide general health assessments, numerous diagnostic tests, wound care, first aid, physicals, as well as referrals to specialists in the area.

The Health Center is staffed daily by three registered nurses and a physician. Physician hours are by appointment. The health center telephone number is 419-434-4550.

Faculty cannot serve as healthcare providers for students.

C. Health Insurance Policy

Full-time matriculated students of the PA Program must have medical/surgical and major medical (hospitalization) coverage. Students must provide the program evidence of current health insurance in the form of a photocopy of a current health insurance card with provider name, identification numbers, expiration date of hospitalization and medical/surgical plan in which the student is enrolled. This information is to be submitted to the PA program. Students must show proof of health insurance coverage annually and an absence of coverage will prohibit participation in supervised clinical activities. A health insurance plan for students is available through the University if needed.

D. Health Status

A significant change in health requiring medical or surgical interventions may render a student unable to undertake the program demands, and as a result a leave of absence or a medical leave may be necessary. Refer to the section discussing leaves of absence.

Students must report any condition which might endanger the health and well-being of other students, patients, program staff, or program related personnel to the Cosiano Health Center or their personal health care provider immediately.

A student with a significant change in health will not be allowed to return without being cleared by either the Cosiano Health Center or their personal health care provider. The Technical Standards form must be signed by the student and provider in addition to a notification letter allowing their return/participation.

Students who have an immunodeficiency such as HIV/AIDS or other syndromes associated with immune-compromised states are encouraged to seek counseling from their private health care provider and/or the medical staff at the Cosiano Health Center regarding potential risks associated with exposure to or taking care of patients with transmissible infections and should continue to strictly follow infection control procedures to minimize their risk of exposure to infectious agents.

E. General Student Bloodborne and Airborne Exposure Policy

It is impossible to eliminate exposure risks and still provide students with a quality medical education. Students will receive proper training in universal precautions and other risk reduction behaviors before entering the patient care environment. If a student is exposed, such as by a needlestick, this policy outlines the procedures which should be followed by the student and the Program.

1.0 Training: The PA Program will present a training session on universal precautions, and the students will be given a written document for future reference. OSHA guidelines will be used as a basis for this information. All students will sign a document acknowledging that they have received and understand this training before being allowed to interact with patients. These documents will be kept on file in the PA program for as long as the student remains in the program.

2.0 Prevention: Students will obtain physical examinations by a qualified medical practitioner (who is not a member of the Program Faculty) prior to beginning clinical rotations to ensure that the student is free of infectious diseases.

- Students will provide the PA program with proof of standard immunizations, including immunization against Hepatitis B and tuberculosis (TB) screening prior to matriculation into the PA program and again prior to entering SCPEs.
- In the event that a student has not been properly immunized, that student will not be allowed to participate in his or her SCPE until such immunizations have been initiated which will result in a delay in program completion. Students may contact their own physician/health care provider, the city or county health departments, or the Cosiano Health Center on campus for assistance with obtaining these immunizations.
- Proof of immunization will be provided to the sites of the student's SCPE prior to the student's arrival.

3.0 Post-Exposure Guidelines: Any student who is exposed to blood or other potentially infectious material (OPIM) should alert his/her preceptor immediately. Such exposures may include but are not limited to: needlesticks, splashing of fluid into the eyes, or contact of fluids with an open wound on the student's body.

- Once the preceptor has been notified, the student should follow the guidelines of the medical center where the exposure occurs. This usually entails reporting to the emergency room where the wound or eyes can be irrigated, and the student can receive information and counseling regarding

proper treatment. Depending on the type of exposure, the student may be advised to receive one or several pharmacologic agents that may reduce the risk of contracting a disease.

- Should the medical center where the exposure occurred not have a policy for treatment of these exposures for students, the student should proceed to the nearest emergency room for proper evaluation and treatment.
- Airborne exposure should be reported in the same fashion as above.

4.0 Financial Responsibility: When a physician assistant student is exposed to a potentially infectious agent during the course of regular educational activities for the PA program, the University will not be responsible for costs incurred by the student for treatment and follow-up of this exposure. Any financial obligations incurred by an exposure are the student's responsibility.

5.0 Follow-up Procedures: Continue medical treatment and counseling at the rotation site or with their primary care physician for the prescribed amount of time. Follow-up for evaluation of reported illnesses post-exposure. The clinical coordinator will maintain contact with the student within 48 hours and repeat contact at one week, 4-6 weeks at 3 months and finally at 6 months to document compliance with the post-exposure guidelines.

For more detail, refer to section F below to explain exposure policies and procedures in detail.

F. Student Bloodborne Pathogen or OPIM Exposure Policy

Note: If you have just sustained an exposure incident, please refer to "Steps to Follow After Exposure" and the "Record of Accidental Exposure" form immediately!

The Physician Assistant Program recognizes that as students begin to interact with patients as part of their medical education, they encounter the risk of exposure to infectious diseases.

There is no way to eliminate these risks and still provide students with a quality medical education.

The best way to avoid the risk of exposure to bloodborne pathogens or other potentially infectious materials is for the student to learn all they can about how to protect themselves and their patients and to use Universal Precautions in all situations in which exposure to blood and other potentially infectious materials may occur.

The Program provides information on access to mandatory training in Universal Precautions and other risk reduction behaviors including the OSHA Bloodborne Pathogen Standard training before entering program. This training is kept updated on an annual basis while the student is in the pa program.

Despite sufficient knowledge about the risks and methods of transmission of infection and the proper use of Universal Precautions 100% of the time, exposure is still a possibility.

It is the responsibility of the student to become knowledgeable about the methods to prevent exposure to bloodborne pathogens and other potentially infectious materials and most importantly, to thoroughly understand the steps needed to be taken in the event of a possible exposure before such an event occurs.

If a student is possibly exposed to a bloodborne pathogen by way of a needle stick injury, mucous membrane exposure, or some other exposure, this policy outlines the procedures, which must be followed by the student and the Program.

The PA Program Responsibility:

- **Provide access to knowledge and training**

The Student's Responsibility:

- **Learn the knowledge and skills necessary to protect themselves and their patients**

- **Learn the steps necessary in the case of a potential exposure and follow them correctly**

This partnership between the student and the PA Program will work together to create as safe of an environment as possible for the students in the clinical arena while recognizing that it is impossible to prevent all exposures.

The methods used to achieve these goals will be training the students in what they need to know to protect themselves and their patients, prevention strategies provided to the students to include immunizations when available, training and knowledge about how to prevent exposures, a clear set of instructions about what to do once a potential exposure occurs, an understanding of which individuals are responsible for what specific actions, and a clearly defined policy for follow-up once a potential exposure has occurred.

1) Training

a) The PA Program will provide access instructions to a mandatory training session on the OSHA Bloodborne Pathogen Standard that includes instruction on Universal Precautions
b) A written handout will be provided for future reference
c) All students will sign a document acknowledging that they have received, reviewed, and understand this training before being allowed to interact with patients
d) These documents will be kept on file in the PA Department for as long as the student remains in the program

2) Prevention

a) Students will obtain physical examinations by a qualified medical practitioner (who is not a member of the Program Faculty) prior to beginning clinical rotations to ensure that the student is free of infectious diseases.
   i) Students will provide the program with verification of proof of standard immunizations, including immunization against Hepatitis B and TB screening prior to beginning clinical rotations.
      (1) Documentation of immunization status shall be provided to the Cosiano Health Center who will notify the PA Program of the student's compliance with this requirement.
   ii) In the event that a student has not been properly immunized, that student will not be allowed to participate in his or her clinical rotation until such immunizations have been initiated.
      (1) Students may contact their own physician/health care provider, the city or county health departments, or the Cosiano Health Center on campus for assistance with obtaining these immunizations.
   iii) Proof of verification of immunization will be provided to the sites of the student's clinical rotation prior to the student's arrival.
b) Students must comply with the OSHA Standard concerning bloodborne pathogen exposure (including Universal Precautions and the use of personal protection gear) at all times while in a clinical environment in which an exposure to a bloodborne pathogen or other potentially infectious material could occur.

3) Student Responsibilities and Actions in Case of Exposure

a) Any student who is exposed to blood or OPIM should immediately follow the procedures explained in "Steps to Follow after Exposure" below (page 56).
b) Any student who is exposed to blood or OPIM should immediately alert their supervising physician or preceptor.
c) Such exposures may include:
   i) Needlestick injuries
   ii) Splashing of fluid into the eyes
   iii) Contact of fluids with an open wound on the student's body
d) Once the supervising physician has been notified, the student should follow the guidelines of the medical center where the exposure occurs.
   i) This usually entails reporting to the emergency room where the wound or eyes can be irrigated, and the student will receive information and counseling regarding proper treatment.

e) Depending on the type of exposure, the student may be advised to receive one or several pharmacologic agents that may reduce the risk of contracting a disease.

f) Should the medical center where the exposure occurred not have a policy for treatment of these exposures OR the preceptor informs the student that the institutional policy does not cover the student, the student MUST IMMEDIATELY (within 1 hour) proceed to the nearest emergency department for proper evaluation and treatment.

4) <u>Financial Responsibility</u>

a) When a physician assistant student is exposed to a potentially infectious agent during the course of regular educational activities for the Program, the University will not be responsible for costs incurred by the student for treatment and follow-up of this exposure.

b) Any financial obligation incurred by an exposure is the student's responsibility.

5) <u>Follow-up Procedures</u>

a) After an exposure has occurred, the student is strongly advised to continue medical treatment and counseling at the rotation site or with their primary care physician for the prescribed amount of time.

b) The student is also strongly advised to obtain follow-up for evaluation of any reported illnesses post-exposure.

c) The clinical coordinator will maintain contact with the student after being informed of the possible exposure.

i) The clinical coordinator will contact the student at the following times:

(1) Within 48 hours of the student's notification of the incident

(2) One week after the report is made to the Program

(3) Four to six weeks after the report is made to the Program

(4) Three months after the report is made to the Program

(5) Six months after the report is made to the Program

ii) This contact is to document compliance with the procedures required or recommended by this policy.

ii) The clinical coordinator will keep a written record of the required follow-up.

Steps to Follow After Exposure

1) **<u>Initial actions following exposure</u>**:

a) The initial response to any exposure of a PA student to blood or other potentially infectious material should be immediate cleansing of the exposed site

i) Skin exposures:

(1) The area should be washed with soap and water

ii) Small wounds and punctures may be cleansed with an antiseptic such as an alcohol-based hand hygiene agent

(1) Alcohol is virucidal to HIV, HBV, and HCV

(2) Other antiseptics also inactivate HIV:

(a) Iodophors

(b) Chloroxylenol (PCMX)

(c) Chlorhexidine (CHG)

iii) Mucosal surface exposure

(1) Exposed mucus membranes should be flushed with copious amounts of water

iv) Eyes should be irrigated with saline or water

v) There is no evidence that expressing fluid by squeezing the wound will further reduce the risk of bloodborne pathogen transmission

b) Guidelines for hand washing and infection control can be accessed through the Centers for Disease Control and Prevention's website (*www.cdc.gov/handhygiene/Guidelines.html valid 7/07/2021*)

2) **<u>Documentation of the exposure</u>**

a) Clinical information should be documented on the source patient for the exposure and the recipient healthcare worker including:
b) Risk factors and serologic tests for HIV, and hepatitis B and C
c) The nature and time of the exposure
   i) Definition of exposure
      (1) The US CDC has defined "exposure" to blood, tissue, or other body fluids that may place a health care worker at risk for HIV infection and therefore requires consideration of post exposure prophylaxis (PEP) as:
         (a) A percutaneous injury (e.g., a needlestick or cut with a sharp object)
         (b) Contact of mucous membrane or nonintact skin
            (i) e.g., exposed skin that is chapped, abraded, or afflicted with dermatitis)
   ii) Body fluids of concern include:
      (1) Implicated in the transmission of HIV:
         (a) Semen
         (b) Vaginal secretions
         (c) Other body fluids contaminated with visible blood
      (2) Potentially infectious (undetermined risk for transmitting HIV) include cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial fluid, and amniotic fluids
      (3) Fluids that are not considered infectious unless they contain blood include feces, nasal secretions, saliva, sputum, sweat, tears, urine, and vomitus

3) <u>Determine the need for prophylaxis</u>

a) The need for post-exposure prophylaxis is determined by the type of injury and the status of the patient.
   i) All students should be protected from hepatitis B from prior immunization
   ii) There is no vaccine for hepatitis C although there is pharmaceutical treatment
   iii) Most students are concerned about the risk of HIV
b) The CDC has recommendations for the need for post-exposure prophylaxis for HIV (*https://www.cdc.gov/hiv/basics/pep/pep-workplace.html*)

See the **"Steps to Follow After Exposure"** form in the forms section at the end of this handbook for reporting exposures or refer to the Blackboard website.

G. Tuberculosis Screening

To prevent fellow students, faculty, staff, and patients from exposure to active TB (tuberculosis), screening must be conducted prior to matriculating in to the program.

1.0 In order to protect PA students, faculty, staff, and patients from being exposed to active TB, it is important to identify those students with TB infection without evidence of current (active) disease. All incoming and continuing PA students are required to provide annual proof that they are not infected with Mycobacterium tuberculosis (TB). Any CDC-approved screening methodology may be submitted as evidence. A two-step Mantoux PPD skin test (within the last two months) or two yearly consecutive negative PPD tests. If PPD conversion has been documented, a chest x-ray and a statement from the treating physician regarding evaluation for therapy are required.

2.0 Those with a history of Bacille Calmette Guerin (BCG) vaccination also must have baseline screening performed.

3.0 Individuals who have a documented history of a positive PPD test, adequate treatment for disease, or adequate preventive therapy for infection, should be exempt from further PPD screening unless they develop signs and symptoms suggestive of TB. The decision to screen in this situation will be made by the student's primary care provider.

4.0 PPD test results should be read by designated, trained employees between 48 - 72 hours after injection. Student self-reading of PPD test results will not be accepted.

5.0 Pregnancy should not exclude female students from being skin-tested as part of a contact investigation or part of the regular skin-testing program.

6.0 Should a student have a positive TB screening test, he or she must undergo a complete medical evaluation to rule out the possibility of current (active) disease and obtain an initial chest x-ray.

H. Counseling/Mental Health Services

Counseling and mental health services are provided free of charge to students and employees of The University of Findlay by the Counseling Services Office (419-434-4526). UF Counseling Services Staff are trained, licensed professionals and services are confidential. Students may set up an appointment with no referral necessary. Electronic counseling access is available seven days a week. (*Standard* A3.07 6th edition, *Standard* A3.10 5th edition)

X. SUPERVISED CLINICAL PRACTICE EXPERIENCE PROGRAM STANDARDS

Following the successful completion of semesters I-IV of the didactic year, students will advance into the clinical education phase of the program. UF PA students are required to complete eight "Supervised Clinical Practice Experiences" (SCPEs). Supervised Clinical Practice represents clinical education opportunities (field placement) that enable students to actively participate in the evaluation and management of diverse patient populations with medical, surgical, and traumatic problems in ambulatory and tertiary care centers. Each PA student will complete their SCPEs in their entirety which includes the required seven sequential six-week SCPEs in each core discipline and one six-week clinical elective discipline. Electives can include primary care settings as well as specialty disciplines. Note: each SCPE is five weeks and two days – the last three days take place on the UF main campus unless otherwise noted.

A. Clinical Setting Behavioral Standards – attendance, clinical hours, Exxat, ID

1.0 Attendance – Clinical Year: Students will abide by the Physician Assistant Program SCPE calendar rather than the PA didactic calendar or university calendar while in the clinical education phase of the program unless otherwise designated by the program.

1.01 Students will be present a minimum of 40 hours per week (average, total of 216 hours) with a maximum of 80 hours per week (total of 432) at each SCPE unless stipulated by the Clinical Coordinator to fully earn course credits (absences, both excused and unexcused, will be recorded and tallied). Students must accurately record their clinical hours in Exxat Time Logs for each day of each SCPE. The PA program reserves the right to verify Exxat Time Log entries with the clinical preceptor. Students failing to be present for a minimum of 40 hours per week (average) will have that recorded as an unexcused absence unless approval is obtained from the PA program.

1.02 Each student must be present at the clinical site ("working") for a minimum of 216 hours total (preferably >240 when possible) and have these hours logged in Exxat. This results in a total of 1,728 hours for the entire clinical year. If unable to obtain 216 hours or more, future SCPE placements (including the elective SCPE) may be changed/modified to allow for additional contact time. Under the rare circumstance that the total number of hours/contact time is too limited, a delay in graduation may occur with the insertion of an additional clinical placement at the discretion of the Program to allow for additional hours to be earned. Students are placed at clinical rotation sites after the clinical coordinator has been informed during the initial setup with the site that the required minimum number of hours will be able to be met.

1.03 It is the responsibility of the student to track their hours and ensure they are meeting the minimum numbers of hours (216 hours). *It is the expectation that each student will regularly exceed the 216-hour minimum while on each SCPE. Students must be present for the entirety of their scheduled SCPE and are not permitted to stop going once 216 hours is met.* It is the student's responsibility to notify the program if they will not meet the minimum number of hours so other arrangements can be made (typically, this will be noted in the first week of the SCPE). If a student delays and waits until too late in the SCPE when additional arrangements cannot be made, it may result in a delay in graduation due to additional hours/etc. needing to be obtained (possibly repeating the rotation at the cost of the student). Students may additionally be placed on Professional Probation pending the circumstances of the situation.

Required hours may be modified depending on changes to the format of rotations that may occur during the clinical year.

For rotations occurring in the Summer Semester during the time of the AAPA conference: The SCPE during which the AAPA conference occurs is one week longer (7 weeks instead of 6) than the other rotations. Students either have the opportunity to attend the AAPA conference during this time period (at the student's expense) or must remain in attendance at their given SCPE. The number of hours required for the SCPE during which the AAPA conference takes place is 256 hours (40 additional hours at the SCPE for the extra week, or the AAPA conference will fulfill these hours if attended).

1.04 Any unexcused absence is grounds for dismissal from the program (i.e., including abandonment of a SCPE).

Abandonment of a SCPE is defined as a student leaving a rotation site or failure to attend a site without the prior notification of and approval from the preceptor to leave that site for any reason. Any absence from the clinical site must be approved by the Clinical Coordinator and an Absentee Form completed. Exceptions may be granted for an excused absence, a leave of absence, or permission of the Clinical Coordinator (CC). If unable to contact the CC, attempt must be made to contact either the Program chair/director or other program faculty. If not dismissed from the PA program, the student will be required to make up the SCPE at the discretion of the program and will be responsible for the additional cost.

Unexcused absences will result in a required meeting with the Program chair/director and the CC who will review the circumstances and determine the student's status regarding continued participation in the PA program and remediation. The remediation plan may require repeating the SCPE which will increase tuition and fee costs and may result in a delay in graduation**.**

1.05 Students are required to be present day, evening, nights and/or weekends as required by the SCPE site and assigned schedule by the preceptor. This includes taking call and making rounds as applicable. However, no student shall be required to be present for more than 80 hours/week (average) on any given SCPE. Students are not permitted to adjust their schedules to limit clinical hours in instances where they are scheduled for greater than 40 hours per week (it is expected that you will earn more than the minimum). Any student-led/directed manipulation of the schedule to limit the amount of clinical hours is grounds for disciplinary action (professional probation, failure of the SCPE, and/or dismissal from the program, even in instances where no prior verbal or written warnings were administered).

1.06 In the event of an illness or emergency necessitating absence from the clinical education site, students MUST personally (or through an authorized representative) notify the clinical site first as soon as possible and then contact the PA Program Office immediately to report an absence (students must notify both the clinical coordinator and the program faculty member for that SCPE). If the clinical coordinator and faculty member are not reachable by phone, email

(to both) is an acceptable modality for notification. An absentee form must still be completed in addition to the immediate notification to the program.

If the nature of the emergency is such that immediate notification is not possible, the student or her/his authorized representative must notify both the clinical site and the PA program office at the earliest possible time after the ability to communicate has been reestablished.

The validity of the student's authorized representative must be verifiable, and the student will be held responsible for any deception or the knowing transmission of false information to the clinical site or the program.

If the authorized representative is another student, that student will be held to the same professional standards of truthfulness about the circumstances surrounding the absence.

1.07 Students who are absent from an SCPE for more than three consecutive days due to a reported illness will be required to have a written medical note for the record (student file) stating that she or he is medically able to resume her/his duties at the clinical site. The note must not identify the diagnosis. It must only state that the student is medically able to resume clinical duties.

1.08 Students are permitted to have a total of five excused absences during the clinical education year.

Any student who is absent (excused absences only) greater than five days will be required to make up the absences >5 days before a grade for that SCPE is recorded with the University. Any absences can jeopardize program progression and completion. The placement and timing for make-up days will be at the discretion of the CC.

Excused absences (5) - It is up to you how and when you use these - they do not have to be approved by the program, but we must be notified in advance (as well as the preceptor) that you will be absent. However, they cannot be used during a rotation that would result in *more than 5 absences* for that rotation. For example, if your site is closed on Thursday and Friday for Thanksgiving, you could not use more than three (3) of the excused absences for that rotation. Any absences in excess of 5 days on a given rotation must be made up unless the rotation is scheduled such that you have an excess of 216 hours (being "on-call" and not going in does not count as hours towards the 216). Excused absence hours do *not* have to be made up (8 hours per day of excused absence will count towards that given rotation).

- Examples for using the excused absences include, but are not limited to:
  - The office will be closed for a non-holiday (i.e., preceptor vacation, less days open than thought, etc.) and you do not want to have to make up the hours.
  - Weddings
  - Funerals
  - Mental health day
  - Interviewing for a job
  - Being ill
- Again, the excused absences and how you use them are up to you and eight (8) hours will be counted towards that rotation for an excused absence day. We strongly recommend using as few of these as possible because the more you attend/see, the more you learn.
- Exceptions to the above rule: A student cannot use an excused absence on an EOR day without approval from the PA program. Excused absences will not be granted on EOR days for healthcare or other appointments, interviews, etc., but are reserved for extreme circumstances (funeral, childbirth, etc.). Accommodations

may not be possible due to the scheduling of some events and the absence may not be approved. Excused absences cannot be used for an event at which the preceptor requires the student to be present (such as Grand Rounds, a presentation, etc.) unless due to an emergency/illness, and in that situation, documentation must be provided.

No more than five (5) excused absences will be permitted, so use them judiciously. E.g., an additional excused absence would not be granted for a funeral, interview, wedding, etc. in SCPE VI if all excused absences were used in SCPE II. However, if you are able to still meet the minimum number of hours for that rotation (216 hours), you would be permitted to attend the funeral, wedding, etc. if approval is obtained from the program. Hours for the rotation in this example must be in-person hours and virtual/other hours (such as the use of CaseFiles) would *not* be permitted.

1.09 Students who have greater than five reported absences during a single SCPE (either excused or unexcused) must meet with the Program chair/director/CC regarding continued participation in the program. Depending on the circumstances, the PA Program Judicial Committee may be formed to render a recommendation. If greater than five days (40 hours) are missed during any one SCPE (i.e., missing due to surgery, a funeral, etc.), the SCPE must be made up in its entirety – the student is responsible for the full cost of repeating an SCPE. Only a maximum of three days' worth of hours (24 hours) can be made up with CaseFiles (or whatever product/resource the program is using in its place) for excused absences when hours are deficient. Students will not be required to make up hours for excused absences past 216 hours. CaseFiles (or whatever product/resource the program is using in its place) can only be used if hours are not able

1.10 Students may be excused from a SCPE to perform research, meet with a Research Advisor at a scheduled appointment, to meet with a program faculty member, and/or to participate in a program event, but only with prior approval from the CC and confirmed by the Research Advisor or appropriate faculty member. Time spent on program-sanctioned activities (meetings/etc.) can be used to count towards the minimum 216 hours.

1.11 Students will attend all assigned learning activities assigned by the Clinical Preceptor or PA program faculty in correlation with targeted learning objectives and/or as a component of a remediation plan.

1.12 The program is not obligated to provide additional clinical experience assignments or times to those students who elect to attend approved extracurricular educational activities and remain responsible for any and all standard targeted PA learning and objectives of the SCPE.

1.13: Students will be required to attend any/all activities as designated by the PA program/faculty during the clinical year. These will count as excused absences from the SCPE and will not count towards the five permitted absences.

1.14: Students may not request days off/vacation from the preceptor and are expected to be present while the office/facility is open or as the preceptor requests (not to exceed 80 hours per week). The exception is with using the 5 excused absences.

1.15 Inability to meet the minimum number of hours (216 hours) required for a clinical rotation (256 hours for the SCPE during which the AAPA conference takes place):

- In the rare instance that a student is unable to meet the minimum number of required hours for a rotation due to a holiday and/or closure of the office (e.g., preceptor closes the office on a day of the rotation), CaseFiles (or whatever product/resource the program is using in its place) may be used to supplement/replace missing hours up to a maximum of 24 hours missed/short for the rotation.

    - A minimum of eight CaseFiles (or whatever product/resource the program is using in its place) must be completed for every eight-hour block of time that is being made up/supplemented.
    - Students must have the "Inability to obtain minimum required clinical hours" form completed/signed by their clinical preceptor, the student, and the UF clinical coordinator. This form documents that there is no other way for the student to obtain additional in-person clinical hours. If additional in-person hours are available (such as evenings, weekends, etc.), the hours must first be made up that way.
- Students must submit their calendar/schedule for the days/times that are planned for them to be present for the clinical rotation during the first week of the SCPE. At the earliest indication (such as a change in the schedule) that the minimum hours will not be reached, the student *must* let the clinical coordinator and SCPE faculty mentor know. It is the responsibility of the student to monitor their hours for a minimum of 40 hours per week on average/216 hours minimum for the rotation. No requests for using CaseFiles (or whatever product/resource the program is using in its place) will be accepted after completion of the fourth week of the rotation and any deficient hours must be made up at a time and location at the discretion of the clinical coordinator pending availability (preferably prior to the next rotation starting, even if this occurs over a weekend). An exception exists if the circumstance is out of the control of the student such that it appeared that the minimum number of hours would be reached but a change occurred due to the clinical preceptor/site (form will need to be completed and signed by the preceptor acknowledging the change and no other options were available).
- Students who are required to quarantine due to COVID-19 will be permitted to use virtual cases (CaseFiles or whatever product/resource the program assigns in its place) to make-up up to two calendar weeks (10 days) of the SCPE if absence results in less than 216 hours for the rotation. Greater than two weeks (10 days) will result in a medical leave of absence being necessary to include repeating the SCPE/s in question.
- Instructions and any necessary rubrics for completion of CaseFiles or whatever product/resource the program assigns in its place will be provided to students by a program faculty member. Failure to adequately complete the cases will result in feedback to the student with one opportunity to correct the deficiency-y/-ies. If not satisfactorily corrected, the final course grade will be decreased by a minimum of 2%.

1.16 SCPE Holiday Closures: If your rotation site is closed on a holiday (such as Thanksgiving and/or the day after Thanksgiving), you must submit the form documenting that they are closed (preceptor acknowledging/confirming that they are not open) and you do not then need to make up those hours (i.e., 8 hours for Thursday would be counted towards your 216 hours). If they are open, you are expected to attend as scheduled. Some clinical rotations may include more than one holiday (e.g., SCPE I may be closed for New Year's and MLK day – this would result in approved decrease of hours by 16 if no make-up days are available to meet the hours for that SCPE). No more than two absences will be permitted for holidays on a given SCPE, regardless of how many days the SCPE is closed for any number of holidays. Preceptor closure of an office for a personal vacation does not qualify as a holiday.

- Anything over two absences for holiday closures for a SCPE will result in those hours needing to be "made-up" in person or electronically if in-person is not available. Exception – if you will meet or exceed the minimum number of hours in situations where there are more than two days closure for a holiday (minimum is 200: 216 minus the maximum two days of 16 hours), you will not need to make up those hours. For example, if an office is closed for three days for Thanksgiving, but you will have 220 hours despite the closure, you don't have to make up the 8 hours for the third day closure (but if you had less than 200 hours, you would need to make them up).

1.17 Conference Attendance During the Clinical Year

- AAPA Conference: Students will have the opportunity to choose whether or not to attend the AAPA conference. If they choose to attend, they will be approved to be absent from that SCPE for a maximum of the Friday through Thursday to allow for travel. Eight hours for each day should be logged for that SCPE (students will still log 216 hours outside of conference time as there is an extra week that occurs in this SCPE to allow for the AAPA conference). Students who choose not to attend the AAPA conference must remain at their SCPE placement and will be required to earn an additional 40 hours for that rotation (total of 256 hours for that SCPE).
- CME Conference required for research: Students can attend the OAPA conference at a very reasonable price and will not be required to obtain lodging/etc. If you choose to attend a conference that is farther away, you will be permitted to count one day for the conference and one day for travel if the conference is greater than a four-hour drive from your current housing. Hours are only logged if it occurs during a regular calendar shift for that rotation (meaning, hours are only logged if you are missing clinic to attend the conference, and only for the permitted amount of time). As an example, if you are attending a Saturday conference that is 7 hours away necessitating leaving on Friday and missing part of clinic, you would log hours for whatever time was missed on Friday to travel (up to 8), but not log hours for the Saturday you were not scheduled to be at the SCPE. Note that you are only permitted a **maximum** number of 2 days of excused absence for the research CME conference, and **only** if it conflicts with a scheduled SCPE day. One day is permitted for the conference and up to one day **only** is permitted for travel (maximum of 2 days). It is **your** choice if you choose to attend a conference further away and you are responsible for costs as well as using your excused absences for any days greater than two (maximum of 5 days away from a given SCPE). Additional travel days will not be permitted (other than you using one or more of your 5 excused absences).
- Days permitted as excused for conferences by the program (up to 7 for AAPA and up to 2 for the CME conference for research) will not count towards the student's 5 excused absences.

1.18 Excused Absence Scenarios and policy/procedures for the clinical phase of the program relating to the above policies:

The examples/scenarios below are not all-inclusive, but are meant to serve as an example in regards to the excused absences (5 days/40 hours). One day is viewed as 8 hours. If you are missing a portion of a day, you only need to request for the hours missed (e.g., a 2-hour time period missed for an appointment = 2-hour request). If you are missing a 12-hour shift, you still only need to request 1 day/8 hours, *unless the additional 4 hours are needed to meet the minimum requirement for the rotation*.

<u>Case Scenarios and Information Regarding Absences and Clinical Hours</u>

- Review courses:
  - Attending a review course does <u>not</u> count as an excused absence and does count as clinic hours.
  - No "travel time" or travel days for online review courses or review courses less than two hours away
  - Up to one day (8 hours) of "travel time" that can count towards clinic hours for review courses over 2 hours away (*not 1 day each way, but 1-day total*). If you need additional travel days, you will need to use one of your 5 excused absences.
  - 216 hours minimum- NOT a goal, students are still expected to log more hours and should not strive to meet the least required number of hours
- No more than 5 days/40 hours can be missed from a SCPE for any reason (excluding review course hours as those are not counting as absences but are instead counting as clinic time).

- Hours – you are required to log a minimum of 216 hours per SCPE (256 for the SCPE during which the AAPA conference occurs). You are expected to log a minimum of 240 hours per SCPE (280 for the SCPE during which the AAPA conference occurs).
- You are expected to be present any time your preceptor/s is/are present in the facility or any time they require you to be present (i.e., if they are requiring you to round on patients beforehand, etc.). This includes being present up to, but not exceeding, 80 hours per week.
- Holidays
  - In the event of an office closure for a holiday, 8 hours of clinic time can be logged for that closure date (does not count as an excused absence). This can occur for a maximum of 2 holiday closures per SCPE (16 hours). For example, if your site/preceptor is closed for Thursday and Friday for Thanksgiving, you can log 16 hours.
  - If your site/preceptor is closed for more than 2 days (16 hours) for a holiday (i.e., Wed/Thurs/Fri for Thanksgiving), but you are meeting to exceeding your 216-hour minimum, you will document the third day as a schedule change if you initially had it on your schedule to work and will not need to make up the hours.
    - **If the third day for a holiday would cause you to drop below the 216-hour minimum, you must complete the form regarding clinic hours and have the preceptor sign it to document that there are no other ways for you to obtain the hours (following someone else, weekends, etc.). It is your responsibility to ask about any foreseen closures at the start of the rotation to allow for scheduling of hours. If there are no other options for obtaining hours, you will complete 8 virtual cases per day of absence, not to exceed a maximum of 5 days (including the holiday closure).

  - Your preceptor states the office is closing for Thanksgiving on Thursday and Friday: You log 16 hours for those days (does not count towards excused absences).
  - Your preceptor states the office is closed for Thanksgiving on Thursday, but is open the rest of the week. However, they (the preceptor) will be taking Wednesday and Friday off, but there are other practitioners/people you can be with.
    - You log 8 hours for Thanksgiving/Thursday
    - You follow someone else on Wednesday and Friday, OR you can use one of your 5 excused absence days (8 hours) for either Wednesday, Friday, or both.
  - You are in SCPE VIII and have all 5 of your excused absences left and are attending a 3-day review course. The office is closed for Thursday and Friday for Thanksgiving. You would like to use all of your excused absences on this rotation.
    - You don't get to use all 5 of your days – the maximum number of days that can be missed per SCPE for any reason is 5.
      - Two days are missed for Thanksgiving (16 hours logged)
      - Review course doesn't count as absence as it is logged as clinic time
      - 3 excused absence days can be used which, when added to the two for Thanksgiving, equals the maximum 5 permitted.
  - Your preceptor is going on vacation, is sick, etc.
    - You will be with someone else in the facility/etc. *if available*, regardless of hours logged.
    - If you are meeting the 216-hour minimum, and there is no one for you to be with during that time period, this would be a schedule revision/change.
    - If you will not meet the 216-hour minimum, and there is no one for you to be with during that time period, the form must be signed by the preceptor acknowledging that there is no other way for you to make up the time missed and you must complete 8 virtual cases for that day.
  - You are in the ER and working 12-hour shifts. You have an interview scheduled and will miss one of your clinic days. If you are going to meet your 216 hours, you would

request a regular 8-hour day of excused absence. If you are not going to meet your 216 hours, you would request the full 12-hour day of excused absence.

- You are tracking your hours for a SCPE and it appears that you will be short (less than the 216 hours for the SCPE).
- You can use excused absence hours towards this difference (i.e., 206 hours logged, you can use 12 hours of excused absence to fill in the remainder).
  -OR-
- You can have the preceptor sign the form to document that there was and is no other way for you to obtain the deficient hours. One virtual case will be required for completion for each hour of deficiency (up to 40 hours/cases maximum).

- If it is determined that there were other ways for you to obtain hours over the course of the SCPE but you did not (such as being with other preceptors, going in weekends or evenings, etc.), you will be placed on Professional Probation and required to repeat the SCPE in its entirety at your own cost ($500 payment for the preceptor and the cost of repeating the course with the University). This is the case whether or not you state you knew of the other opportunities or not. It is your responsibility to evaluate your schedule and determine whether or not you will meet and exceed the minimum number of hours for the SCPE.
- Any falsification of hours, to the program or the clinical preceptor, is grounds for immediate dismissal from the UF PA program. This includes "clocking in early" or "clocking out late" when there is nothing for you to do at that time (i.e., shift starts at 8am, but you are clocking in at 7am when there is nothing for you to do and studying/etc.).
- No more than 5 days can be missed from a SCPE (holidays, excused absences, etc. added up).

1.19 Flexible Attendance while on Clinical Rotations (SCPEs) - See the flexible attendance policy

2.0 Student Identification: Students will wear identification pins and/or badges bearing their name and UF PA student status on their short white lab coat (pocket or sleeve location). This must include the PA program ID badge as well as any identification required by the clinical site/rotation. Students will verbally identify themselves as a Physician Assistant student from the UF PA Program during all patient and professional encounters at the preceptor site or when representing the profession or the program.

3.0 Confidentiality: Students will respect patient confidentiality at all times. Patient information is to be discussed only in the context of professional discussion with health care providers at the clinical site. Great caution is advised in discussing patients by name, by case, by diagnosis, and/or by outcomes in any place or any medium other than point of service and authorized forms of documentation. Any violation of patient privacy under the federal regulation of HIPAA jeopardizes the preceptor's practice and positions the student for dismissal from the program.

Students will delete/omit identifying personal patient information ("protected health information" as defined in HIPAA training) during oral patient reviews and on any write-ups submitted for academic evaluation.

4.0 Documentation: Students will confer with the preceptor regarding general policies and practices of chart entries, electronic medical records use, and/or dictation procedures of the clinical site. Students must receive permission from the preceptor prior to making written and/or electronic/computer-based entries into the patient records. If students are unable/not allowed to record entries into the patient's chart, they must keep a notebook of their own with these entries and should have the clinical preceptor review them. No entries should be removed from the facility with protected health information. Students must abide by HIPAA policies and procedures when creating their own notes/records.

- Student entries in records must include student status, e.g. Your Name, PA-S or Your Name, PA-Student.
- All student entries on patient records must be countersigned by the Clinical Preceptor.
- Documents submitted as part of coursework must demonstrate respect for patient's, providers, and institution's confidentiality and be submitted in compliance with course requirements.
- Falsification of any patient information/medical records, intentional or unintentional, as well as improper citing/referencing (intentional or unintentional), is grounds for dismissal from the program (professional probation at a minimum). Clinical year course assignments are viewed as being equal to that of the medical record. Therefore, any construed false information will result in disciplinary action including following the University policy on reporting academic dishonesty. This may result in a failure of the assignment in question, failure of the course in which the assignment takes place, dismissal from the PA program, and/or dismissal from the University depending on the severity of the infraction and past history of infractions in addition to being placed on professional probation.

5.0 Exxat is the official clinical education tracking platform utilized by the University of Findlay Physician Assistant Program. Exxat provides the student and the program with a centralized record of the student's clinical education experiences throughout the clinical year. Information entered into Exxat is an important component of the program's documentation of clinical education requirements, student progress, clinical competency achievement, and compliance with ARC-PA accreditation standards.

Students are required to use Exxat or an equivalent clinical education tracking platform designated by the program throughout all SCPEs, including elective clinical experiences. Students are responsible for maintaining accurate, timely, complete, and professional documentation of their clinical experiences and activities.

Students will receive instruction regarding the use of Exxat as part of clinical year orientation. Students are responsible for understanding and following all Exxat documentation requirements and for maintaining their own records throughout the clinical year.

Exxat documentation may be used by the program to:

- Monitor and evaluate student clinical experiences and progress.
- Assess achievement of clinical competencies and learning outcomes.
- Verify completion of clinical education requirements.
- Support assignment of academic credit and SCPE grades.
- Monitor the breadth, diversity, and types of clinical experiences obtained.
- Support program evaluation and continuous improvement.
- Provide documentation for ARC-PA accreditation and other institutional requirements.

At the completion of the PA Program, students may be required to generate or submit a portfolio of their clinical experiences from Exxat as part of demonstrating successful completion of clinical education requirements. Exxat may also allow students to generate a professional portfolio containing information, tables, graphs, and reports regarding their clinical experiences that may be

used for professional development or shared with potential employers, subject to applicable privacy and confidentiality requirements.

5.01 Patient Encounter and Clinical Experience Documentation

Students are required to accurately document patient encounters and other required clinical experiences in Exxat for each SCPE. Documentation must reflect actual patient encounters and accurately represent the student's participation and level of involvement.

Patient and clinical experience documentation may include, but is not limited to:

- Patient demographics.
- Date of the patient encounter and clinical preceptor.
- Clinical setting.
- Surgical setting, when applicable.
- Encounter type.
- Reason for the visit and type of patient visit.
- Student level of participation in patient care, procedures, and other clinical activities.
- Clinical notes or encounter summaries, as required by the program.
- History and physical (H&P) type.
- Medical decision-making complexity, when applicable.
- Time spent with the patient.
- Time spent consulting with or communicating with healthcare professionals.
- Clinical exposure and learning experiences.
- ICD-10 diagnosis codes.
- CPT codes, including evaluation and management codes when applicable.
- Medications prescribed, managed, or discussed, when applicable.
- Referrals made, when applicable.
- Procedures performed and the student's level of involvement.
- Clinical competencies achieved or demonstrated.
- Participation in surgical procedures or deliveries, when applicable.
- Other patient care activities, clinical experiences, competencies, or information required by the program and/or documented through Exxat.

Students are responsible for ensuring that all required information is entered accurately and reflects the actual patient encounters and clinical experiences completed during the SCPE. The specific information required for documentation may vary by SCPE, clinical setting, program requirements, or changes to the clinical tracking system.

Students must complete required patient encounter documentation within three (3) days of each patient encounter, including the date of the encounter.

For example:

- A patient encounter occurring on Monday must be documented by 11:59 PM Wednesday.
- A patient encounter occurring on Thursday must be documented by 11:59 PM Saturday.

Daily documentation is strongly encouraged. Students should complete patient and clinical experience logging as close to the time of the encounter as reasonably possible, including during appropriate breaks or before leaving the clinical site when feasible.

Failure to complete required documentation within the established timeframe may result in notification from the program, grade consequences, additional documentation requirements, or professionalism remediation. Repeated failure to meet documentation requirements may result in professional probation or other action in accordance with program policies.

Students remain responsible for completing required documentation even when the established deadline has passed. Failure to complete required documentation may prevent the program from assigning or finalizing academic credit for the associated SCPE until the deficiency has been addressed.

5.02 Monitoring of Exxat Documentation and Clinical Experiences

The Clinical Coordinator, Experiential Education Specialist, course faculty, or other designated program personnel may monitor Exxat documentation throughout the clinical year. The program may modify the specific information monitored based on program needs, accreditation requirements, changes to Exxat functionality, or changes in clinical education expectations.

Information monitored may include, but is not limited to:

1. Number and types of patient encounters.
2. Patient age ranges.
3. Patient gender.
4. Patient demographics and other information used to evaluate the diversity of clinical experiences.
5. Clinical settings and encounter types.
6. CPT and evaluation and management codes.
7. ICD-10 diagnosis codes.
8. Procedures performed and the student's level of involvement.
9. Number and types of clinical competencies achieved.
10. Medications prescribed or managed, when applicable.
11. Referrals made.
12. Participation in surgical procedures.
13. Participation in deliveries.
14. Completion and timeliness of required Exxat documentation.

15. Clinical activity trends and other information necessary to evaluate the student's clinical experience.

The program may use Exxat data for student assessment, clinical education planning, program evaluation, continuous improvement, and accreditation reporting.

The PA Program reserves the right to verify information documented in Exxat with the clinical preceptor or clinical site when questions arise regarding the accuracy, completion, or representation of a student's clinical experience.

5.03 Academic Credit and Completion of Exxat Requirements

Completion of required Exxat documentation is a component of each SCPE course. Students must complete required Exxat documentation within the established deadlines in order to receive academic credit and a final grade for the SCPE.

Failure to complete required Exxat documentation may result in a temporary incomplete or other appropriate course status until required documentation is completed, consistent with University policy. Grade deductions and/or other academic consequences may also apply when established documentation requirements are not met.

Students remain responsible for completing all required documentation even when a deadline has passed. The program may establish an appropriate deadline for completion when documentation is overdue.

Repeated failure to complete required Exxat documentation may result in additional grade consequences, professionalism remediation, professional probation, or other disciplinary action in accordance with program policies.

The program will consider the circumstances surrounding a documentation deficiency when determining appropriate action. Extenuating circumstances may be considered on an individual basis.

5.04 Academic and Professional Integrity in Exxat Documentation

Students are expected to maintain the highest standards of honesty and integrity when documenting clinical experiences.

Entering fraudulent, fabricated, intentionally misleading, or otherwise inaccurate information into Exxat is considered a serious professionalism violation.

Examples include, but are not limited to:

- Entering patient encounters that did not occur.
- Fabricating patient information, diagnoses, procedures, or competencies.
- Entering fictitious patients or clinical experiences.
- Entering identical information for multiple patients when the information does not accurately represent the individual encounters.
- Misrepresenting the student's participation or level of involvement in a clinical activity.

- Reporting clinical hours that were not completed.
- Altering documentation to misrepresent attendance or participation.
- Submitting documentation for preceptor verification that the preceptor has not reviewed or cannot reasonably verify.
- Knowingly submitting information that is false or misleading to the program or clinical preceptor.

If fraudulent or intentionally misleading documentation is identified, the matter will be reviewed by the program in accordance with applicable academic and professionalism policies.

Consequences may include, but are not limited to:

- Grade reduction.
- Failure of an assignment or SCPE.
- Required remediation.
- Professional probation.
- Repetition of a clinical experience.
- Dismissal from the PA Program.

The severity of the consequence will be determined based on the nature of the violation, the circumstances involved, the student's history of similar concerns, and applicable University and PA Program policies.

5.05 SCPE Calendar and Time Logging Requirements

Students are responsible for accurately documenting their expected clinical schedule and completed clinical hours through Exxat.

SCPE Calendar

Students must upload their expected SCPE schedule/calendar into Exxat by Sunday at 11:59 PM of the first week of each SCPE rotation.

The SCPE calendar template is available in the Resource section of Exxat.

The calendar should accurately reflect the student's anticipated clinical schedule, including expected:

- Clinical days.
- Clinical hours.
- Scheduled clinical activities.

Students are responsible for reviewing their schedule and monitoring their progress toward completion of the required clinical hours for each SCPE.

When a scheduled change occurs during the rotation, the student is responsible for updating the SCPE calendar in Exxat so that the calendar accurately reflects the student's revised clinical schedule.

Students should notify the program as soon as reasonably possible when circumstances arise that may prevent completion of the required clinical hours.

Weekly Time Logs

Students are required to accurately complete time logs for all SCPEs through Exxat.

Time logs are used to document the student's clinical participation, completion of required clinical hours, and alignment between the student's documented hours, patient logging, clinical activities, and SCPE schedule.

Students must submit accurate and complete weekly time logs by Sunday at 11:59 PM for review by the clinical team.

Students are responsible for reviewing their time logs for accuracy before submitting them. Time logs should accurately reflect the student's actual clinical participation and should correspond with patient encounters and other clinical activities documented in Exxat.

Students may make corrections or updates to a time log for up to seven (7) days after the time log is initially created.

Once a time log has been submitted for review, the student will no longer be able to edit the documented hours. Students are therefore responsible for carefully reviewing each time log before submission.

Final SCPE Schedule Verification

At the conclusion of each SCPE, students must submit a Final SCPE Schedule in Exxat that accurately reflects the clinical hours completed during the rotation.

The Final SCPE Schedule must:

- Accurately reflect all clinical hours completed during the SCPE.
- Correspond with the clinical hours documented in Exxat.
- Be reviewed and verified by the clinical preceptor.
- Include the clinical preceptor's signature confirming that the documented hours accurately reflect the student's clinical participation.

The clinical preceptor's signature confirms that the preceptor has reviewed the Final SCPE Schedule and agrees that the documented clinical hours are accurate. Students remain responsible for maintaining accurate and timely documentation of their clinical hours throughout the SCPE, regardless of preceptor verification.

The completed and signed Final SCPE Schedule must be uploaded to Exxat by Wednesday at 11:59 PM of the final week of the SCPE, unless otherwise directed by the program.

5.06 Attendance, Professionalism, and Clinical Documentation

Students are expected to arrive on time, fulfill the schedule established with the clinical site, demonstrate professional behavior, and accurately document their clinical participation throughout each SCPE.

The PA Program will not independently track individual instances of student tardiness through Exxat. Clinical preceptors may report concerns regarding tardiness, attendance, professionalism, clinical performance, or failure to meet site expectations to the program at their discretion.

When a concern is reported, the program will review the circumstances and determine appropriate follow-up. Depending on the nature and severity of the concern, follow-up may include:

- Feedback or counseling.
- Additional documentation or verification.
- Communication with the clinical preceptor.
- Modification of clinical requirements.
- Grade consequences.
- Remediation.
- Professional probation.
- Referral through the program's professionalism or disciplinary process.

The PA Program recognizes that circumstances affecting attendance, clinical participation, or documentation may vary. Extenuating or unforeseen circumstances will be reviewed individually by the program, and appropriate action will be determined based on the circumstances, applicable program policies, and the student's ability to meet clinical education requirements.

Students are responsible for communicating with the program as soon as reasonably possible when circumstances arise that may affect their ability to attend the clinical site, complete required clinical hours, or meet Exxat documentation deadlines.

Any falsification, intentional misrepresentation, or knowingly inaccurate reporting of clinical activities, patient encounters, clinical hours, or other required Exxat documentation is considered a serious professionalism violation and may result in disciplinary action, up to and including dismissal from the PA Program.

B. Supervised Clinical Practice Professional Comportment Standards

Failure to abide by any of the below policies is grounds for Professional Probation or dismissal from the UF PA Program depending on severity of infraction at the discretion of the PA Program/Director.

1.0 Technical Standards apply for didactic and clinical year students.

2.0 Students will engage in SCPEs in a professional manner with comportment that is patient-centered and reflective of the Code of Ethics of the PA profession.

3.0 Students will confer with the preceptor regarding all clinical findings, written notes, interventions and patient management plans and participate as delegated.

4.0 Students will immediately report any potential medical liability incident regarding their activities to the preceptor and the CC as well as the SCPE mentor/faculty.

5.0 Students will not release a patient from their care who has not been evaluated by the preceptor or their designee.

6.0 Students will complete the appropriate UF and site incident/reporting forms for encounters with all reportable diseases and exposures and submit them to the proper offices and/or personnel as designated.

7.0 Students are to discuss concerns that arise and difficulties encountered at the site only with their assigned preceptor, CC, PA program SCPE mentor/faculty, and/or PA Program chair/director.

8.0 Communication with preceptors or prospective preceptors: Students will contact scheduled preceptors/sites as required by the Clinical Coordinator to confirm scheduled placements, receive instructions, etc. **Under no circumstance is a student to contact a potential, prospective, or current preceptor without the approval of the Clinical Coordinator first**. Failure to follow this policy will result in professional probation at a minimum to dismissal from the program if clinical year placements are compromised. Some facilities/organizations expressly prohibit any students from contacting their providers (i.e., Cleveland Clinic Foundation) and it may not be clear to the student what those organizations are or who the providers are.

C. Communication with Program and Program Personnel

1.0 Students must provide the clinical coordinator with a phone number and a "best time" to be reached/visited during the SCPE within the first 48 hours of the SCPE. Students **MUST** be able to be reached by the program at any time, day or night, in the event there is an emergency or the student needs to be contacted for any program-related reason. Students must update their personal and emergency contact information as needed at the start of each SCPE and this will be completed through the students' Exxat student accounts. Any changes must be recorded in Exxat immediately.

2.0 Students will receive information from the PA program via UF e-mail accounts and must maintain and regularly (daily) check their **UF e-mail address**. The program is not responsible for a student missing valuable information, assignments, scheduled/required events, or deadlines due to failure to check their **UF e-mail accounts**.

3.0 Students are encouraged to retain all written, hand-delivered or electronic correspondence sent to or received from the PA Program during each SCPE which can, as necessary, be used to resolve any discrepancies that may arise.

4.0 Students may contact the core faculty or staff by telephone (419-434-4529) or e-mail at any time. Depending upon the time the email is sent or message left, faculty/staff will respond within 24 hours or by Monday if the message is sent/left during the weekend unless they are unavailable.

5.0 Students may make appointments with the clinical coordinator, program chair/director, faculty, and mentor/adviser as needed with approved absences from site if warranted.

6.0 Students with concerns regarding their ability to accomplish the objectives on the SCPE must contact the faculty mentor for that SCPE and the clinical coordinator **as soon as they develop the concern**.

7.0 Failure of a student to comply with IX.C1.0 – C6.0 may result in the student being placed on Professional Probation or dismissed from the program dependent upon the severity of the infraction at the discretion of the program chair.

D. SCPE Site Placement

1.0 Students are not responsible for identifying clinical sites, but they may submit a recommendation for a one-time or on-going program affiliation. Students may participate in site development by completing a "Student Generated Preceptor Contact Form" (SGPC) if they are in good academic standing and have no history of being on professional probation.

This form serves as a prompt to the PA program that the student has a preceptor/site in mind where they would like to complete an SCPE. It is not a guarantee for placement. Based on the information provided by the student, the PA program initiates the formal contact representing the PA program with the preceptor/site from the program to schedule the rotation if possible and complete any required paperwork (such as affiliation agreements). **Students are not guaranteed to be placed at sites which they identify/request.**

Such sites must meet all of the established educational goals for the clinical experience and must agree to become legally affiliated with The University of Findlay PA Program during the time the student is attending the site. It is up to the discretion of the PA Program as to which sites to utilize. Students may submit an unlimited number of SGPCs.

2.0 Students can be placed anywhere in the area and at distant affiliates including out of the state. **Students are responsible for their own housing and transportation including all costs incurred at all SCPEs**. Students should expect to need/find alternate housing for at least two (or more) SCPEs. When possible, for sites greater than two hours away from the Findlay area, students will be notified at least eight weeks in advance of the planned assignment. **Assignment to specific SCPE sites is primarily dependent on availability and is at the discretion of the clinical coordinator**. Final decisions regarding assignment to individual sites are made by the clinical coordinator and program director/chair with collective input from the PA program when necessary.

The decision for SCPE placement is commonly based on but not limited to the following:

- Ability of the clinical site to fulfill the educational requirements
- Availability of the site
- Preceptor/site requests
- Individual student characteristics
- Sequencing of SCPEs for each student
- Academic challenge presented by site characteristics
- Student past performance in areas critical to success at the site
- SCPEs completed by student to date

3.0 Once a site/placement has been confirmed, it will not be rescheduled except under extenuating circumstances as deemed necessary by the clinical coordinator.

E. Sequencing of the Clinical Year

Sequencing of the clinical courses is subject to change without notice and is typically due to forces outside of UF PA Program control (such as a preceptor/site cancellation, etc.). Untimely changes in site availability can create a "ripple effect" throughout the entire class and may result in a change

in the sequence of SCPE disciplines for some students. All students will enroll in and complete eight supervised clinical practice opportunities, one research related course, and three seminar format courses during the clinical year of the PA Program.

F. SCPE Performance Evaluation Standard

1.0 To evaluate the successful transfer of learning to clinical settings, individual student evaluations will be conducted in various ways during each SCPE and recorded on student transcripts. SCPE Performance Outcome is based on a composite of attitudes, skills, and knowledge derived from the following elements:

- Post-SCPE evaluation of the student by the preceptor
- Achievement of targeted learning objectives
- Cognitive assessments including general medicine quizzes and discipline specific rotation exams

PA program academic policies and all academic policies of The University of Findlay will remain in effect during the clinical education component of the curriculum.

2.0 The SCPE Assessment Tool forms will be completed by the primary clinical preceptor to assess the learning that takes place at the clinical setting. In some settings, multiple preceptors may collaborate on completion of the form, or another preceptor other than the initial preceptor assigned may complete the form if they were more involved with the SCPE.

3.0 It is the responsibility of the student to review the learning objectives at the start of each SCPE.

4.0 Student clinical education performance at the SCPE site is continually assessed by the preceptor(s). The mid-SCPE evaluation should be done at week 3 to identify strengths and weaknesses that can be further improved upon during the remainder of the SCPE.

5.0 Students must achieve a "Novice" level or higher in all categories of the Clinical Competency Assessment and the Professionalism Assessment of the SCPE Assessment Tool completed by the primary preceptor at the conclusion of the SCPE. Failure to earn a "Novice" level or higher will result in a failing grade for the SCPE regardless of the score earned from assignments and testing.

The "Supervised Clinical Practice Assessment Tool" form should be completed by the preceptor electronically via Exxat. In the rare instances when this is not possible, the student is to bring the completed "Supervised Clinical Practice Assessment Tool" form with them in a signed and sealed envelope to his/her faculty mentor/instructor for that rotation, or, the form may be mailed/faxed to the program within one week.

Failure to submit the forms as outlined above will result in a delay in grade submission for the course and may result in a delay in beginning subsequent SCPEs.

If additional information is discovered after the completion of a SCPE but prior to graduation that would have resulted in a student failing that SCPE had it been discovered by the program during the SCPE, the course grade will be changed to a grade of "F." Examples include, but are not limited to, additional feedback obtained from additional preceptors from the site, feedback/concerns received from patients, discovery of academic dishonesty, etc. Depending upon the severity of the infraction, the student may be placed on Professional Probation or dismissed from the program at the discretion of the PA program department chair with or without consultation from the UF PA Program Judicial Committee.

6.0 Targeted learning competency assignments will be assessed by the SCPE mentor/faculty.

7.0 When at a clinical site, the clinical preceptor is responsible for assigning the mid-SCPE and end-SCPE grade (passing grades from the clinical preceptor are necessary to successfully pass the course). If the clinical preceptor advises the student to spend time with other preceptors/providers, it is the student's responsibility to discuss this with the preceptor at the time of this recommendation to ensure that the preceptor will have adequate time with the student to observe their performance or confer with the individuals they have the student work with. If a final SCPE evaluation form is returned to the program and the preceptor was unable to fully evaluate the student, A grade of EC will be recorded for the SCPE and it will need to be repeated in its entirety (full rotation with a preceptor) at the expense of the student ($500 stipend). Submitted and graded assignments will not need to be repeated. Repeating the clinical portion of the rotation (five weeks and two days) with a preceptor will result in a delay in graduation with the diploma not being conferred until the next available conferral date (May or December of that year). This will result in a delay in obtaining state licensure.

8.0 Prior to participating in patient care activities during each SCPE, students must complete the Clinical Site Safety Orientation Student Verification and Acknowledgment form. The form documents that the student has reviewed the clinical site's applicable safety policies, emergency procedures, infection prevention practices, exposure and incident reporting procedures, security procedures, and expectations for maintaining a safe and professional learning environment.

The Clinical Site Safety Orientation Student Verification and Acknowledgment form will be released to students in Exxat two days before the scheduled start of each SCPE. Students are responsible for reviewing the clinical site's safety procedures with the clinical preceptor, clinical site representative, and/or designated orientation personnel and completing the form by 11:59 PM on the first Sunday of each SCPE.

Failure to complete and submit the form by the deadline will result in the following:

- After the first Sunday deadline: A written warning will be issued.
- By 5:00 PM on Monday of Week 2: If the form remains incomplete, the student's final SCPE grade will be reduced by 5 percentage points.
- By 5:00 PM on Friday of Week 2: If the form remains incomplete, the student will be placed on Professional Probation.
- By 5:00 PM on Friday of Week 3: If the form remains incomplete, the student will receive a failing grade for the SCPE and will be required to repeat the SCPE at their own expense, including applicable credit-hour charges, course fees, and preceptor payment.

Students are responsible for completing the safety orientation and submitting the verification form within the required timeframe. Completion of the form does not replace the student's responsibility to follow all applicable clinical site and University of Findlay PA Program safety policies and procedures throughout the SCPE.

G. Clinical Year Performance Evaluation Outcomes

1.0 Students who do not pass a SCPE will have the opportunity to repeat that SCPE at their own cost during their clinical education which must be completed during the next SCPE time period if possible (or as soon as possible/can be scheduled). If a repeated SCPE is failed the student will be dismissed from the PA Program. Any student who receives a

second failing grade for any SCPE (either a repeated attempt or fails a second additional SCPE) will be dismissed from the PA Program.

When possible, and depending on the circumstances of the failure of a SCPE, a grade of "EC" will be recorded and the student will be required to remediate and repeat that portion of the SCPE. In instances where an EOR exam is failed, remediation and repeating the exam will be all that is required. If the student fails the SCPE by the preceptor, they will need to repeat the SCPE in its entirety (including assignments and the EOR exam). If a student fails a rotation because of assignment grades, a grade of "EC" will be recorded and a remediation plan will occur that will include a plan to earn additional points for a passing grade if successfully completed.

2.0 Any student who is unable to complete an SCPE due to medical or personal reasons will receive a grade of incomplete ("X") or "EC" if appropriate. Written notification must be submitted to the program chair/director and the clinical coordinator by the student. Contingencies for completing the SCPE will be planned by the program chair/director and the clinical coordinator.

A student who withdraws from a course under these circumstances may be subject to conversion of "X" or "EC" to an "F" if the mutually agreed upon contingency plan is not successfully completed. See Student Leave of Absence Policy

3.0 A student must meet the following criteria in order to receive a passing grade for each SCPE:

- "Novice" level or higher is earned on all portions of the "SCPE Assessment Tool"

AND

- 82% or higher is earned as the numerical total composite score on assignments, Exxat, and ExamMaster

AND

- A passing grade on the EOR exam

A student will receive a failing grade for an SCPE if they receive a/n:

- "At Risk" (non-pass) on the SCPE Assessment Tool
  AND/OR
- Total composite numerical score of SCPE assignments, Exxat, and ExamMaster ≤ 82%
  AND/OR
- Score less than the minimal passing score on the PAEA EOR exam (-1.5 SD below the national average).

The software program through which the PAEA end of rotation examinations are administered monitors attempts made by students to access websites/the internet outside of the testing software. These attempts raise a flag for the proctor that the student has "lost focus." *Any* attempts to access the internet *outside* of the testing software, regardless of the reason why the attempt was made, will result in failure of the EOR exam, failure of the SCPE, and subsequent dismissal from the Program.

4.0 The SCPE faculty mentor will review the "SCPE Assessment Tools" (if received by the program by the meeting date) and assignments and submit the grade/points earned. The CC will review and release EOR exam results. The CC will review all evaluations completed as a method of ongoing site and preceptor evaluation.

5.0 The CC will notify the failed student no later than three days after the final date of the SCPE grade is assessed OR within three days of receipt of a failed preceptor evaluation (whichever applies or comes first).

6.0 Students who fail any SCPE must make an appointment to meet with the CC and PD within three days of notification of the SCPE Outcome. Remediation plans, written by the program, will address the following areas:

- During this meeting, the PD, CC, and the SCPE faculty mentor will assess eligibility for remediation and develop and review a plan for remediation. Students will be permitted to repeat only one SCPE during the clinical portion of the PA Program.
- Clinical preceptor comments on areas of weakness in performance outcomes as documented on their SCPE Assessment Tool by preceptor reflecting unprofessional and/or unethical behaviors, or decision making that puts patients at risk will be reviewed for grounds for dismissal from the program.
- A student is permitted to repeat only one SCPE during the clinical portion of the PA program; a second failed SCPE (either a repeat of an initially failed SCPE, or a failed SCPE in another discipline) will result in the student's immediate dismissal from the PA program.

7.0 Clinical Year Remediation

- This process will be overseen by the PA Program Director of Student Success
- All students will be required to utilize Rosh Review as an assignment for the Developing a Reflective Practitioner course sequence. The PA Program Director of Student Success will use the analytics available as a part of the software to assess for areas of concern/weakness to guide students in their PANCE preparation.
- Any student scoring less than 160 on the PACKRAT III will be required to attend a program-approved PANCE review course before program completion is sent to the NCCPA. The cost (registration, travel, lodging, food, etc.) is not covered by the UF PA program.
  - NOTE: PANCE review courses are *recommended/advised* for all students, even those for whom it is not a part of their remediation.
- Remediation for EOR exams
  - Any student scoring less than 1.0 standard deviation (SD) below the national average for an EOR exam will be required to undergo a remediation plan for that SCPE and all remaining SCPEs for the clinical year. This will be arranged by the PA Program Director of Student Success and involve guided used of Blueprint Prep.
  - Any student scoring between the national average and -1.0 SD below (0 to -1.0) the national average will be required to undergo a remediation plan for that SCPE only. This remediation must be completed by the completion of the next/subsequent SCPE.
  - Scoring -1.5 SD below the national mean results in a failure of the EOR exam. The student will undergo a remediation plan and repeat the EOR exam. Failure of the exam on the second attempt will result in the student repeating the SCPE in its entirety at their own expense.

H. SCPE Discipline-Specific and General Medicine Quizzes

The EOR/SCPE discipline-specific exam focuses on (but is not limited to) questions related to the most common diagnoses/problems likely to be encountered during that particular SCPE. This is created by the PAEA and a "blueprint" is included in each SCPE syllabus.

The SCPE general medicine quizzes (in Exam Master) will cover ALL TOPICS relative to patient care in all disciplines. Students must earn an 80% on each quiz to receive credit. Multiple attempts will be permitted.

J. Appealing the Clinical Portion of a Grade

A student wishing to appeal the clinical portion of the clinical grade must follow the policies and procedures of the University as outlined in the Graduate Catalog (*http://catalog.findlay.edu/en/current/Graduate-Catalog/Student-Rights-and-Responsibilities-Statement/IX-Policies-Regulating-Experiential-Learning*). This policy is also found below (*in italics*) directly copied and pasted from the link to the UF Graduate Catalog.

Below – UF Graduate Catalog excerpt - policy

IX. Policies Regulating Experiential Learning

Students who are representing The University of Findlay in any off-campus experience are governed by this policy. This may include internships, service-learning opportunities, clinical/field work, student teaching, observations, etc. Students of The University of Findlay are expected to act in a professional, responsible, accountable, and honest manner at all times and should abide by the Code of Ethics which regulates his/her profession as well as The University of Findlay's honor code. In addition, the student is expected to be compliant with program policies, procedures, and standards and those of the clinical training site. During experiential learning, all state and federal laws and regulations must be followed. If there is a breach in maintaining these expectations, the following level of action may occur. Please note that outside parties may not represent, be present, or participate in any part of this process.

Level One: A verbal notice will be used to call a student's attention to non-compliance with program policies, procedures, and/or program standards as well as those established by the learning site. The verbal notice will be documented in the student's record. If there is a breach in maintaining expectations, one or more of the following levels of actions may occur in any order.

Level Two Probation: A formal, written document will be composed and delivered to a student regarding the incident of continued non-compliance to the issue prompting a level one action. The student is considered to be on probation and will be closely monitored for academic and/or professional misconduct. The student should closely examine his/her behavior and follow a program-prescribed resolution plan to correct the behavior and/or academic performance.

Level Three Suspension: Suspension will result in the termination of the student's status and participation in program-related activities for a defined period of time with reinstatement possible, provided all specific conditions for reinstatement were met. The student has the right to due process and is invited to engage in the University appeal process as outlined in "Process to be followed After an Experiential Learning Event" provided below.

Level Four Dismissal: Dismissal of a student terminates a student's status in a program and ends all participation in learning activities. The student does not have the opportunity for readmission to the program. The student has the right to due process and is invited to engage in the University appeal process as outlined in "Process to be followed After an Experiential Learning Event" provided below.

Removal from the Learning Site

When a student's conduct or health endangers the well-being of others, creates disruption in the experiential learning site, or makes it inadvisable for him/her to remain in the program's field experiences, the faculty reserves the right to remove him/her from the learning site. If the student supervisor or another representative of the learning site asks to have a student removed from the field experience, the student may be placed in an alternate site with a possible repetition of the rotation. The student's performance at the new site will be closely monitored to ensure the student's conduct is consistent with professional standards.

Request to be Removed from a Learning Site

If a student encounters individuals within a learning site who are not professional in their conduct or inconsistent with an appropriate code of ethics, he/she may request to be reassigned to an alternate site. If inappropriate behavior occurs at the site, the student should report the incident immediately to the learning coordinator. A new placement may require the student to repeat the entire rotation.

Background Check

A background check may be completed prior to field experiences. Students must use the program-designated agency for obtaining the background check and release the results to their program. Clinical sites may require additional background checks in an alternate format or time sequence. Full disclosure of any charges and/or convictions of a misdemeanor or felony must be reported prior to the off-campus portion of the program, regardless of how long ago they occurred. The only exceptions are: offenses committed while a juvenile, traffic violations which did not involve drugs or alcohol, or charges which were dismissed. Disclosure of charges and/or convictions will not automatically disqualify your progression in the program.

A student whose background check indicates a felony violation may not be able to obtain a license through his/her state or be eligible to sit for national certification. It is the student's responsibility to initiate an investigation with the appropriate agency for the purpose of gathering data about obtaining a license or certification. Results of this investigation must be shared with the student's faculty adviser for informed career planning purposes. Program progression will be decided by the faculty members and/or the clinical site based on the seriousness of the felony, date of occurrence, and the action of the state or certifying agency.

A student with a misdemeanor violation involving drugs, alcohol, or sexual misconduct may not be able to obtain a license through his/her state or be eligible to sit for the national certification. It is the student's responsibility to initiate an investigation with the appropriate agency for the purpose of gathering data about obtaining a license or certification. Results of this investigation must be shared with the student's faculty adviser for informed career planning purposes. Students must use the designated agency for obtaining the background check and release the results to their program. Program progression will be decided by the faculty members and/or the clinical site based on the seriousness of the misdemeanor violation involving drugs, alcohol, or sexual misconduct, date of occurrence, and the action of the state or certifying agency.

Students having other misdemeanors in their background should consult with the program director and/or chair about the implications for program progression. Individual decisions will be made about the student's progression.

Process to Be Followed After an Experiential Learning Event

1. *When a learning agency contacts The University of Findlay program about a student's progress, complete written information will be collected concerning the event.*
2. *The learning coordinator of the program may visit the site to gather additional information.*
3. *A review of the situation will occur.*
4. *A decision about the event will be reached by the faculty member, adviser, and program director and/or department chair. The student will be notified in writing of the decision.*
5. *The student has the right to appeal the decision to the Experiential Education Committee. This committee will be convened by the dean of the college in which the student is enrolled. The members of the committee shall include: a faculty representative of the College of Health Professions, College of Education, and College of Business as well as two at-large faculty members. In addition, the faculty member of the course in which the student is registered, the student's adviser, and the program director and/or department chair of the student's major will attend the meeting. The committee will listen to the student's appeal as well as the faculty member's comments and then reach a decision.*
6. *The program director and/or department chair will notify the student of the Experiential Education Committee's decision.*
7. *The student has the right to appeal the decision to the executive vice president for academic affairs. In such a case, the following process shall be followed:*

1. *The student may file a written application for permission to appeal to the executive vice president for academic affairs. Such application shall identify the matter and contain a concise statement of the reason for the appeal (e.g., a claim that the finding of responsibility is contrary to the manifest weight of the information presented at the hearing; that the sanction assessed exceeds that prescribed for the violation for which the student was cited; other substantial errors in the original proceeding) and shall be filed within 72 hours from the pronouncement of the decision.*
2. *The vice president for academic affairs shall consider the application as promptly as possible and may call the appellant to appear to make a further statement or explanation in support of the application before deciding whether to grant the application. If it is decided that the application is not merely frivolous and does present a substantial question whether real injustice has been done, the application shall be granted and the matter reviewed. Once the review is completed, the vice president for academic affairs may sustain, reverse, or modify the decision and orders made based on the original decision.*
3. *The judgment and final orders of the executive vice president for academic affairs, including orders denying applications to appeal, shall not be subject to review by or appeal to any higher authority.*

XI. STUDENT RESEARCH STANDARDS

A. Research Conduct Standards

1.0 Physician assistant students engaged in research related endeavors will apply appropriate knowledge, skills and medical research ethics while conducting research.

2.0 Physician assistant students may engage in only pre-approved research activities.

3.0 Once a research timeline has been established, requests for extended time or modifications must be submitted in writing to the student's designated Research Advisor at least 4 weeks in advance.

4.0 Physician assistant students are responsible for scheduling meetings with their Research Advisor as set by the program and/or Research Advisor. These appointments are to be made through the Research Advisor with notification given to the CC if the appointments occur outside of the allotted times and during the clinical year.

5.0 Students will notify their Research Advisor of any obstacles encountered with research efforts and any anticipated need for change in prior approved protocol. Documentation of the obstacle/change must be recorded in the student record.

6.0 Failure of a student to comply with A1.0 – A 5.0 may result in the student being placed on Professional Probation, deduction in appropriate course grade, and/or delay in completion of the program dependent upon the severity of the infraction at the discretion of the program chair.

B. Evaluation of Research

1.0 Course grades Leadership Symposium (PHAS606) and courses containing research - All Research Advisors will utilize the same grade criteria (rubric) to evaluate student research thereby ensuring inter-rater reliability. The course syllabi contain the evaluation methods used for the research.

2.0 The culmination of research efforts will be presented as a component of the course PHAS606 Leadership Symposium.

XII. Completion of the PA Program

To graduate from the UF PA program, all students must fulfill the following requirements:

A. Course Completion

Each student is required to successfully pass each course in the UF PA Program curriculum with no more than one grade of "C+" and no grades of "C" or below (excluding one failed/non-pass SCPE). This includes the completion and presentation of the student's research.

B. Summative Evaluations

1.0 Each student is required to take and pass a comprehensive summative written examination (PAEA End of Curriculum Exam is what is currently utilized by the program) within the last four months of the program. Any student earning a score of 1450 or above shall be considered to have successfully passed the comprehensive summative written examination.

Any student who fails the comprehensive summative written examination will be required to undergo a remediation plan designed by the PA program and retake a comprehensive summative written examination once the remediation plan has been successfully completed.

If a student fails the retake comprehensive summative written examination after completion of the remediation plan, they will meet with the Program chair/director, Academic Coordinator, and the Dean of the College of Health Professions to determine the next action. The purpose of the meeting shall be to determine whether the student should remain in the program undergoing further remedial work or be dismissed from the program.

Note – the passing score is subject to change if an alternative exam format/software is used.

2.0 Each student will be required to demonstrate competence with an OSCE that includes an evaluation of an adult patient as well as the performance of several skills/competencies taught in the PA program. This will occur within the last 4 months of the program.

Any student who fails a component of the OSCE/skills assessment will be required to undergo a remediation plan and/or review as designed by a program faculty member.

If a student fails the repeat OSCE/skills assessment after completion of the remediation plan, they will meet with the Program chair/director, Academic Coordinator, and the Dean of the College of Health Professions to determine the next action. The purpose of the meeting shall be to determine whether the student should remain in the program undergoing further remedial work or be dismissed from the program.

3.0 Each student will be required to satisfactorily complete their Exxat and assignment portfolio and submit it to the program academic coordinator at the completion of SCPE VIII. Failure to do so will result in a grade of "incomplete" being recorded for SCPE VIII resulting in a delay in graduation. Students will be required to update their portfolios with corrected assignments (include originals) and bring them to each EOR day to be assessed by the faculty mentor.

4.0 Students are supplied a list of **required** procedures that must be completed and documented during the clinical year. These procedures are required to successfully complete the PA program. Students must assist or perform the minimum number of required procedures throughout the clinical year. Each student is responsible for maintaining the checklist and providing an updated version at the end of each SCPE rotation for instructor review. Any

student that does not complete the required competencies to fulfill the requirements will be assigned additional preceptors and sites to fulfill the requirements or they will not graduate. In any case when a student has fulfilled many or most of the competencies but not all required, but has demonstrated above and beyond procedures in Exxat logging, exceptions may be made on a case-by-case situation at the discretion of the faculty and program director. A hard copy required procedures signature form is printed separately at the end of the syllabus.

5.0 Professionalism: Student professionalism will be assessed while completing the physical examination/OSCEs. Students will complete a self-evaluation pertaining to professionalism which will be reviewed by the program. Student professionalism is assessed by clinical preceptors during the clinical phase of the program.

6.0 Interpersonal Skills: Student interpersonal skills will be assessed during OSCE/skills performance.

C. Declaration of Graduation

To graduate, each student must declare his or her intention to graduate and show the approval of the faculty advisor by completing an application for graduation and submitting it in to the Office of the Registrar and MUST have this completed six months prior to the expected graduation date.

D. Grade Point Average

To graduate, each student must have maintained a PA program curriculum cumulative GPA of 3.0 or greater.

E. Professional Probation

No student will be permitted to graduate from the UF PA program while he or she is on Professional Probation unless the terms and conditions of the remediation include remaining on probation *until* graduation.

F. University Requirements

All students must satisfy all University requirements for graduation. Refer to the University of Findlay Graduate Catalog.

G. Remediation of "at-risk" Students

Students deemed by the program to be "at-risk" or "struggling" academically or professionally, either by formal or informal evaluative means, must successfully complete a remediation plan, project, or activity as assigned by the PA program faculty, program director, and/or the clinical coordinator. Failure to complete will result in the lowering of the course grade for the appropriate Developing a Reflective Practitioner course (dependent upon semester) for each occurrence during the clinical year or failure to matriculate into the clinical year if it occurs during the didactic phase of the program. An example of this policy: students that score a 130 or below on the PACKRAT prior to the clinical year will be assigned Blueprint Prep qBanks and required to complete a specified number of modules (individual instructions will be provided). Students that receive 5 or more remediations over the course of the didactic phase of the program will be required to complete the above remediation plan.

Failure to complete this exercise will result in a lowering of the Developing a Reflective Practitioner course grade by one letter grade for each occurrence while failure to complete it on

time (completed late) will result in a 3%-point decrease in the final grade per occurrence in the DARP course occurring that clinical semester. If deadlines are not met with remediation plans, they will result in a 3% decrease in the course grade of which they are a part per occurrence.

XIII. STUDENT/PROFESSIONAL ORGANIZATIONS

A. AAPA

The American Academy of Physician Assistants is the national organization for physician assistants. The AAPA has an elected board and can be a source of information on a wide span of topics.

1.0 Students are required to obtain membership in the AAPA by the end of the first semester as a reflection of their commitment to developing an understanding of the universal issues and comportment of the profession to which they aspire. Student membership is available at a discounted fee. Failure to join by the end of the first semester will result in a grade of incomplete being recorded for PHAS 507 and the student will be unable to matriculate to semester II. The AAPA website is a valuable source of information: http://www.aapa.org/

B. SAAAPA

The Student Academy of the American Academy of Physician Assistants (SAAAPA) is the national organization for students in enrolled in physician assistant programs and is a "subset" of the AAPA. SAAAPA has an elected board and participates in many capacities including subcommittees within the AAPA. This organization can be a source of information on a wide span of topics. Students are encouraged to visit website: https://www.aapa.org/governance/student-academy/

1.0 All students accepted into the PA program are required to become members of The University of Findlay Physician Assistant Student Society (PASS), the UF PA program's chapter of SAAAPA, and participate in the activities within PASS. This demonstrates students' commitment to service as well as developing professionalism.

C. OAPA

The state association representing practicing physician assistants in the state of Ohio is the Ohio Association of Physician Assistants (OAPA) and student membership is required.

- The OAPA website is located at http://www.ohiopa.com/

1.0 All students accepted into the PA program are required to become members of the OAPA by the end of the first semester. Student membership is available at a discounted fee. Failure to join by the end of the first semester will result in a grade of incomplete being recorded for PHAS 507 and the student will be unable to matriculate to semester II.

D. NCCPA

The National Commission on Certification of Physician Assistants is dedicated to serving the interest of the public. They do so with a passionate belief that certified physician assistants are essential members of the health care delivery team who provide millions access to more affordable, high quality health care.

The mission of the NCCPA is to assure that those certified physician assistants meet professional standards of knowledge and skills.

- The NCCPA website is located at http://www.nccpa.net/

E. ARC-PA

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

XIV. PROGRAM AND STUDENT RESOURCES

A. Program Personnel:

The Physician Assistant Program staff consists of a Department Chair/Program chair/director, Academic Coordinator, three core fulltime faculty, adjunct faculty, a Program Medical Director, a Clinical Coordinator, an Experiential Education Specialist and the Administrative Assistant/Enrollment Coordinator.

B. Physical Resources:

The PA Program has both dedicated administrative and student learning areas on campus. Faculty and staff administrative offices are located in the Pavilion on College Street. Learning Labs (LL) for students are located in the Village. Overview of the PA Program Resources available to students follows (please note, the physical resources are not limited to these areas):

USE	RESOURCE	LOCATION
Didactic small groups or lecture	Dedicated space ≥24 seats	VILL Classroom A and Classroom B
Physical Assessment	Dedicated space with 15 tables and seating capacity for 30; formal and or informal OSCEs as scheduled	VILL 1149; Off-campus; specified locations
Patient and Laboratory Skills	Scrub sink, multiple mannequins for skills	VILL 1143A, Scrub room, OR
Cadaver Anatomy	Multiple Cadavers	BCHS B006
Technological Support	web-access, etc.	PA VILL classrooms and 1149/1143
Classroom Library /Learning Support	Textbooks, reference books, CDs, simulators, etc.	VILL classrooms and 1149/1143
Schafer Library	Institution and Program specific	Campus building
Computer Labs	Laptops required of students; BCHS Computer Lab, Old Main computer labs	Old Main
PA Administration	Faculty and Staff Offices (7) and Conference Room	Village Pavilion
Copy Machines		Shafer library, Village, etc.
Printing Station		BCHS basement, Shafer library, computer labs
Bookstore		CBSL building
Meals/Cafeteria	Full-service cafeteria; snack bar	Henderson; Cave; CBSL bldg

XV. QUICK LIST DIRECTORY

When dialing from a UF phone, just dial the last four numbers which is the extension number (i.e., if the phone number is 419-434-4529, just dial the extension which is 4529 and may be seen written as X4529).

A. University Administration

Richard L. Ludwick, J.D., D.Ed. President Office location: 107 Old Main Office phone number: 419-434-4530 Email: ludwick@findlay.edu	**Christine Denecker, Ph.D.** Executive Vice President for Academic Affairs Office location: Old Main 2nd floor Office phone number: 419-434-4633 Email: denecker@findlay.edu	**Richard States, D.H.Sc** Dean, College of Health Professions Office location: Village Office phone number: 419-434-4677 Email: states@findlay.edu

B. PA Program Personnel

Jill Brown, DMSc, PA-C
Chair/ Interim Program chair/director and Faculty
Associate Professor of Teaching in Physician Assistant
Office location: UF Pavilion 104
Office phone number: 419-434-6983
Email: jill.brown@findlay.edu

Brian Cole, MD
Medical Director and Adjunct Faculty
Office location: UF Pavilion 118
Office phone number: 419-434-4529
Email: cole@findlay.edu

Sara Denning, DMSc, PA-C
Academic Coordinator; Faculty
Assistant Professor of Teaching in Physician Assistant
Office location: UF Pavilion 115
Office phone number: 419-434-5953
Email: denning@findlay.edu

Abigail Allen, DMSc, PA-C
Assistant Professor of Teaching in Physician Assistant
Office location: UF Pavilion 106
Office phone number: 419-434-5871
Email: abigail.allen@findlay.edu

Amy Phillips, DMSc, PA-C
Assistant Professor of Teaching in Physician Assistant
Office location: UF Pavilion 105
Office phone number: 419-434-6739
Email: amy.phillips@findlay.edu

Stacy Schroeder, AA
Experiential Education Specialist
Office Location: UF Pavilion Room 125
Office phone number: 419-434-5626
Email: stacy.schroeder@findlay.edu

David Pettigrew, Ph.D.
Associate Professor
Office Location: UF Haven 105
Office phone number: 419-434-6031
Email: pettigrew@findlay.edu

Kari King, BS
Experiential Education Specialist
Office Location: UF Pavilion Room 125
Office phone number: 419-434-4529
Email: kari.king@findlay.edu

Jennifer Myers
Administrative Assistant
Office Location: UF Pavilion Room L
Office phone number: 419-434-4529
Email: Jennifer.myers@findlay.edu

C. Adjunct PA Program Faculty

Other adjunct faculty may include practicing physician assistants, physicians, and university faculty among others in support of achieving targeted learning objectives.

D. Support Services

Financial Aid Services
- Office Location: Old Main, First floor
- Office phone number: 419-434-4792

Health Services
- Office Location: Cosiano Health Center,
- Office phone number: 419-434-4550

Counseling Services
- Office Location: 307 Frazer Street
- Office phone number: 419-434-4526
- Email address: counselingservices@findlay.edu

Human Resources
- Office Location: Croy Physical Education Center #215
- Office phone number: 419-434-6964

Library
- Shafer Library
- Phone number: 419-434-4627

Security Campus Office
- Location: Lovett Hall, first floor
- Phone number: 419-434-4799 for emergencies, otherwise 419-434-4601

XVI. STANDARD PA PROGRAM FORMS

The following pages contain forms commonly used for the PA program. Copies can be made of these forms and submitted when needed and the forms are also available in the PA Program Office.

Student Handbook Acknowledgement and Academic Integrity Form

The University of Findlay Physician Assistant Program

My signature below serves multiple purposes:

- First, it acknowledges my receipt of The University of Findlay Physician Assistant Student Handbook, and that I was given ample time to read as well as discuss any questions regarding its content with the program faculty and administration.

- Second, it confirms my willingness to adhere to the policies and procedures outlined in the program's physician assistant student handbook. I understand that failure to adhere to the policies and procedures, whether intentionally or unintentionally, will result in sanctions that could range from a warning to dismissal from the program depending on the policy/procedure and the infraction.

- Third, it confirms that the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) "Accreditation Standards for Physician Assistant Education, 5th edition" were reviewed with me and I was given ample time to review them on my own as well as discuss any questions regarding all of the *Standards*.

"I will not knowingly engage in any dishonorable behavior, cheat, steal, lie or commit any act of plagiarism during my academic work, course, or endeavor. If I observe an act which I believe violates the University's Honor Code, I may, in my discretion, report it to the appropriate personnel. I acknowledge that any assignments/papers I submit may be put through a software program which detects plagiarism."

_____

Student name (printed)

_____

Student Signature

Date

Received by:

University of Findlay
Department of Physician Assistant

ABSENTEE FORM

Student Name: _____
Date

Reason for Absence:

___ Student Illness
___ Death in Family
___ Medical Appointment
___ Accident
___ Family Illness
___ Weather
___ Transportation
___ Other_____

Date(s) of Absence:_____

Notice Received From: ____Student ____Relative ____Other (Name: _____)

Please mark classes you were absent from.

	PHAS 500 Mechanisms of Health & Disease		PHAS 534 Community and Individual Wellness
	PHAS 501 Clinical Anatomy		PHAS 535 Evidence Based Case Management
	PHAS 502 Physical Assessment I		PHAS 601Developing a Reflective Practitioner I
	PHAS 505 Clinical Inquiry & Communication		PHAS 602 Project Scholarship I
	PHAS 508 Medical Ethics		PHAS 603 Developing a Reflective Practitioner II
	PHAS 510 Clinical Medicine I		PHAS 605 Developing a Reflective Practitioner III
	PHAS 511 Clinical Pharmacology I		PHAS 606 Leadership Symposium
	PHAS 512 Physical Assessment II		PHAS 611 SCP in Family Practice
	PHAS 513 Health Care Systems, Policy, & Practice		PHAS 612 SCP in General Internal Medicine
	PHAS 514 Clinical Patient Care I		PHAS 613 SCP in General Pediatrics
	PHAS 520 Clinical Medicine II		PHAS 614 SCP in Women's Health
	PHAS 521 Clinical Pharmacology I		PHAS 615 SCP in General Surgery
	PHAS 522 Clinical Patient Care II		PHAS 616 SCP in Emergency Medicine
	PHAS 523 Clinical Heuristics and Decision Making		PHAS 617 SCP in Psychiatry/Mental Health
	PHAS 524 Designing a Research Project		PHAS 618 SCP in Elective I
	PHAS 530 Clinical Medicine III		PHAS 507
	PHAS 531 Fundamentals of Emergency Care		ADDC 500
	PHAS 532 Fundamentals of Surgical Patient Care		ADDC 600
	PHAS 533 Behavioral Medicine		PHAS ____

Comments: _____
_____

ALL CLASSES BEING MISSED MUST HAVE A FACULTY SIGNATURE BELOW:

Faculty Signature: _____Date: _____

_____

Student Signature: _____ Date: _____

Updated 07/26/23

Record of Accidental Exposure Form

The University of Findlay
Master of Physician Assistant Program

Record of Exposure to Potentially Infectious Materials

Student Name: _____ PA-S

SCPE Discipline/Setting:
Name of Site:
Date and time of exposure (as precise as possible):
Type of exposure (check): ☐ Needlestick ☐ Mucous membrane ☐ Eye
☐ Other (please specify:

Review The University of Findlay Physician Assistant Program Exposure Policy in the Student Handbook

REQUIRED Notifications:			
	Date and Time	**Person Contacted**	**When to contact**
1.		Rotation preceptor/Health service (NAME:)	**Immediately!**
2.		PA Program Clinical Coordinator or Program chair/director	**Immediately!**
3		Others as needed	

Details (provide the following details of the incident):

Work area/location of incident:

Circumstances of incident:

Personal protective equipment worn:

Describe any unsafe conditions:

Describe first-aid/medical treatment received:

List witnesses:

Exposure source individual known?	☐	Yes	☐	No
Source HIV known positive?	☐	Yes	☐	No
Source Hep B known positive?	☐	Yes	☐	No
Source Hep C known positive?	☐	Yes	☐	No
Did source CONSENT to blood draw and testing?	☐	Yes	☐	No

Please provide any additional information about this incident. Please use additional pages if necessary.

The PA Program will use this information for tracking purposes only. This information will remain **confidential.**

Student Signature: _____Date: _____

Received by Clinical Coordinator/Faculty Member:_____ Date:_____

Clinical Coordinator/Faculty Member Signature: _____ Date:_____

Record of Program Follow-up of Student Exposure to PIM3 Form

This form is to be utilized to document the follow-up required after a PA student has an exposure to potentially infectious materials such as bloodborne pathogens. This is to be completed by the clinical coordinator or responsible faculty member.

Student Name: _____PA-S

SCPE Discipline:

Name of Site:

Date and time of exposure (as precise as possible):

Type of exposure (check): ☐ Needlestick ☐ Mucous membrane ☐ Eye
☐ Other (please specify:

MANDATORY FOLLOW-UPS:

	Event	**Initial Date**	**Time**	**Faculty Signature Receiving Report**
1.	Initial Exposure			
		Scheduled	**Actual**	
	Follow-Up:	**Date:**	**Date/Time:**	**Faculty Signature Making Contact**
2.	48-hour contact			
3.	1 week contact			
4.	4 – 6 wk. contact			
5.	3-month contact			
6.	6-month contact			

Instructions: After a report is received from a student, the clinical coordinator/responsible faculty member will calculate and enter the dates for the required follow-up contacts with the student and enter those dates in the "Scheduled Date" column for all 5 contacts (48 hr, 1 week, 4-6 week, 3 month, and 6 month). This form shall be kept in a separate binder/folder with all other active follow-up cases until all contacts have been made.

6 month outcome:_____

Signed:_____ Date: _____

3
PIM = Potentially Infectious Material, specifically bloodborne pathogens

Academic Dishonesty Form
The University of Findlay

University of Findlay
Department of Physician Assistant

Student Name: _____

Student I.D. Number: _____

Course Department and Number: _____

Course Title: _____

Course Session and Year:_____ Course Hours: _____

Instructor Name: _____

Date academic dishonesty discovered:_____

Brief description of dishonest action:_____

_____

Course of Action: (Please select one.)
_____ Student will receive a zero on the associated assignment
_____ Student will receive a reduction in possible point for the course. **
_____ Student will receive a grade of "F" for the course.
_____ Other:_____

** Explanation of reduction in points_____

_____

_____

_____
The student may appeal in writing the charge of academic dishonesty to the Student Academic Standards Committee within 5 working days of the receipt of the letter of notification from the Dean of Undergraduate Education or Graduate Studies.

Instructor Signature: _____ Date:_____
Cc: College Dean, Area Director, Registrar, Student

The University of Findlay
Physician Assistant Program

1000 North Main Street Findlay, OH 45840

Student Generated Preceptor Contact Form

Deadline for submitting this request form: July 01,

If you have a potential preceptor, please contact his/her office to determine if that person is willing to serve as your preceptor. If he/she is willing to do so, then submit the following information to the clinical coordinator. **Please print all information.**

Student Name: _____

Physician Name: _____ MD DO PA Other _____
(circle one)

E-mail address: _____

Specialty: _____

Preferred Date of Rotation: _____

Office Name: _____

Office Address: _____

Office Phone: _____

Office Contact Name: _____

Office Contact's Phone: _____

Office Contact's Email _____

Hospital Affiliations: include name, address, contact name, phone number, and email address

1. _____

2. _____

3. _____

4. _____

Use other side of paper to list additional affiliations.

Submit to:
The University of Findlay
Physician Assistant Program
Stacy Schroeder
Clinical Coordinator 419-434-5626
1000 North Main Street
Findlay, OH 45840
419-434-5626

SCP 1		EOR Days
SCP 2		EOR Days
SCP 3		EOR Days
SCP 4		AAPA Conference (
SCP 5		EOR Days
SCP 6		EOR Days
SCP 7		EOR Days
SCP 8		EOR Days Graduation: December

AAPA IMPACT
***This time may be assigned as excused absences for attendance at this event or as otherwise directed by program personnel. Students may choose to either attend the conference or attend their SCPE. The conference is an educational opportunity and those choosing not to attend must attend their SCPE.**

Inability to Obtain the Minimum Number of Required Clinical Hours Form

I certify that _____ is unable to obtain the required minimum number of clinical hours (216 hours, average of 40 hours/week) on this supervised clinical practice experience by working with me directly during regular hours, coming in on weekends and evenings (if available), or working with other providers (all PA students are required to earn a minimum of 216 hours, avg of 40 hours/week, not to exceed 80 hours/week).

Below, please check all that apply regarding inability for the PA student to meet the minimum number of hours for the clinical rotation.

_____Closed/unavailable due to holiday
_____Low patient census or not "open"/available 40 hours/week
_____Student not permitted/unable to be with another provider to obtain the minimum number of hours (216 hours, avg of 40 hours/week)

_____
Clinical Preceptor Signature Date

_____
UF Physician Assistant Student Signature Date

_____
UF Clinical Coordinator Signature Date

*It is the responsibility of the student to make sure that this form is submitted as early in the rotation as possible (no later than the end of week 3 of the rotation unless there are extenuating circumstances). Failure to submit in a timely manner so arrangements can be made to compensate for less hours may result in the lowering of the final course grade for the rotation (a partial letter grade for each 8-hr increment; e.g., B+ to a B).

*One 8-hour grace period will be permitted if the practice is closed/preceptor unavailable due to a holiday (you will need to submit proof/complete the form). E.g. – If a practice is closed on Thursday and Friday for Thanksgiving, you will only be required to submit evidence of 208 hours for the rotation and need to make up 8 hours, not 16 hours.

TECHNICAL STANDARDS

The University of Findlay
Master of Physician Assistant Program Technical Standards Acknowledgement Form

The abilities and skills which candidates and students should possess in order to complete the education and training associated with physician assistant education and subsequently enter clinical practice as a physician assistant are referred to as technical standards. These standards are prerequisites for entrance, continuation, and graduation from the MPA Program at The University of Findlay. The University of Findlay PA Program is a generalist type of PA program where graduates are able to work in any specialty and are held to the same standards while enrolled as a UF PA student. Therefore, you must be able to meet all technical standards regardless of whether or not the student feels that you will or will not work in a particular specialty.

The technical standards listed reflect five categorical areas: observation, communication, critical reasoning (intellectual), motor and sensory, and behavioral/social and represent minimum competence levels. Each standard is defined below and is followed by examples of indicators of minimum competence in that area.

Standard 1: Demonstrate sufficient attention and accuracy in **observation skills** (visual, auditory, and tactile) in the lecture hall, the laboratory, the patient's bedside and in the ambulatory care setting.

Indicators include but are not limited to these examples:

- Accurate observation of a patient near and at a distance; recognizing non-verbal and verbal signs.
- Accurate identification of changes in color of fluids, skin, culture media, labs/diagnostic studies, and patient visual acuity.

Standard 2: Demonstrate effective **communication skills** with all ages of patients, and various degrees and types of infirmities and of varying cultures as well as others. Must be able to present information in front of individuals as well as large groups of people.

Indicators include but are not limited to these examples:

- Clear, efficient and intelligible articulation of verbal language.
- Legible, efficient and intelligible written English language.
- Presenting material in class, lab, and clinical settings to individuals and large groups of people (30+).

Standard 3: Demonstrate **critical reasoning skills** including but not limited to intellectual, conceptual, integrative, and quantitative abilities.

Indicators include but are not limited to these examples:

- Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
- Demonstrate the ability to acquire, retain, and apply new and learned information.

Standard 4: Demonstrate sufficient **motor and sensory function** to perform typical functions of physician assistants including but not limited to physical examinations, treatment interventions, and general care of patients.

Indicators include but are not limited to these examples:

- Functional and sufficient sensory capacity (visual, auditory, and tactile) to adequately perform a complete physical examination and elicit information gained from proper use of examination tools and procedures.
- Execute the physical capabilities, strength, and stamina to sit, stand, and move within classroom, laboratory, and clinical areas including, but not limited to, examination rooms, treatment rooms, and surgical suites for long periods of time. This may involve pushing, pulling, and or lifting greater than 50 pounds and sitting and/or standing for 12 or more hours at a time, percussing on fingers.
- Capacity to proficiently use a computer (medical documentation, course assignments, testing, etc.).

Standard 5: Demonstrate the **behavioral and social attributes** vital to participation in a professional graduate level program and service as a practicing professional physician assistant.

Indicators include but are not limited to these examples:

- Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect and cognition).
- Possess the ability to develop mature and effective professional relationships with patients, other members of the health care team, and the public.
- Recognize and assess patient changes in mood, activity, cognition, and verbal and non-verbal communication.
- Participate as a "patient" for the physical examination labs and other labs with a PA student partner as a part of empathy development from a patient perspective. This will require necessary exposure of skin, hair, and nails (including arms, legs, abdomen, and posterior thorax/back; genitalia and breasts will be covered).
- Fully participate in the lab settings and clinical settings without the use of any service animals. No service or support animals are permitted in the UF physical assessment and skills labs. Service animals may be permitted in the classroom setting depending on the activity (class vs. lab), but support animals are not permitted in any PA facility (classroom, lab, etc.). Service animals may or may not be permitted on clinical rotations depending on the site and the discipline.

Standard 6: Obtain all required vaccinations.

- All PA programs are required by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) to have a policy on immunization and health screening that is based on the current Centers for Disease Control and Prevention recommendations for health professionals and state specific mandates (ARC-PA Standard of Accreditation A3.07a). UF PA program required vaccinations are listed below. Note that the COVID-19 vaccine is not a hard requirement at this time (see notes associated with it), but not receiving it may result in inability to complete the program. All other vaccines are required for all students with no exemptions permitted.
    - COVID-19 – annually or as recommended by the CDC: at this time, there are clinical sites that will accept students without COVID-19 vaccination. However, this could change at any time and failure to receive COVID-19 vaccination could result in the inability to complete the UF PA program or could significantly lengthen the clinical phase of the program resulting in a delay in graduation if sites are limited. If the program is unable to locate sites that will accept you as a student without COVID-19 vaccination, it would be necessary for you to locate sites that accept students without COVID-19 vaccination (and will participate with UF as a preceptor/complete necessary legal documents/etc.) or withdraw from the UF PA program.
    - Chickenpox vaccine (varicella) (or adequate titer)
    - Flu vaccine (influenza) - annually
    - Hepatitis B vaccine

- Meningococcal vaccine
- Measles, mumps, and rubella (MMR) vaccine (or MMR titers proving immunization)
- Primary DPT series and tetanus booster (booster must be Tetanus, diphtheria, and whooping cough (Tdap))
- PPD (tuberculin skin test), 2 step – if positive, quantiferon gold test (t-spot) required yearly thereafter

My signature below denotes that I have read and understand all of the technical standards listed above that are required of all UF PA students to be able to perform and I acknowledge that I am capable of performing them. The inability to perform/follow the technical standards above will result in dismissal (or not beginning the PA program) unless due to a temporary treatable medical condition that falls within the leave of absence policy if needed.

_____

Legible printed name

_____

Signature of Student Date

My signature below denotes that I know of no deficits/barriers to the student's ability to meet the above standards at this time.

_____

Printed name of Healthcare Provider

_____

Signature of Healthcare Provider Date

XVII. Guidelines for Ethical Conduct For The Physician Assistant Profession Policy Of The American Academy Of Physician Assistants

Introduction

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

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

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

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

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

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

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

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

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

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

Statement of Values of the Physician Assistant Profession

• Physician assistants hold as their primary responsibility the health, safety, welfare, and dignity of all human beings.
• Physician assistants uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice.
• Physician assistants recognize and promote the value of diversity.
• Physician assistants treat equally all persons who seek their care.
• Physician assistants hold in confidence the information shared in the course of practicing medicine.

• Physician assistants assess their personal capabilities and limitations, striving always to improve their medical practice.
• Physician assistants actively seek to expand their knowledge and skills, keeping abreast of advances in medicine.
• Physician assistants work with other members of the health care team to provide compassionate and effective care of patients.
• Physician assistants use their knowledge and experience to contribute to an improved community.
• Physician assistants respect their professional relationship with physicians.
• Physician assistants share and expand knowledge within the profession.

The PA and Patient

PA Role and Responsibilities

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

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

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

Cost Containment

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

The PA and Diversity

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

Non-discrimination

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

Initiation and Discontinuation of Care

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

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

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

Informed Consent

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

In caring for adolescents, the PA should understand all of the laws and regulations in his or her jurisdiction that are related to the ability of minors to consent to or refuse health care. Adolescents should be encouraged to involve their families in health care decision making. The PA should also understand consent laws pertaining to emancipated or mature minors. (See the section on ***Confidentiality***.)

When the person giving consent is a patient's surrogate, a family member, or other legally authorized representative, the PA should take reasonable care to assure that the decisions made are consistent with the patient's best interests and personal preferences, if known. If the PA believes the surrogate's choices do not reflect the patient's wishes or best interests, the PA should work to resolve the conflict. This may require the use of additional resources, such as an ethics committee.

Confidentiality

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

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

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

PAs should choose methods of storage and transmission of patient information that minimize the likelihood of data becoming available to unauthorized persons or organizations. Computerized record keeping and electronic data

transmission present unique challenges that can make the maintenance of patient confidentiality difficult. PAs should advocate for policies and procedures that secure the confidentiality of patient information.

The Patient and the Medical Record

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

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

Disclosure

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

Care of Family Members and Co-workers

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

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

Genetic Testing

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

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

Reproductive Decision Making

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

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

End of Life

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

Physician assistants should provide patients with the opportunity to plan for end-of-life care. Advance directives, living wills, durable power of attorney, and organ donation should be discussed during routine patient visits. PAs should assure terminally-ill patients that their dignity is a priority and that relief of physical and mental suffering is paramount. PAs should exhibit non-judgmental attitudes and should assure their terminally-ill patients that they will not be abandoned. To the extent possible, patient or surrogate preferences should be honored, using the most appropriate measures consistent with their choices, including alternative and non-traditional treatments.

PAs should explain palliative and hospice care and facilitate patient access to those services. End of life care should include assessment and management of psychological, social, and spiritual or religious needs.

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

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

The PA and Individual Professionalism

Conflict of Interest

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

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

Professional Identity

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

Competency

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

Sexual Relationships

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

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

Gender Discrimination and Sexual Harassment

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

It is unethical for PAs to engage in or condone any form of sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:
• Such conduct has the purpose or effect of interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive work or academic environment, or
• Accepting or rejecting such conduct affects or may be perceived to affect professional decisions concerning an individual, or
• Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's training or professional position.

The PA and Other Professionals

Team Practice

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

Illegal and Unethical Conduct

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

Impairment

Physician assistants have an ethical responsibility to protect patients and the public by identifying and assisting impaired colleagues. "Impaired" means being unable to practice medicine with reasonable skill and safety because of physical or mental illness, loss of motor skills, or excessive use or abuse of drugs and alcohol. PAs should be able to recognize impairment in physician supervisors, PAs, and other health care providers and should seek assistance from appropriate resources to encourage these individuals to obtain treatment.

PA–Physician Relationship

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

Complementary and Alternative Medicine

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

The PA and the Health Care System

Workplace Actions

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

PAs as Educators

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

PAs and Research

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

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

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

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

PAs as Expert Witnesses

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

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

The PA and Society

Lawfulness

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

Executions

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

Access to Care / Resource Allocation

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

Community Well Being

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

Conclusion

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

XVIII. Anatomy Lab Procedures

A. Gross Anatomy Laboratory Guidelines

Introduction

Gross anatomy is the study of anatomical structures, their relationships, and their functions. A functional knowledge of the structures of the body cannot be obtained from lectures, books, and software alone, although these can be essential guides. Through the gross anatomy laboratory, the student can obtain first-hand information from seeing and handling anatomical specimens and appreciating interrelationships. This is accomplished by dissection, the art of removing surface coverings exposing body parts and separating them from one another. Dissection requires careful, accurate, and meticulous work.

Purpose

The purpose of this document is to inform you of the hazardous chemicals and conditions to which you may be exposed to in the Gross Anatomy laboratory and to define expectations of behavior during laboratory. Exposure is defined as personal contact with hazardous or potentially hazardous chemicals at levels with an average eight-hour time-weighted average, set forth by the American Conference of Governmental Industrial Hygienists and OSHA's Permissible Exposure Limit (PEL) when used in a manner consistent with usual laboratory procedures. This includes both inhalation of the ambient laboratory air and incidental skin contact as the anatomical specimens are handled.

Hazardous Chemicals

The hazardous or potentially hazardous chemicals to which you are exposed in the Gross Anatomy Laboratories are the components of the embalming fluid and the wetting solution. A list of these components follows. The SDS sheets are available to you pursuant to 29 CFR, 1910.1200, the OSHA Hazard Communication Standard and are housed in the Gross Anatomy Laboratory as well as on individual Course sites.

Embalming Fluid- The fluid contains formaldehyde, glutaraldehyde, glycerin, alcohol, and water. Formaldehyde is a suspected carcinogen and respiratory irritant. In addition, skin irritation may occur with prolonged exposure.

1. Phenol- This chemical is used on occasions for fungicidal purposes, and is a respiratory and skin irritant.
2. Mold-X- This detergent is used for fungicidal purposes and the active ingredients are formaldehyde and methanol.

Student Personal Protective Equipment and Procedures (PPE)

Skin: Personal Protective Equipment (PPE) such as protective clothing such as hospital scrubs or a laboratory coat is required for work in the laboratory. The use of non-latex gloves is required for handling of the cadaver structures. A student who has or develops a skin sensitivity should also wear long sleeved garments at all times. Additionally, the student should notify the instructor and physician so that appropriate procedures can be implemented. Students exhibiting contact sensitivity should consult a physician regarding type of gloves, garments, or other items that may cause irritability.

Wounds: Minor cuts and abrasions from laboratory cutting instruments or bone edges should be washed thoroughly with soap and water. Antiseptic and dressing materials are found in the first-aid kit in the laboratory. Any serious wound should be treated by a physician immediately. Any time a student receives a minor cut or abrasion from laboratory cutting instruments or bone edges in the gross anatomy lab, he/she must complete an incident report form under the supervision of the course instructor. The student is required to report the incident to the course instructor and request the incident report form from the course instructor.

Eyes: Accidental fluid splashed into the eyes should be flushed immediately using the eye wash station located in the laboratory, and a physician consulted. For the safety of the student, contact lenses are not permitted to be worn in the gross anatomy lab at any time.

Respiratory: Individual students may have or develop sensitivity to any of the chemicals used in the laboratory, in particular formaldehyde or phenol. In order to obtain a respiratory protective device (respirator), a student must have a respiratory evaluation by a physician, after which s/he is fitted and trained in its proper care by their physician. A particle filter mask provides no protection for formaldehyde or phenol sensitivity.

Pregnancy: Students who are or who learn they are pregnant or who are nursing newborn infants while using Gross Anatomy Laboratories should consult their obstetrician immediately regarding recommended precautions.

Visitors

Only students enrolled in the Gross Anatomy course are authorized to enter a Gross Anatomy Laboratory (BCHS #09). The no visitor rule is designed to prevent exposure of visitors to hazardous or potentially hazardous chemicals, as well as donor respect and public relations. Infants, minor-age children, and pets are not permitted in the laboratory at any time.

Food, Beverages, Smoking

Food and beverages are not permitted in the gross anatomy laboratory at any time. This area is also designated as a no smoking area.

Observed Violations

Students observing violations or deviations from these guidelines and other laboratory policies are expected to report these violations to laboratory staff or faculty member at their discretion, and without penalty. This responsibility is considered part of your professional development as a health care provider.

Failure to report will result in disciplinary action as determined by the course instructor. This may include, but is not limited to, individual counseling by instructor regarding safety practices.

Specific Guidelines for the Use of the Gross Anatomy Laboratory at The University of Findlay

1. Through collaboration with medical universities and the Ohio Donor Program, the University of Findlay has obtained cadavers for anatomic study. These were unselfish and concerned individuals that had foresight to contribute to educate clinicians. **The anatomical specimens studied must be handled with respect and dignity at all times. Violation of this policy will result in immediate and permanent removal from the laboratory.**
2. No cell-phone or camera, photos or video recording of a specimen is allowed at any time.
3. No cadaver tissues, models, bones, radiologic films, etc. are to be taken outside of the laboratory at any time.
4. Eating or drinking is not permitted in the laboratory. The Brewer Center for Health Sciences is a smoke free building.
5. If there is a suspicion that a donor may be a relative or acquaintance of a student, the student should contact the course instructor. If the suspicion is confirmed, the cadaver will be returned to the medical university.
6. The cadavers are identified by numbers and those numbers correspond to their dissection table. The anatomical specimens should never be removed from their corresponding tables, except for study. If organs are removed for study, trays should be labeled with table number to identify those specimens until they are returned to the donor table. The specimens are initially brought to the university in bags and those bags remain with the cadaver throughout the course of study.
7. Anatomical structures can be pointed to or moved using dissecting instruments provided by the laboratory or purchased through the university bookstore. Instruments such as pens, pencils, or markers are not permitted. In addition, there should be no dissection equipment left on the dissection tables when the specimen is not in use. All instruments will be cleaned with soap and water following a laboratory session, or if the instruments are dropped onto the floor.
8. Paper toweling, used gloves, and disposable pointing instruments are to be deposited in the appropriate trash containers, not left in the specimen trays or bins. The used dissection blades should be placed in the biohazard container and never deposited into trash containers.
9. Instruments dropped on the floor must be washed immediately with soap and water before being used for further dissection work.
10. Anatomical tissue is susceptible to mold growth if the above sanitary procedures are not followed, and this may lead to withdrawal of specimens as study resources. Students are requested to bring to the attention of the course instructor, any unusual or suspicious conditions on a specimen.
11. The anatomical specimens should be covered when not in use. The students are requested to clean the area surrounding the bin and to cover the specimen at the end of laboratory sessions, evenings, and weekend open lab hours.
12. Fluid must be drained from the dissecting tables as it accumulates. Please wipe up any spills on the floor immediately, as this fluid makes the floor very slippery and hazardous, and housekeeping is not permitted to perform this task.
13. Students are not permitted to wear “street clothes” in the laboratory. In an attempt to limit exposure of others to the potentially hazardous chemicals present in the gross laboratory, students are required to wear surgical “scrubs” or similar garments at all times while in the lab. Garments worn in the laboratory must be washed at frequent intervals. Shoes worn in the lab must adequately protect the top of the foot. All persons handling cadavers are required to wear gloves and protective eyewear. For the safety of the student, contact lenses are not permitted to be worn in the gross anatomy lab at any time.
14. Report immediately any injuries incurred in the laboratory to the course instructor, and if necessary, seek medical treatment from the university student health center, an urgent care center or a hospital Emergency Room for proper treatment.

15. Anatomical models are not to be removed from BCHS 09 unless permission has been granted by the instructor.
16. No radios are allowed in the lab during class hours.

Open Lab Policy

1. At the beginning of each semester, the programs will provide a list of current students with ID numbers to Security. Open labs will occur include each Friday 8:00 – 11:00 a.m. and each Thursday 6:00-10:00 p.m., during both standard semesters and weekend college sessions.
2. UF will provide a working phone in the BCHS09 Cadaver lab and the basement and first floor hallways for any emergencies which may occur.
3. Access is by entrance code. This code will be given to you during orientation.
4. Students are not given permission to work alone in the lab. There must be at least 2 students in the lab during any open lab use.
5. If current students wish to use the lab during designated times, they will enter the access code into the key pad and use the lab. The access codes are not to be shared with anyone not enrolled in laboratory courses for that term.
6. When students are finished using the facilities, all equipment should be stored in its proper place, lights turned out, and the door locked. Students will be able to use all equipment that is not secured in the lab. If any equipment is damaged or broken during the open lab, the students engaged in the open lab are responsible for contacting the program office or laboratory instructor to report the incident.
7. Only activities that are currently being explored within the students' coursework or activities which they have had in previous courses can be practiced in the lab. Students are not to engage in activities they have learned off campus or think they may learn in future coursework.
8. Any OT, PT,PA or AT student may use this space for practice with peers enrolled in courses utilizing the laboratory during normal operation time of BCHS *when courses are not in session in the laboratory.* If a course is in session, the student will approach the course instructor to ask permission to use the lab for studying during these times. If exams are being given, no outside studying will be allowed.

   NOTE: BCHS will be accessible to students between 6am and 12am. In between the hours of 12am and 6am the building will be closed.

University of Findlay

Gross Anatomy Laboratory
Student Safety Agreement

The anatomical specimens found in the Gross Anatomy Laboratory do contain hazardous or potentially hazardous chemicals within the embalming fluids which may potentially expose a person to the risk of injury and illness. The risks associated with study of anatomical specimens in Brewer Center for Health Science have been explained to my satisfaction and I have had an opportunity to ask questions about them.
While regulations and guidelines are essential for operation of a gross anatomy laboratory, they may not be sufficient to achieve safe laboratory practice. It is the skill, knowledge, and common sense of the individual student that is essential for a safe program. Thus, each student using a laboratory assumes the following responsibilities:

1. To familiarize themselves with all the rules and regulations concerning laboratory use; noting especially the information provided regarding hazardous or potentially hazardous chemicals used for embalming. Should any hazardous condition come to his/her attention, these should be communicated to a Health Science faculty or the laboratory staff members at once.
2. To comply fully with all established rules and regulations, and to consult with faculty and laboratory personnel for advice in circumstances where safe practice is in doubt.
3. To limit laboratory use to study only in approved University courses.
4. To refrain from bringing visitors to the laboratory and thus exposing them to hazardous materials.

I have read and understand and the above responsibilities and agree to observe them in my use of the Gross Anatomy Laboratory. I understand that if I fail to comply with any of the above regulations and guidelines that I am subject to the following disciplinary actions. First offense: I will receive a verbal warning from the course instructor or lab coordinator; Second offense: I will receive a written warning from the course instructor or lab coordinator; Third offense: I will have my laboratory privileges revoked by the course instructor or lab coordinator. This action may have additional programmatic consequences. I recognize that I will be studying in an environment containing hazardous or potentially hazardous chemicals, and I am aware of the consent to the potential risks associated with exposure to these materials. The exposure to materials means personal contact with hazardous or potentially hazardous chemicals at levels that are within established eight-hour time weighted averages.

Signing this student safety agreement is not a waiver of individual rights to redress in case of injury.

_____Date _____ Student Signature

The above student is duly enrolled in a University of Findlay course which requires use of a Gross Anatomy laboratory, and thereby is authorized to use such facility. I have identified the hazardous or potentially hazardous chemicals to which the above student will be exposed while utilizing the laboratory for study, and have provided this student with a copy of the rules and regulations for laboratory use.

_____Date _____Coordinator, Gross Anatomy Laboratory

XIX. Request for Clinical Accommodations

The University of Findlay
College of Health Professions

Request for Clinical Accommodations

Non-discrimination Clause : No student shall be subject to discrimination in violation of State or Federal Law.
As a student at The University of Findlay applying for clinical experiences, please complete the following form.

Yes ***No***
☐ ☐ Registration at The University of Findlay's Office of Accommodation and Inclusion.

Yes ***No***
☐ ☐ Medical documentation supporting the health limitation or disability.

Yes ***No***
☐ ☐ Permission for release of information from the Office of Accommodation and Inclusion to COHP Experiential Coordinator due to a health limitation or a disability.

Yes ***No***
☐ ☐ Permission for the COHP Experiential Coordinator to discuss reasonable accommodations for health limitation or disability with the Site Representative at the clinical site.

Signed:
(Student name/date)

Accommodations Requested by Student:

Reasonable Accommodations Determined for the Clinical Setting:

Signed:
(Student name/date)

Signed:
COHP Experiential Coordinator: _____

Site Representative: _____

Director of Accommodation & Inclusion: _____

XX. COVID-19

The University of Findlay
Physician Assistant Program
COVID-19 Education Recommendations

The Physician Assistant Program at The University of Findlay recognizes the unique and unprecedented challenges caused by the COVID-19 pandemic faced by students, faculty, and our clinical partners. We also recognize our responsibility to continue to advance the training and education of the workforce of tomorrow. There is still a fundamental need to provide sufficient opportunity for students to practice, apply and demonstrate competency of entry-level performance skills prior to graduation.

Please be aware that due to the continuing COVID-19 pandemic, a change to fully online course/content delivery may be required. If such a change occurs, all assignments, exams, quizzes, and course information will be administered in Canvas. Changes to the schedule, with the exception of the scheduled final examination for the course, may also be required and will be communicated through Canvas and email. Please be sure to pay attention to Canvas notifications and emails from your instructor. Due to changes that may occur, a change in the format of the clinical year in addition to the didactic year may occur in addition to a possible delay to the start of the clinical year or a delay in graduation/completion of the program.

SELF-REPORTING ILLNESS

- Students will be expected to IMMEDIATELY self-report signs or symptoms of illness. Student should notify the program Director of Clinical Education (DCE), the Clinical Instructor, and the site Employee Health (or Rehab Supervisor if appropriate).
- Per CDC guidelines (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html as of 5/6/2020), COVID-19 symptoms to be monitored and reported include:
    - Cough
    - Shortness of breath or difficulty breathing
    - Fever
    - Chills
    - Repeated shaking with chills
    - Muscle pain
    - Headache
    - Sore throat
    - New loss of smell
- Exposure: If student is informed that they were exposed to someone who tests positive to COVID-19 at any time during the clinical experience, either in or out of the facility, the student will immediately contact DCE, clinical instructor, and site coordinator.

- Testing considerations: If a student requires testing to be "cleared" to begin a clinical experience or because they present with symptoms, they will first seek options through their primary care provider, city- or state-sponsored testing, or university testing if available. If a student requires testing due to exposure during patient care, then the DCE will discuss testing options with the clinical partner.
- Mental health concerns: Students are to be reminded frequently that a variety of options are offered through university services to help monitor and support the emotional and mental health of our students. https://www.findlay.edu/offices/student-affairs/counseling/ An emotional resilience video is posted for both Clinical Instructors and Students to view at the web link: https://www.findlay.edu/health-professions/physical-therapy/resources
- Insurance: While on clinical rotations, students maintain personal health insurance and the school maintains professional liability insurance. At this time, there is no indication for a change in this original policy.

SOCIAL DISTANCING

- Students will be expected to social distance in classrooms and clinical facilities when appropriate and follow state/site-specific guidelines on management of space and patient care.
- Students will also be expected to limit travel and high-exposure activities when not in the classroom and/or clinic to minimize transmission risk.
- If a student travels out of state while on a clinical experience, they will report plans and destinations to clinical instructor prior to travel if needed. Specific quarantine guidelines of that state/site are to be followed.

SITE-SPECIFIC DETERMINATIONS

- Students will follow site-specific guidance on what specific PPE should be worn when engaged in patient care and during time in the clinic. Sites are expected to provide appropriate PPE for patient care, although students may be required to bring a reusable mask and/or shield if necessary.
- It is recognized that there is an ongoing struggle with the PPE supply chain and there may be a need to preserve available PPE. This may result in limitations placed on specific patient populations that a student may treat (such as patients on isolation for COVID-19 and non-COVID-19 causes).
- Students are NOT fit-tested for N-95 masks by the University. Therefore, students will not be engaging in patient care where the patient is on airborne precautions or an N-95 mask is indicated unless fitted for masks by a clinical site/preceptor and permitted to engage in care utilizing proper PPE.
- Students will be compliant with temperature checks & screens upon clinical site entry if indicated.
- The student may be asked to keep a list of patients treated if contact tracing is later needed.
- If traveling from out-of-state for a clinical experience, the student will seek guidance by the site coordinator if they are expected to self-quarantine for a period of time (typically 14-days) prior to starting clinical experience.

STUDENT EXPECTATIONS

- Student are expected to demonstrate Professional Behaviors as defined by the NCCPA and PA Profession at all times. However, when dealing with challenges caused by the current pandemic, it is particularly important to recognize the need for the following student behaviors:
    - Flexibility- Plans (e.g., settings, dates) made for clinical experiences may change abruptly and without warning. Likewise, policies and requirements for our clinical partners are continuously evolving based on new information and data. We must be flexible and adaptable to these changes.
    - Respect- Our clinical partners are facing unique and unprecedented challenges, and we must be respectful and aware of those challenges.
    - Open-mind- Students are expected to be open and adaptable to alternative learning experiences (which may include multiple clinical instructors, multiple students, simulations, etc.)
    - Problem solvers- Students are encouraged to actively engage in how our profession addresses and identifies solutions to new problems. For example, older individuals may be hard of hearing. Due to the use of masks, students may have to use alternative ways of communicating, as allowed by the clinical site. (e.g., written instructions, whiteboard)
    - Resilience – During these challenging times, students are reminded to keep in check own emotional resilience.

ADDITIONAL RESOURCES

- The University of Findlay: https://www.findlay.edu/offices/student-affairs/safety-security/health-alerts
- https://www.cdc.gov/covid/

XXI. University of Findlay Non-Discrimination Policy

Notice of Non-Discrimination Policy

The University of Findlay strives for an environment in which all individuals are treated with respect and dignity. Each individual has the right to study and work in an atmosphere which promotes equal opportunities and prohibits discriminatory practices and harassment based upon age, race, ethnicity, national origin, color, religion, sex, gender identity, handicap, sexual orientation, genetic information, veteran or military status and physical or mental disabilities. Harassment of any kind, whether verbal, physical, or environmental, is unacceptable and will not be tolerated.

The University does not engage in discrimination in its programs, activities and policies against students, prospective students, employees or prospective employees. The University is required by Title IX and its implementing regulations not to discriminate in such a manner. The University prohibits and will not tolerate any such discrimination or harassment at its facilities, programs and activities. Inquiries about the application of Title IX and its implementing regulations may be referred to the Title IX Coordinator, the Office of Civil Rights Assistant Secretary, or both.

The University's Non-Discrimination Policy can be found here:

https://findlay.smartcatalogiq.com/current/graduate-catalog/university-policies/non-discrimination-and-anti-harassment-policy

The following individuals have been designated to handle inquiries regarding the University's Non-Discrimination Policy:

Abigail Blinka
Civil Rights Coordinator
Director of Civil Rights
(419) 434-4038
abigail.blinka@findlay.edu
Office Location: Old Main Office #116A, University of Findlay, 1000 N. Main Street, Findlay, OH 45840

Heather Ward
Deputy Civil Rights Coordinator
Director of Human Resources
(419) 434-4804
heather.ward@findlay.edu
Office Location: Old Main Office #304

University of Findlay Harassment Hotline
(419) 434-6777

U.S. Department of Education's Office for Civil Rights
1-800-421-3481
ocr@ed.gov

Inquiries regarding non-discrimination in employment may be directed to:

U.S. Equal Employment Opportunity Commission
800-669-4000

Ohio Civil Rights Commission
888-278-7101

XXII. Sex Discrimination, Sexual Harassment, and Other Forms of Sexual Misconduct

Sex Discrimination, Sexual Harassment, and Other Forms of Sexual Misconduct; Designation of Title IX Coordinator

Title IX prohibits the University from discrimination on the basis of sex in the education programs or activities that it operates. This prohibition extends to admission and employment. The University has adopted a policy that provides for the prompt and equitable resolution of complaints alleging any action prohibited by Title IX and explains the process that the University will use for doing so. A copy of this policy is available on the University's website at: https://www.findlay.edu/about/offices/civil-rights/title-ix-policy/.

The Title IX Coordinator has been designated and authorized to coordinate the University's efforts to address concerns relating to discrimination and harassment on the basis of sex, gender, gender, gender identity, and sexual orientation. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person who experienced the conduct that could constitute sex discrimination or sexual harassment), at any time including non-business hours by contacting the Title IX Coordinator as follows:

Abigail Blinka
Director of Civil Rights
Title IX Coordinator
Old Main Office #116A
1000 N. Main Street
Findlay, Ohio 45840
Telephone: (419) 434-4038
Email: abigail.blinka@findlay.edu

Inquiries about Title IX may also be directed to the U.S. Department of Education's Office for Civil Rights by contacting 1-800-421-3481 or emailing ocr@ed.gov.

Excused Absence Scenarios

The examples/scenarios below are not all-inclusive, but are meant to serve as an example in regards to the excused absences (5 days/40 hours). One day is viewed as 8 hours. If you are missing a portion of a day, you only need to request for the hours missed (e.g., a 2-hour time period missed for an appointment = 2-hour request). If you are missing a 12-hour shift, you still only need to request 1 day/8 hours, *unless the additional 4 hours are needed to meet the minimum requirement for the rotation*.

Case Scenarios and Information Regarding Absences and Clinical Hours

- Review courses:
    - Attending a review course does not count as an excused absence and does count as clinic hours.
    - No "travel time" or travel days for online review courses or review courses less than two hours away
    - Up to one day (8 hours) of "travel time" that can count towards clinic hours for review courses over 2 hours away (*not 1 day each way, but 1-day total*). If you need additional travel days, you will need to use one of your 5 excused absences.
    - 216 hours minimum- NOT a goal, students are still expected to log more hours and should not strive to meet the least required number of hours
- No more than 5 days/40 hours can be missed from a SCPE for any reason (excluding review course hours as those are not counting as absences but are instead counting as clinic time).
- Hours – you are required to log a minimum of 216 hours per SCPE (256 for the SCPE during which the AAPA conference occurs). You are expected to log a minimum of 240 hours per SCPE (280 for the SCPE during which the AAPA conference occurs).
- You are expected to be present any time your preceptor/s is/are present in the facility or any time they require you to be present (i.e., if they are requiring you to round on patients beforehand, etc.). This includes being present up to, but not exceeding, 80 hours per week.
- Holidays
    - In the event of an office closure for a holiday, 8 hours of clinic time can be logged for that closure date (does not count as an excused absence). This can occur for a maximum of 2 holiday closures per SCPE (16 hours). For example, if your site/preceptor is closed for Thursday and Friday for Thanksgiving, you can log 16 hours.
    - If your site/preceptor is closed for more than 2 days (16 hours) for a holiday (i.e., Wed/Thurs/Fri for Thanksgiving), but you are meeting to exceeding your 216-hour minimum, you will document the third day as a schedule change if you initially had it on your schedule to work and will not need to make up the hours.
        - **If the third day for a holiday would cause you to drop below the 216-hour minimum, you must complete the form regarding clinic hours and have the preceptor sign it to document that there are no other ways for you to obtain the hours (following someone else, weekends, etc.). It is your responsibility to ask about any foreseen closures at the start of the rotation to allow for scheduling of hours. If there are no other options for obtaining hours, you will complete 8 virtual cases per day of absence, not to exceed a maximum of 5 days (including the holiday closure).
    - Your preceptor states the office is closing for Thanksgiving on Thursday and Friday.
        - You log 16 hours for those days (does not count towards excused absences).
    - Your preceptor states the office is closed for Thanksgiving on Thursday, but is open the rest of the week. However, they (the preceptor) will be taking Wednesday and Friday off, but there are other practitioners/people you can be with.
        - You log 8 hours for Thanksgiving/Thursday
        - You follow someone else on Wednesday and Friday, OR you can use one of your 5 excused absence days (8 hours) for either Wednesday, Friday, or both.

- You are in SCPE VIII and have all 5 of your excused absences left and are attending a 3-day review course. The office is closed for Thursday and Friday for Thanksgiving. You would like to use all of your excused absences on this rotation.
    - You don't get to use all 5 of your days – the maximum number of days that can be missed per SCPE for any reason is 5.
        - Two days are missed for Thanksgiving (16 hours logged)
        - Review course doesn't count as absence as it is logged as clinic time
        - 3 excused absence days can be used which, when added to the two for Thanksgiving, equals the maximum 5 permitted.
- Your preceptor is going on vacation, is sick, etc.
    - You will be with someone else in the facility/etc. *if available*, regardless of hours logged.
    - If you are meeting the 216-hour minimum, and there is no one for you to be with during that time period, this would be a schedule revision/change.
    - If you will not meet the 216-hour minimum, and there is no one for you to be with during that time period, the form must be signed by the preceptor acknowledging that there is no other way for you to make up the time missed and you must complete 8 virtual cases for that day.
- You are in the ER and working 12-hour shifts. You have an interview scheduled and will miss one of your clinic days. If you are going to meet your 216 hours, you would request a regular 8-hour day of excused absence. If you are not going to meet your 216 hours, you would request the full 12-hour day of excused absence.
- You are tracking your hours for a SCPE and it appears that you will be short (less than the 216 hours for the SCPE).
    - You can use excused absence hours towards this difference (i.e., 206 hours logged, you can use 12 hours of excused absence to fill in the remainder).
      -OR
    - You can have the preceptor sign the form to document that there was and is no other way for you to obtain the deficient hours. One virtual case will be required for completion for each hour of deficiency (up to 40 hours/cases maximum).
        - If it is determined that there were other ways for you to obtain hours over the course of the SCPE but you did not (such as being with other preceptors, going in weekends or evenings, etc.), you will be placed on Professional Probation and required to repeat the SCPE in its entirety at your own cost ($500 payment for the preceptor and the cost of repeating the course with the University).
- Any falsification of hours, to the program or the clinical preceptor, is grounds for immediate dismissal from the UF PA program. This includes "clocking in early" or "clocking out late" when there is nothing for you to do at that time (i.e., shift starts at 8am, but you are clocking in at 7am when there is nothing for you to do and studying/etc.).
- No more than 5 days can be missed from a SCPE (holidays, excused absences, etc. added up).