

# HARDIN-SIMMONS UNIVERSITY

## PHYSICIAN ASSISTANT PROGRAM



## PHYSICIAN ASSISTANT STUDENT HANDBOOK 2017-2019

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<https://www.hsutx.edu/academics/holland/graduate/Physician-Assistant/>

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# **HARDIN-SIMMONS UNIVERSITY**

## **PHYSICIAN ASSISTANT STUDENT HANDBOOK**

### **2017-2019**

#### **INTRODUCTION:**

The purpose of this handbook is to provide the Hardin-Simmons University Physician Assistant student with the policies and procedures of the Department of Physician Assistant Studies. This information includes the academic and professional standards and expectations reflected in University and Program policies. Adherence to these policies is important for progression through the program as well as maintenance of a beneficial learning environment for all members of the department.

#### **PA PROFESSION / HARDIN-SIMMONS UNIVERSITY PA PROGRAM:**

Physician Assistants (PA) are healthcare professionals licensed to practice medicine with physician collaboration. Physician Assistants graduate from an accredited physician assistant educational program and are certified by the National Commission on Certification of Physician Assistants (NCCPA). Within the physician/PA relationship, Physician Assistants exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services. The clinical role of Physician Assistants includes primary and specialty care in medical and surgical practice settings in rural, urban and suburban areas. Physician Assistant practice is primarily patient care-centered but may also include educational, research, or administrative activities.

The Hardin-Simmons University Physician Assistant Program is a graduate level professional Program designed to produce clinicians who are committed to provide exceptional, compassionate, individualized patient care, serve their communities, advance the profession and engage in life-long learning and professional development. Graduates will be well prepared for the national certification examination and state licensure, enabling them to fulfill the requirements of their new professional roles.

The Physician Assistant curriculum will be delivered on a full-time basis for a total of 27 months. Students will matriculate as a cohort (30 students) into a 12-month academic phase, followed by 15 months of clinical/professional education.

## **UNIVERSITY MISSION, PROGRAM MISSION, PROGRAM GOALS:**

### **A. University Mission**

It is the mission of Hardin-Simmons University to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

Founded in 1891 by a dedicated group of ministers, ranchers, and merchants, Hardin-Simmons University (HSU) continues its commitment to developing the minds and nurturing the spiritual lives of its students. HSU is a private University located in Abilene, Texas. HSU provides an academically challenging undergraduate education based on a liberal arts foundation, and advances scholarly growth by offering specialized graduate and professional degree Programs. Combining its commitment to academic excellence and a concern for the development of the total person with a distinctive Christian perspective, Hardin-Simmons serves students through quality educational Programs designed to provide *An Education Enlightened by Faith*.

### **B. Physician Assistant Program Mission**

The Hardin-Simmons University PA Program is dedicated to academic excellence in medical education. Our mission is to develop compassionate PA leaders who are committed to lifelong learning and community service. Working together as part of a greater healthcare team, our graduates will deliver exceptional healthcare to patients in West Texas and worldwide.

### **C. Physician Assistant Program Goals**

- Recruit outstanding PA students that will display a commitment to community service.
- Prepare PA students for the practice of medicine as exemplified by maintaining a high pass rate on the national certifying examination and attainment of employment after graduation.
- Provide training opportunities for PA students in rural and underserved medical arenas.

## **TECHNICAL STANDARDS:**

In order to ensure that patients receive the best medical care possible, the faculty have identified certain skills and professional behaviors that are essential for successful progression of PA students in the Program. A student must possess skills and behaviors at a level of capability to perform a variety of duties required of a PA as a healthcare professional. Students with disabilities who can perform these skills and successfully execute professional behavior either unassisted, with dependable use of assistive devices, or by employing other reasonable accommodations are eligible to apply for enrollment in the Program. Minimum performance standards include critical thinking, communication skills, observation skills, motor skills, and interpersonal abilities. These following descriptions define the capabilities that are necessary for an individual to successfully complete the Hardin-Simmons University Physician Assistant curriculum.

**Intellectual Capability/Critical Thinking:** The PA student must possess the intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence in critical thinking and problem solving required to seek entry to the profession. The ability to solve problems, a skill that is critical to the practice of medicine, requires the intellectual abilities of measurement, calculation, reasoning, analysis, and synthesis. Students for the Program must be able to demonstrate these skills in dealing with patients, their families, and other members of the healthcare team. Intellectual abilities also encompass learning and retaining information and the ability to make decisions in a timely manner.

**Communication Skills:** The PA student must be able to effectively speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity and posture, and to perceive nonverbal communications. The student must be able to communicate attentively, effectively, sensitively and efficiently in oral, written, and electronic forms with other clinicians, families, and patients in order to make appropriate and timely responses. The student must be able to communicate attentively, effectively, and sensitively to others.

**Observation Skills:** The PA student must be able to observe a patient accurately, both at a distance and close at hand. Students must possess sufficient visual, auditory, and tactile sensation to receive appropriate information in the classroom, laboratory, and other educational and clinical settings. Sensation must be satisfactory to receive verbal and nonverbal communications from patients and others, and to perform inspection, auscultation and palpation techniques during the physical examination.

**Motor Skills:** The PA student should have sufficient strength and coordination to perform the activities required of a Physician Assistant. The student should have sufficient motor coordination to move about patient care environments and sufficient dexterity to use common medical instruments. Students must have sufficient stamina to sit, stand, and move within classroom, laboratory, examination rooms, treatment rooms and operating rooms for long periods of time. Students must also be able to calibrate and use large and small equipment and execute movements required for moving patients, positioning patients, and providing care to patients routinely and in emergency settings. Typical lifting requirement minimum 50+ lbs. unassisted.

**Interpersonal Abilities:** The PA student must possess the ability to establish and maintain appropriate professional relationships. The student must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities required for the diagnosis and care of patients, to be compassionate, empathetic, responsible, and tolerant toward patients, families and colleagues. This also includes the ability to prioritize competing demands and function in stressful circumstances.

## **ACCREDITATION:**

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) is the recognized accrediting agency that protects the interest of the public and PA profession by defining the standard for the PA education and evaluating PA education Programs within the territorial United States to ensure their compliance with those standards. The ARC-PA encourages excellence in PA education through its accreditation process, by establishing and maintaining minimum standards of quality for educational Programs. It awards accreditation to Programs through a peer review process that includes documentation and periodic site visit evaluation to substantiate compliance with the Accreditation Standards for Physician Assistant Education.

Source: [www.arc-pa.org](http://www.arc-pa.org)

The ARC-PA has granted **Accreditation-Provisional** status to the **Hardin-Simmons University Physician Assistant Program** sponsored by **Hardin-Simmons University**.

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

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

Additionally, Hardin-Simmons University is accredited by the regional accreditor the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) who has reviewed and approved the addition of the Physician Assistant Program.

## **PERFORMANCE REQUIREMENTS:**

The following outlines some examples of the demands and performance requirements required of the HSU PA student. (Examples included are not limited to training opportunities offered at the HSU PA Program.)

### **Typical Mental Demands**

The HSU PA student must possess the ability to:

- Process, retain, comprehend, integrate, analyze, synthesize, and apply a large volume of data related to the art and science of medicine, including legal, ethical, and moral concepts
- Be present during long hours in the following settings: classrooms, laboratories, clinicals, and self-directed study situations and environments
- Respond appropriately and in a timely manner to constructive faculty feedback
- Effectively communicate through written and verbal communication skills Participate in educational activities that include tests, examinations, demonstrations, simulations, presentations, written communication skills, frequent and exacting evaluations
- Demonstrate the ability to gather patient data and report, perform the physical examination, conduct patient assessment and evaluation, formulate a treatment plan, and perform patient education

### **Typical Physical Demands**

The HSU PA student must possess:

- Full range of body motion including assisting patient movement, manual and finger dexterity, and eye-hand coordination
- Normal visual and hearing acuity
- Physical capacity to stand and walk for extended hospital and clinic visits, and during frequent and prolonged patient and professional interactions
- Physical capacity to sit for long periods during classroom and laboratory experiences
- Capability to work in physically and mentally stressful situations with long and irregular hours and with exposures to communicable diseases and body fluids

### **Typical Working Conditions**

The HSU PA student must be able to:

- Work in clinical and classroom environments with exposure to communicable diseases, medicinal preparations, hostile individuals, and other such conditions common to the medical and surgical environments
- Interact with a diverse patient population of all ages with a range of acute and chronic medical and surgical conditions

### **Student Performance Requirements**

The HSU PA student will be required to perform in the following situations:

- Medical, surgical, pediatric, obstetric/gynecologic, and other primary care medicine settings (inpatient and out-patient) at off-campus locations
- Didactic and clinical education and training

- Invasive and non-invasive procedures
- Pre-, intra-, and post-operative activities
- Emergency care
- Demonstrate a professional ethical demeanor and understanding of medical ethics and medical-legal concepts
- Display an ability to perform for long hours (physical and mental stamina)
- Complete demanding didactic and clinical evaluations, examinations, etc.
- Perform at the level determined and required by the faculty
- Participate in community and/or professional service activities
- Complete other responsibilities and tasks as assigned or required

## **GRADUATE FUNCTIONS AND TASKS:**

This is a summary of major tasks, skills, and functions HSU Physician Assistant students are expected to perform at the completion of their training Program. This listing includes major concepts and techniques but is not limited to all experiences and opportunities presented during matriculation at the HSU Physician Assistant Program.

### **Subjective Data Gathering and Utilization**

The HSU Physician Assistant graduate should be able to:

- Take a complete medical history
- Perform a comprehensive physical exam
- Order and interpret complete basic laboratory work (CBC, urinalysis, etc.)
- Obtain a history, gather patient data, and perform a physical examination in a reasonable period of time
- Identify data from the history and physical examination which is relevant to the patient's illness
- Synthesize all abnormal data collected in the data base into a separate problem or a collection of problems
- Develop a list of problems and properly separate them into active and inactive groups in a reasonable period of time
- Refine problems to the maximum extent possible with consistent accuracy and state clearly the overall therapeutic goal for each problem
- Develop accurate therapeutic plans for each problem that are relevant to the resolution of the patient's problems or treatment of conditions/maintaining of wellness
- Write thorough progress notes that include subjective and objective information as well as an assessment and plan
- Write and record accurate progress notes within a reasonable period of time
- Possess a general knowledge of pathophysiology of common diseases and disposition of patients

### **Objective Data Collection**

The HSU Physician Assistant graduate should be able to order and interpret:

- Routine and special radiographs (chest, abdomen, skull, skeletal, and barium) studies
- Chemistry studies and fluid/electrolyte balance studies
- Hematology studies
- Culture results
- Electrocardiographic interpretations
- Abnormal laboratory/diagnostic data

### **Counseling and Patient Education**

The HSU Physician Assistant graduate should be able to demonstrate the following:

- Provide counseling and patient education for problems and procedures, methods of treatment in a manner consistent with the understanding of the patient population and medical practice
- Assist individuals and families in identifying strengths to resolve their problems
- Inform individuals and families about available community resources
- Counsel parents and families on child rearing
- Counsel individuals and families about addictions and methods to cope with addictions
- Provide sexual health education and family planning counseling
- Provide proper information and assistance to terminally ill patients
- Counsel and assist patients who are suffering from stress, depressions or losses
- Provide information about common medical problems and explain laboratory, x-ray, and surgical procedures
- Provide information on preventative measures for communicable diseases
- Provide information on healthy lifestyles and intervention/modification for at-risk behaviors.

### **Technical Skills**

The HSU Physician Assistant graduate should be able to perform the following technical skills:

- Venipuncture
- IV catheterization
- Urinary catheterization
- Nasogastric intubation
- Aseptic techniques
- Wound care and closure of lacerations
- Immunizations (children and adult)
- Interpretation of various cultures (CBC, differential, urinalysis, gram stain)
- Vision screening
- Splint and cast applications
- Explanation of procedures to patient, parent, and family – evaluated in multiple courses
- Instruction about prescribed medication and other therapies- evaluated in multiple courses
- Cardiopulmonary resuscitation (CPR)
- Advanced cardiac life support (ACLS)
- Mental status examination
- Administration of local anesthesia
- Evaluation of superficial foreign bodies of the skin, ear and eye
- Tissue biopsy

**Other Skills: Assist in surgery**

The HSU Physician Assistant student should be able to demonstrate the following:

- Identify and use appropriate surgical instruments
- Demonstrate appropriate operating room conduct
- Suture/Staple
- Dress wounds

**Other Skills: Management of emergency situations**

The HSU Physician Assistant graduate should be able to recognize and appropriately initially manage the following conditions with team referral as indicated for care:

- Cardiac arrest
- Respiratory distress
- Burns
- Hemorrhage and shock
- Trauma
- Anaphylaxis
- Ingestion of toxic substances
- Myocardial infarction
- Acute abdomen
- Septic joint
- Urinary tract infection
- Wound infection

**Other Skills: Critical evaluation**

The HSU Physician Assistant graduate should be able to demonstrate the following:

- Locate and retrieve medical literature
- Discuss practice implications
- Apply ethical decision-making skills
- Apply the Physician Assistant Ethical Code of Ethics
- Read medical literature on an on-going basis
- Discuss current and controversial medical knowledge with colleagues and Physicians
- Critically evaluate new medical knowledge

**Overall Synthesis Tasks:**

- Utilize a systems approach to understand the rationale for the physical examination, integrating knowledge acquired in anatomy and physiology with the findings upon examination of the patient.
- Perform initial and follow-up evaluation of patients of various age groups in diverse settings, elicit a detailed and accurate history, perform an appropriate physical examination, order appropriate laboratory and special studies, and record and present pertinent data, including interpretive recommendations in a problem-solving manner meaningful to the Physician.
- Perform or assist in the performance of laboratory, special and related studies relevant to patient need, and practice capabilities e.g. blood studies, urinalysis, electrocardiogram (EKG).
- Perform appropriate therapeutic procedures for the evaluation and treatment of a patient's problem in a manner delineated with the collaborating Physician and that the Physician Assistant is competent to perform.
- Formulate treatment plans and communicate patient treatment with collaborating interprofessional teams.
- Instruct and counsel patients regarding physical and mental health, including matters such as nutrition, illness, treatment, normal growth and development, health promotion, disease prevention, and lifestyle risk factors for the patient's age and sex with an awareness of and sensitivity to cultural diversity in the patient population.
- Perform the following functions in the hospital setting: patient work-ups, patient rounds, recording patient progress notes, accurately and appropriately transcribing, transmitting or executing standing orders and other specific orders at the direction of the supervising Physician, and compiling and recording detailed progress reports and narrative case summaries.
- Provide pre-operative evaluation and management, assist in surgery, and provide post-operative evaluation and management for inpatient and outpatient surgical problems and procedures.
- Deliver or assist in the delivery of services, including the review and monitoring of treatment and therapy plans, to patients requiring initial or continuing care in any setting with a collaborating Physician to include office, hospital, nursing home, extended care facilities, etc.
- Interact with community, regional, and state medical and social services and resources to facilitate and ensure patient care and continuity of care.
- Interact with the community at large by demonstrating ongoing service to the community.
- Continue the educational process of life-long learning to include continuing medical education, interpretation of the medical literature, adaptation of advancements to practice, and the application of research techniques and designs to interpret medical and patient data.
- Demonstrate an awareness and sensitivity to the cultural and ethical issues in the modern practice of medicine, and possess sense of responsibility to medically underserved communities.

## DIDACTIC PHASE TECHNICAL PROCEDURE CHECKLIST: IN SIMULATION/ STANDARDIZED PATIENTS

Category	Skill	Date Demonstrated	Faculty Initials	Notes
Professional Training				
	ACLS Certification			
	BLS Certification			
	HIPAA Training			
	OSHA Training			
Patient Safety				
	N-95 Respirator Fit			
	OR Scrub Technique			
	Sharps Precautions			
	Standard Precautions			
	Sterile Technique			
Patient Evaluation/ Documents				
	Breast Examination			
	Comprehensive H&P Note			
	History			
	Male GU Examination			
	Mental Status Examination			
	Pelvic Examination			
	Physical Examination (Adult Comprehensive)			
	Physical Examination (Focused)			
	Physical Examination (Pediatric)			
	Procedure Note			
	Rectal Examination			
	SOAP Note			
Clinical Procedures				
	Arthrocentesis			
	Casting			
	EKG			
	ET Tube placement (Intubation)			
	Field Block Anesthesia			
	I&D			
	IM Injection/Immunization			
	IV Placement			
	Lumbar Puncture			
	NG Tube placement			
	Skin Adhesive			
	Skin Stapling			
	Splinting			
	SQ Injection/Immunization			
	Suture Lab (Knots, Technique, etc.)			
	Tissue Biopsy			
	Urinary Catheter – Male			
	Urinary Catheter – Female			
	Venipuncture			
	Vision Screening			

## CLINICAL PHASE TECHNICAL PROCEDURE REQUIREMENTS:

\*All must be completed

Student Name \_\_\_\_\_

<i>Preceptor Initials</i>	<i>Date</i>	<i>Rotation</i>	<i>Clinical Competency</i>	<i>Observe</i>	<i>Perform/Assist</i>
			Application of fluorescein stain		
			Application of Steri-strips		
			Breast Exam		
			Casting		
			Diabetic foot exam		
			Endotracheal intubation		
			Fetal heart tones (by Doppler or US)		
			Fundal height measurement		
			Growth chart plotting		
			Incision & Drainage of abscess		
			Immunizations (infant, child, adolescent, adult)		
			Interpret arterial blood gases		
			Interpret culture results (wound, blood, urine, sputum etc.)		
			Interpret Electrocardiogram		
			Interpret PAP smear results		
			Intramuscular injections		
			IV placement		
			Local anesthesia		
			Mental status exam		
			PAP smear		
			Pelvic Exam		
			Perform DRE (digital rectal exam)		
			Perform/ interpret hemocult testing		
			Removal of cerumen/Foreign body		
			Skin Biopsy		
			Splinting		
			Staples		
			Sterile technique for minor procedures		

			Subcutaneous injections		
			Surgical assist		
			Surgical scrub/donning surgical PPE		
			Suturing: Running, Interrupted, or Subcuticular		
			Urinary bladder catheterization ( <b>male or female</b> )		
			Venipuncture		
			Wound dressing		
			<b>BLS</b>		
			<b>ACLS</b>		

## **CLINICAL YEAR STUDENT TRACKING:**

### Patient Encounter Logging Requirements

<b>Patient Encounter Type:</b>	<b>Minimum Number to be Logged</b>
Preventive Care	50
Emergent Care	50
Acute Care	150
Chronic Care	150
<b>Care Across Lifespan:</b>	
Prenatal	5
Infant (0-1 year)	5
Child (2-10 years)	25
Adolescent (11-17 years)	10
Adult (18-64 years)	250
Elderly (>65 years)	75
<b>Specific for Area/Specialty Setting:</b>	
Women GYN	15
Women Prenatal	5
Mental Health	30
Pre-operative	10
Intra-operative	10
Post-operative	10

### Patient Write-up (note/documentation) Submission Requirements

Women's Health	1
Mental Health	1
Pediatrics	1
Surgical	1
Emergency Room	1
Internal Medicine	1
Family Medicine	1
Elective I	1
Elective II	1

### **CLINICAL SCHEDULES:**

The clinical rotation schedule has been planned with special consideration and concentration on the needs of the students, faculty, and clinical sites. The Program adheres to its schedule after publication annually in the Spring semester; however, it is subject to change based on preceptor availability. Students selected for the Physician Assistant Program at Hardin-Simmons University must complete all didactic and clinical rotations at Program affiliated sites. All students are assigned to at least one rotation located in a rural/medically underserved practice/facility to broaden opportunities and experiences and meet the mission and goals of the HSU PA Program.

During clinical rotations, students must plan for the expense of rotations away from campus (e.g., living expenses, transportation, etc.).

**PRECEPTOR POLICY:**

Students must not be required to provide or solicit clinical sites or preceptors. Hardin-Simmons University PA Director of Clinical Education and Clinical Administrative Coordinator must coordinate clinical sites and preceptors for the Program required rotations.

# COMPETENCIES FOR THE PHYSICIAN ASSISTANT PROFESSION

(Endorsed by AAPA, PAEA, ARC-PA, and NCCPA)

(Originally adopted 2005; revised 2012)

## **Preamble**

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

This document was updated in 2012 and then approved in its current form by the same four organizations.

## **Introduction**

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

The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. Professional competencies<sup>1</sup> for physician assistants include the effective and appropriate application of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, and systems-based practice.

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

## **PHYSICIAN ASSISTANT COMPETENCIES**

### **Medical Knowledge.**

Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving

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<sup>1</sup> In 1999, the Accreditation Council for Graduation Medical Education (ACGME) endorsed a list of general competencies for medical residents. NCCPA's Eligibility Committee, with substantial input from representatives of AAPA, APAP and ARC-PA, has modified the ACGME's list for Physician Assistant practice, drawing from several other resources, including the work of Drs. Epstein and Hundert; research conducted by AAPA's EVP/CEO, Dr. Steve Crane; and NCCPA's own examination content blueprint.

biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations. Physician assistants are expected to understand, evaluate, and apply the following to clinical scenarios:

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

#### **Interpersonal and Communication Skills.**

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

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

#### **Patient Care.**

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

- work effectively with physicians and other healthcare professionals to provide patient-centered care
- demonstrate compassionate and respectful behaviors when interacting with patients and their families
- obtain essential and accurate information about their patients

- make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment
- develop and implement patient management plans
- counsel and educate patients and their families
- perform medical and surgical procedures essential to their area of practice
- provide healthcare services and education aimed at disease prevention and health maintenance
- use information technology to support patient care decisions and patient education

### **Professionalism.**

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

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

### **Practice-Based Learning and Improvement.**

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

- analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the healthcare delivery team
- locate, appraise, and integrate evidence from scientific studies related to their patients' health
- apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness

- utilize information technology to manage information, access medical information, and support their own education
- recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others

### **Systems-Based Practice.**

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

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

## **PROGRAM LEARNING OUTCOMES:**

Hardin-Simmons University PA Program set forth to define expected PA student intellectual and technical competencies and outcomes early in the planning process. The Program researched PA competencies required for practice as well as educational competencies of other PA Programs nationwide when defining expectations for its Program students. The Program Director and Principal Faculty held a formal meeting to define these expected PA student intellectual and technical competencies and outcomes and included staff for balance of input. The department personnel wanted to more succinctly state Program defined learning outcomes based on AAPA competencies for the profession.

At the completion of the Program, students are expected to achieve the following overall broad learning outcomes:

- 1) Demonstrate knowledge and skills required to integrate and apply basic medical sciences to care for patients across the lifespan in diverse clinical settings.
- 2) Perform excellent histories and physical examinations to collect patient data related to health and interpret findings.
- 3) Demonstrate a broad, systems-based knowledge of clinical medicine in formulating differential diagnoses and treatment plans for patients.
- 4) Order or carry out accurate and appropriate care plans and interventions for patients in preventive, acute, chronic, emergent, surgical, and end-of-life settings.
- 5) Interpret diagnostic and laboratory findings appropriate for primary care settings.
- 6) Critically appraise medical literature that is evidence-based for continuous practice quality enhancement.
- 7) Display understanding of historical, legal, regulatory, and policy related professional issues related to the PA profession.
- 8) Communicate effectively and therapeutically with patients and families test results, care plans, and health-related findings in a culturally sensitive manner.
- 9) Perform basic diagnostic procedures needed for the evaluation and treatment of a patient in the desired PA practice area.
- 10) Demonstrate awareness of and ability to collaborate effectively with and contribute to high functioning interprofessional healthcare teams to improve patient care.
- 11) Apply knowledge of responsible prescribing practices for patient care and safety including display of comprehension of indications, contraindications, side effects, interactions, and adverse reactions related to pharmacologic agents and other treatments.
- 12) Demonstrate respect, compassion, and empathy for patients as a medical professional through ethically sound therapeutic patient relationships.
- 13) Serve the community and humanity through ongoing volunteer acts and leadership.
- 14) Exhibit excellence in all actions with a commitment to lifelong learning, self-assessment, and performance improvement.
- 15) Understand, evaluate, and apply information regarding disease etiology, risk factors, epidemiology, and screening methods to detect conditions in symptomatic and asymptomatic individuals.

Course goals, skill evaluations, learning objectives throughout the curriculum are based on these learning outcome expectations. Syllabi throughout the curriculum reflect these learning outcomes incorporated in various components with the goal of preparation of graduates for clinical practice.

## **TEXTBOOKS AND EQUIPMENT:**

Prices on equipment, textbooks, supplies, fees, and tuition are approximate and subject to change without notice.

**Textbooks:** Each semester, the HSU Bookstore (located on campus), will have a list of required and recommended textbooks for courses. This information is also noted in the course syllabi (posted to Canvas (Learning Management System) and available on the first day of class).

**Equipment and Instruments:** Each student will be required to have the following basic set of equipment and supplies, in addition to bringing protective apparel to classes and rotation assignments. The HSU bookstore is an excellent resource for purchasing items because of their location on campus and their repair/replacement policies. If you decide to purchase “used” items from other students, remember to secure warranties with original purchase receipts. A third alternative is to utilize other companies.

**Sample List of Equipment** (recommended list will be given upon enrollment and matriculation):

Welch Allyn Diagnostic Set	Pocket Pen Light
Otoscope insufflator bulb	Pocket Eye Chart
Stethoscope	Percussion Hammer
Tuning Forks – 512 cps and 128 cps weighted	Bag (optional)
Sphygmomanometer	Safety Glasses

**Other:**

White Short Lab Coat with departmental patch,

\*Smart Phone with Data Package

\*Laptop Computer

\*Refer to information/link in handbook under Email and Technology Resources.

## **FACULTY HOUR MEETINGS:**

This 1-hour weekly meeting is scheduled for students to meet with the Program Director and Principal Faculty. The sessions are used to inform students about special departmental events, schedules, announcements, etc. In addition, the event serves as a forum for students to provide feedback to the Program about the curriculum, testing, and other department issues, as well as, to accomplish various administrative tasks. During the clinical year, Faculty Meetings are scheduled as an end of block activity after rotations.

## **MEDICAL TERMINOLOGY:**

The Program has found that student's progress more rapidly during the first several semesters if they have a fair understanding of medical terminology. The Program recommends the textbook, *Medical Terminology: A Systems Approach* by Gylys and Wedding (latest edition). Examinations will be administered over this material soon after the first semester begins in the first week of class.

## ARC-PA STANDARDS AND COMPENTENCIES - DIDACTIC CURRICULUM

Standard	Description
B1.01	The curriculum must be consistent with the mission and goals of the Program.
B1.02	The curriculum must include core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.
B1.03	The curriculum must be of sufficient breadth and depth to prepare the student for the clinical practice of medicine.
B1.04	The curriculum design must reflect sequencing that enables students to develop the competencies necessary for current and evolving clinical practice.
B1.05	The curriculum must include instruction about intellectual honesty and appropriate academic and professional conduct.
B1.06	The curriculum must include instruction to prepare students to provide medical care to patients from diverse populations.
B1.07	The curriculum must include instruction related to the development of problem solving and medical decision-making skills.
B1.08	The curriculum must include instruction to prepare students to work collaboratively in interprofessional patient centered teams.
B1.09	For each didactic and clinical course, the Program must define and publish instructional objectives that guide student acquisition of required competencies.
B2.02	The Program curriculum must include instruction in the following areas of applied medical sciences and their application in clinical practice: anatomy, physiology, pathophysiology, pharmacology and pharmacotherapeutics, the genetic and molecular mechanisms of health and disease.
B2.03	The Program curriculum must include instruction in clinical medicine covering all organ systems.
B2.04	The Program curriculum must include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals.
B2.05	The Program curriculum must include instruction in patient evaluation, diagnosis and management.
B2.06	The Program curriculum must include instruction in the provision of clinical medical care across the life span.
B2.07	The Program curriculum must include instruction in technical skills and procedures based on current professional practice.
B2.08	The Program curriculum must include instruction in the social and behavioral sciences as well as normal and abnormal development across the life span.
B2.09	The Program curriculum must include instruction in basic counseling and patient education skills.
B2.10	The Program curriculum must include instruction to prepare students to search, interpret, and evaluate the medical literature, including its application to individualized patient care.
B2.12	The Program curriculum must include instruction in concepts of public health as they relate to the role of the practicing PA.
B2.13	The Program curriculum must include instruction in patient safety, quality improvement, prevention of medical errors and risk management.
C3.01	The Program must conduct frequent, objective, and documented evaluations of students related to learning outcomes for both didactic and supervised clinical education components.
C3.02	The Program must document student demonstration of defined professional behaviors.
C3.03	The Program must monitor and document the progress of each student in a manner that promptly identifies deficiencies in knowledge or skills and establishes means for remediation.
For classes with PA Policy (Professional Practice Issues I and II)	
B2.11	The Program curriculum must include instruction in healthcare delivery systems and health policy.
B2.14	The Program curriculum must include instruction about PA licensure, credentialing and laws and regulations regarding professional practice.
B2.15	The Program curriculum must include instruction regarding reimbursement, documentation of care, coding, and billing.
B2.16	The Program curriculum must include instruction in the principles and practice of medical ethics.
B2.17	The Program curriculum must include instruction in the PA profession, its historical development and current trends.
C3.04	The Program must conduct and document a summative evaluation of each student within the final four months of the Program to verify that each student is prepared to enter clinical practice.

## ARC-PA STANDARDS AND COMPETENCIES - CLINICAL CURRICULUM

Standard	Description
B1.01	The curriculum must be consistent with the mission and goals of the Program.
B1.02	The curriculum must include core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.
B1.03	The curriculum must be of sufficient breadth and depth to prepare the student for the clinical practice of medicine.
B1.04	The curriculum design must reflect sequencing that enables students to develop the competencies necessary for current and evolving clinical practice.
B1.05	The curriculum must include instruction about intellectual honesty and appropriate academic and professional conduct.
B1.06	The curriculum must include instruction to prepare students to provide medical care to patients from diverse populations.
B1.07	The curriculum must include instruction related to the development of problem solving and medical decision-making skills.
B1.08	The curriculum must include instruction to prepare students to work collaboratively in interprofessional patient centered teams.
B1.09	For each didactic and clinical course, the Program must define and publish instructional objectives that guide student acquisition of required competencies.
B1.11	The Program must insure educational equivalency of course content, student experience, and access to didactic and laboratory materials when instruction is: a) conducted at geographically separate locations and/or b) provided by different pedagogical and instructional methods or techniques for some students.
B2.02	The Program curriculum must include instruction in the following areas of applied medical sciences and their application in clinical practice: anatomy, physiology, pathophysiology, pharmacology and pharmacotherapeutics, the genetic and molecular mechanisms of health and disease.
B2.03	The Program curriculum must include instruction in clinical medicine covering all organ systems.
B2.04	The Program curriculum must include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals.
B2.05	The Program curriculum must include instruction in patient evaluation, diagnosis and management.
B2.06	The Program curriculum must include instruction in the provision of clinical medical care across the life span.
B2.07	The Program curriculum must include instruction in technical skills and procedures based on current professional practice.
B2.08	The Program curriculum must include instruction in the social and behavioral sciences as well as normal and abnormal development across the life span.
B2.09	The Program curriculum must include instruction in basic counseling and patient education skills.
B2.10	The Program curriculum must include instruction to prepare students to search, interpret, and evaluate the medical literature, including its application to individualized patient care.
B2.12	The Program curriculum must include instruction in concepts of public health as they relate to the role of the practicing PA.
B2.13	The Program curriculum must include instruction in patient safety, quality improvement, prevention of medical errors and risk management.
B3.01	PA students must be clearly identified in the clinical setting to distinguish them from Physicians, medical students, and other health profession students and graduates.
B3.02	Supervised clinical practice experiences must enable students to meet Program expectations and acquire the competencies needed for entry into clinical PA practice.
B3.03	Supervised clinical practice experiences must provide sufficient patient exposure to allow each student to meet Program expectations and acquire the competencies needed for entry into clinical PA practice with patients seeking: a) medical care across the life span to include, infants, children, adolescents, adults, and the elderly, b) women's health (to include prenatal and gynecological care), c) care for conditions requiring surgical management, including pre-operative, intra-operative, post-operative care and d) care for behavioral and mental health conditions.
B3.04	Supervised clinical practice experiences must occur in the following settings: a) outpatient, b) emergency department, c) inpatient and d) operating room.
B3.05	Instructional faculty for the supervised clinical practice portion of the educational Program must consist primarily of practicing Physicians and PAs.
B3.06	Supervised clinical practice experiences should occur with: a) Physicians who are specialty board certified in their area of instruction, b) PAs teamed with Physicians who are specialty board certified in their area of instruction, or c) other licensed healthcare providers experienced in their area of instruction.
B3.07	Supervised clinical practice experiences should occur with preceptors practicing in the following disciplines: a) family medicine, b) internal medicine, c) general surgery, d) pediatrics, e) ob/gyn and f) behavioral and mental healthcare.
C3.01	The Program must conduct frequent, objective, and documented evaluations of students related to learning outcomes for both didactic and supervised clinical education components.
C3.02	The Program must document student demonstration of defined professional behaviors.
C3.03	The Program must monitor and document the progress of each student in a manner that promptly identifies deficiencies in knowledge or skills and establishes means for remediation.
C3.05	The Program must document equivalency of student evaluation methods and outcomes when instruction is: a) conducted at geographically separate locations and/or b) provided by different pedagogical and instructional methods or techniques for some students.

**DEGREE PLAN:**

Course #		Credit Hours	Semester Hours
<b>YEAR ONE: DIDACTIC</b>			
<b>Semester: Fall</b>			
PA 6402	Human Anatomy	4	18
PA 6404	Medical Interview and Physical Examination	4	
PA 6206	Preventive Medicine & Patient Education	2	
PA 6208	Introduction to Health Professions & PA Practice	2	
PA 6310	Physiology & Pathophysiology I	3	
PA 6112	Medical Ethics	1	
PA 6214	Clinical Medicine I	2	
<b>Semester: Spring</b>			
PA 6416	Clinical Medicine II	4	20
PA 6312	Physiology & Pathophysiology II	3	
PA 6218	Diagnostic Methods	2	
PA 6220	Patient Assessment I	2	
PA 6224	Pharmacology & Medical Therapeutics I	2	
PA 6228	Behavioral Medicine	2	
PA 6130	Cross Cultural Health	1	
PA 6232	Clinical Laboratory Science	2	
PA 6234	Research & Evidence-Based Medicine	2	
<b>Semester: Summer</b>			
PA 6418	Clinical Medicine III	4	15
PA 6226	Pharmacology & Medical Therapeutics II	2	
PA 6222	Patient Assessment II	2	
PA 6236	Care for Special Populations	2	
PA 6538	Clinical Skills	5	
<b>YEAR TWO: CLINICAL</b>			
<b>Clinical Rotations include: 5 weeks (5 credit hours each) in the following:</b>			
<b>Family Medicine / Pediatrics / Women’s Health / Mental Health / Internal Medicine / General Surgery</b>			
<b>Emergency Medicine / Elective 1 / Elective 2 /</b>			
<b>Professional Development</b>			
<b>Semester: Fall</b>			45
Clinical Rotations 1, 2, & 3		15	
<b>Semester: Spring</b>			
Clinical Rotations 4, 5, & 6		15	
<b>Semester: Summer</b>			
Clinical Rotations 7, 8, & 9		15	
<b>Semester: Last Fall (Prior to Graduation)</b>			
Clinical Rotation 10		5	
PA 6458	Professional Practice Preparation	4	
PA 6362	Capstone	3	
PA 6264	Health Policy, Billing, & Coding	2	14
<b>Year One: Didactic Year Totals</b>		<b>53</b>	<b>112 Hours</b>
<b>Year Two: Clinical Year Totals</b>		<b>59</b>	

## **HSU PA PROGRAM – COURSE DESCRIPTIONS:**

### **PA 6402 Human Anatomy**

**4 credits**

Students will be given the opportunity to acquire advanced knowledge of the anatomical structures of the human body, including but not limited to the head and neck, thorax, abdomen, pelvis, and extremities. Goals include developing knowledge essential to understand how anatomy relates to function. Students will be required to identify anatomic structures, distinguish normal from abnormal structures, and appreciate the complexity of the human body. Introductory information will be provided as to clinical application of anatomic variations from normal and the means by which these variations can contribute to disease. A clinical application lab will correspond to the lecture course. Laboratory includes study of a human cadaver.

Goals: The student will be given the opportunity to: 1) develop knowledge essential to understand how human anatomy relates to function; 2) to identify anatomic structures; 3) distinguish normal from abnormal structures; and 4) appreciate the complexity of the human body.

### **PA 6404 Medical Interview and Physical Examination**

**4 credits**

This course is designed to introduce students to the art of medical history taking and physical examination. This encompasses the skills of medical interviewing and other forms of communication with patients, their families, and their caregivers. Students will learn the components of a complete medical history. In addition, they will learn interviewing skills that will allow them to efficiently elicit a patient history in an accurate and empathetic manner. This introductory course on physical assessment also includes instruction on performance of complete physical examination, and development of critical thinking and decision-making skills needed to assess adult patients' mental and physical status. Assessment of common and important symptoms is covered including the relevant regions and systems of skin, head, neck, neurological system, thorax and lungs, heart, musculoskeletal system, abdominal exam, and genitourinary systems. Demonstrations and practical laboratory application reinforce the PA's ability to perform a comprehensive physical examination. The laboratory allows the student an opportunity to practice the skills needed to perform a complete physical on the body regions covered in the lecture.

Goals: The student will be given the opportunity to: 1) communicate skillfully with patients using appropriate interviewing techniques; 2) collect a thorough medical history; 3) demonstrate proper use of instruments and techniques used in performing the physical examination; 4) correlate and apply information acquired in anatomy, physiology, and other courses with application and importance in the performance for physical examination and medical interviewing; 5) analyze abnormal physical examination and interview findings; and 6) correlate essentials of historical data with physical examination findings.

**PA 6170 Global Health (Elective)****1 credit**

This elective course prepares students for international healthcare delivery through a study of principles related to development globally. Health practices and policies in global settings as well as how best to interact with international populations in healthcare settings will be discussed. Focus will be on theoretical preparation of the student attitude development for work in a remote setting.

Goals: The student will be given the opportunity to: 1) examine the critical global health issues; 2) describe the historical and cultural factors that influence health and development, 3) demonstrate awareness for the roles and responsibilities in healthcare teams in difference global health settings, 4) describe basic principles of public and population health, social determinants of health, and inequalities in health, and 5) explore the influence of major international and global organizations on the theory, policy, and practice of global health.

**PA 6206 Preventive Medicine & Patient Education****2 credits**

This course provides a broad overview to familiarize Physician Assistant students with the basic concepts of public health and preventative medicine. Epidemiological concepts include the distribution, prevalence, causation, mode of transmission, dissemination, control, and preventative countermeasures of infectious and non-communicable diseases; and environmental occupational, behavioral, and chronic disabling conditions. Patient education techniques are reviewed with emphasis on quality of care and patient safety.

Goals: 1) apply principles of preventive medicine and epidemiology in the primary care setting 2) identify resources that provide preventive and community health services; 3) identify health promotion and disease prevention factors that can influence patient safety; 4) discuss the importance of screening practices and identification of risk factors for disease prevention; 5) identify population specific issues regarding geriatric and pediatric patients; 6) recognize issues regarding underserved and indigent medical care; 7) identify resources in the community, state, and nation regarding patient education, and provider access; 8) Communicate skillfully with patients using appropriate patient education techniques; and 9) develop patient education methods.

**PA 6208 Introduction to Health Professions & PA practice****2 credits**

This course presents an introduction/overview of the Physician Assistant (PA) profession. This course addresses a variety of topics in Physician Assistant professional development including emphasizing professionalism, intellectual honesty, and the PA's role in healthcare delivery as a member of an interdisciplinary team. Additional emphasis is placed upon the inception, history, and evolution of the PA profession throughout the fields of medicine and surgery; PA relationships with the supervising Physician, the patient; responsibilities including the concepts of privilege, confidentiality and informed consent. The student will also explore media and medicine topics, licensing, hospital credentials/liability, malpractice insurance.

Goals: The student will be given the opportunity to: 1) examine the role of the Physician Assistant in healthcare delivery and the scope of PA practice; 2) interpret health policy and law; 3) review the Physician Assistant profession and its history; and 4) recognize the PA role in interprofessional healthcare.

**PA 6310 Physiology & Pathophysiology I****3 credits**

This course is the first course of a two semester sequence in which the student will build upon information learned in the basic physiology prerequisite courses. General review of physiologic concepts and systems will be undertaken. Class sessions will focus on an in-depth look at human physiology with an emphasis on cellular and subcellular mechanisms of normal and abnormal function including medical genetics. Introductory information will be provided as to clinical application of anatomic and physiologic variations from normal and the means by which these variations can contribute to disease.

Goals: The student will be given the opportunity to: 1) examine the mechanisms of human disease and injury using body system approach; 2) integrate physiologic and genetic principles with emphasis on epidemiology, etiology, pathophysiology, clinical manifestations, diagnosis, treatment, prevention, and prognosis; 3) evaluate clinical problems using basic problem-solving skills; 4) apply learned techniques and principles to develop diagnostic skills; and 5) acquire advanced knowledge relating to physiologic systems involved in disorders treated by primary care professionals.

**PA 6312 Physiology & Pathophysiology II****3 credits**

This course is the second course of a two semester sequence in which the student will build upon information learned in the basic physiology prerequisite courses. General review of physiologic concepts and systems will be undertaken. Class sessions will focus on an in-depth look at human physiology with an emphasis on cellular and subcellular mechanisms of normal and abnormal function including medical genetics. Introductory information will be provided as to clinical application of anatomic and physiologic variations from normal and the means by which these variations can contribute to disease.

Goals: The student will be given the opportunity to: 1) examine the mechanisms of human disease and injury using body system approach; 2) integrate physiologic and genetic principles with emphasis on epidemiology, etiology, pathophysiology, clinical manifestations, diagnosis, treatment, prevention, and prognosis; 3) evaluate clinical problems using basic problem-solving skills; 4) apply learned techniques and principles to develop diagnostic skills; and 5) acquire advanced knowledge relating to physiologic systems involved in disorders treated by primary care professionals.

**PA 6112 Medical Ethics****1 credit**

This course examines, in detail, the moral, social and ethical issues Physician Assistants face and reviews the ethical dimensions in healthcare. In this course, students examine the ethical responsibilities of a medical professional and debate ethical issues. Students also discuss the Physician Assistant and patient relationship in detail, covering the importance of maintaining dignity, beneficence, nonmaleficence, justice, autonomy, and confidentiality. Case review will be utilized to apply learned principles. Special attention is given to care at the end of life.

Goals: The student will be given the opportunity to: 1) examine ethical principles as they relate to healthcare, 2) review and interpret cases with inherent ethical dilemmas, and 3) prepare to deliver care to patients at the end-of-life while preserving dignity and patient autonomy.

**PA 6214 Clinical Medicine I****2 credits**

This course is the first in a three course sequence and is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based with supplementary case discussions. Lectures will be done in system-based sequences and include instruction in the genetic/familial patterns of disease. The sequences will discuss mechanisms of disease, clinical presentation of disease, approach to diagnosis of disease, and use of various agents used in the management of disease as well as health promotion.

Goals: The course is designed specifically to prepare the student for supervised clinical practice. The student will be given the opportunity to: 1) recognize and interpret clinical signs and symptoms of disease; 2) differentiate between abnormal and normal physiologic processes; 3) interpret results obtained by analysis of body tissues and fluids; 4) interpret basic diagnostic procedures and radiographic procedures; 5) utilize clinical data to develop pharmacologic and non-pharmacologic management plans; 6) utilize clinical data to develop basic pharmacologic management plans; and 7) apply principles of evidence-based medicine.

**PA 6416 Clinical Medicine II****4 credits**

This course is the second in a three course sequence and is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based with supplementary case discussions. Lectures will be done in system-based sequences and include instruction in the genetic/familial patterns of disease. The sequences will discuss mechanisms of disease, clinical presentation of disease, approach to diagnosis of disease, and use of various agents used in the management of disease as well as health promotion.  
(3 hour lecture + 1 hour lab)

Goals: The course is designed specifically to prepare the student for supervised clinical practice. The student will be given the opportunity to: 1) recognize and interpret clinical signs and symptoms of disease; 2) differentiate between abnormal and normal physiologic processes; 3) interpret results obtained by analysis of body tissues and fluids; 4) interpret basic diagnostic procedures and radiographic procedures; 5) utilize clinical data to develop pharmacologic and non-pharmacologic management plans; 6) utilize clinical data to develop basic pharmacologic management plans; and 7) apply principles of evidence-based medicine.

**PA 6418 Clinical Medicine III****4 credits**

This course is the third in a three course sequence and is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based with supplementary case discussions. Lectures will be done in system-based sequences and include instruction in the genetic/familial patterns of disease. The sequences will discuss mechanisms of disease, clinical presentation of disease, approach to diagnosis of disease, and use of various agents used in the management of disease as well as health promotion.  
(3 hour lecture + 1 hour lab)

Goals: The course is designed specifically to prepare the student for supervised clinical practice. The student will be given the opportunity to: 1) recognize and interpret clinical signs and symptoms of disease; 2) differentiate between abnormal and normal physiologic processes; 3) interpret results obtained by analysis of body tissues and fluids; 4) interpret basic diagnostic procedures and radiographic procedures; 5) utilize clinical data to develop pharmacologic and non-pharmacologic management plans; 6) utilize clinical data to develop basic pharmacologic management plans; and 7) apply principles of evidence-based medicine.

**PA 6416 & 6418 Clinical Medicine II & III Lab** **1 hour**

This course allows students to meet weekly for case based laboratories. These laboratories will be small groups facilitated by faculty group facilitators. The facilitator will have students work through case studies that correspond to current lecture sequences. The student will be given introductory information and must elicit the necessary information from the facilitator to lead to the formulation of an appropriate differential diagnosis, diagnosis, and management plan. This lab will require that students incorporate patient history, physical assessment, scientific concepts, and diagnostic studies to ultimately come to a logical differential diagnosis and final diagnosis. Students will then be required to utilize their knowledge of clinical therapeutics and disease to develop a rational plan of management. Medical decision making and logic will be a key focus in lab sessions.

Goals: The course is designed specifically to prepare the student for supervised clinical practice. The student will be given the opportunity to: 1) recognize and interpret clinical signs and symptoms of disease; 2) differentiate between abnormal and normal physiologic processes; 3) interpret results obtained by analysis of body tissues and fluids; 4) interpret basic diagnostic procedures and radiographic procedures; 5) utilize clinical data to develop pharmacologic and non-pharmacologic management plans; 6) utilize clinical data to develop basic pharmacologic management plans; and 7) apply principles of evidence-based medicine.

**PA 6218 Diagnostic Methods** **2 credits**

This course will provide a comprehensive overview of two basic diagnostic methods and treatments (Electrocardiogram (ECG) and Radiology). The course provides a comprehensive overview of electrocardiography with a focus on recognition of abnormalities, emphasizing the electrical system of the heart, enabling the student to identify normal/abnormal wave shape of 12 lead EKGs using a systematic approach to ECG analysis. The second component of the course focuses on radiologic imaging designed to assist Physician Assistant students to understand, appropriately select, and correctly interpret the many imaging modalities and techniques currently available for examination and treatment of patients.

Goals: The student will be given the opportunity to demonstrate the ability to: 1) determine the heart rate and rhythm on a 12-lead EKG; 2) determine the axis and measure the intervals; 3) identify benign arrhythmias; 4) identify the lethal arrhythmias and understand the effects of the drugs used to manage these arrhythmias; 5) recognize the various types, locations, and degrees of severity of acute myocardial infarctions; 6) recognize EKG manifestations of serum electrolyte disturbances; 7) interpret basic radiographic images; and 8) recognize the importance of an appropriate and timely referral when abnormalities are detected on imaging or ECG.

**PA 6220 Patient Assessment I****2 credits**

This is part 1 of a 2-part course series in which students will learn how to properly document medical interviews and other patient encounters. This course on patient assessment focuses on patient communication skills, techniques of interviewing and performance of complete physical examination, development of critical thinking and decision-making skills needed to assess adult patients' mental and physical status. It continues and builds upon assessment of common and important symptoms. Students will be put into practice initial physical examination skills and techniques as well as hone early documentation skills. This course includes critiqued presentation of patient data in both oral and written form.

Goals: The student will be given the opportunity to demonstrate the ability to: 1) elicit historical information from selected patients; 2) perform the appropriate physical examination of the patient; 3) develop an appropriate write-up for the patient that documents history and physical findings; 4) construct an assessment and management plan for the patient incorporating the history and physical findings; 5) utilize appropriate medical terminology, abbreviation, and nomenclature for documentation; 6) gain appreciation for the significance of the data gathered in formulating management plans for the care of the patient; 7) apply principles of evidence-based medicine; 8) present the information gathered clearly and concisely, either verbally and/or in writing to the supervising faculty member (s); and 9) identify patient safety issues and the role of risk management in patient care.

**PA 6222 Patient Assessment II****2 credits**

This is part 2 of a 2-part course series in which students will learn how to properly document medical interviews and other patient encounters. The focus this term is development of comprehensive written notes including differential diagnoses and treatment plans for patients. This course builds on previously learned skills in patient communication, techniques of interviewing and performance of complete physical examination, development of critical thinking and decision-making skills needed to assess adult patients' mental and physical status. It continues and builds upon assessment of common and important symptoms. Students will practice physical examination skills and techniques as well as hone documentation skills. This course includes critiqued presentation of patient data in both oral and written form.

Goals: The student will be given the opportunity to demonstrate the ability to: 1) elicit historical information from selected patients; 2) perform the appropriate physical examination of the patient; 3) develop an appropriate write-up for the patient that documents history and physical findings; 4) construct an assessment and management plan for the patient incorporating the history and physical findings; 5) utilize appropriate medical terminology, abbreviation, and nomenclature for documentation; 6) gain appreciation for the significance of the data gathered in formulating management plans for the care of the patient; 7) apply principles of evidence-based medicine; 8) present the information gathered clearly and concisely, either verbally and/or in writing to the supervising faculty member (s); and 9) identify patient safety issues and the role of risk management in patient care.

**PA 6224 Pharmacology & Medical Therapeutics I****2 credits**

This course is the first in a two course sequence. The course is designed to teach students pharmacology and medical therapeutics in an integrated and multidisciplinary approach. This course will include an overview of the scientific principles of clinical pharmacology. Therapeutic specific lectures will be included to cover an in-depth discussion of the pharmacology and use of various agents used in the management of disease. An understanding of the actions, reactions and toxicology of the various pharmacologic agents will be emphasized.

Goals: The student will be given the opportunity to: 1) identify the classes of drugs used to treat diseases commonly encountered in clinical practice; 2) identify classes of drugs commonly used to manage emergent conditions; 3) recognize the prototype and commonly used drugs in each class; 4) identify the basic pharmacodynamics properties of each class of drugs and the mechanism of action and important consequences of using each class of drugs; 5) recognize the signs and symptoms of common adverse effects and of possible toxic or life-threatening effects; 6) identify precautions or contraindications to the use of a drug; 7) identify significant drug-drug interactions; 8) recognize the importance of patient safety and education in determining compliance, avoidance of potential problems, and success of therapy; 9) use resource materials for determining proper usage of chemotherapeutic agents; and 10) understand the role of the Physician Assistant in writing prescriptions.

**PA 6226 Pharmacology & Medical Therapeutics II****2 credits**

This course is the second in a two course sequence. The course is designed to teach students pharmacology and medical therapeutics in an integrated and multidisciplinary approach. This course will include an overview of the scientific principles of clinical pharmacology. Therapeutic specific lectures will be included to cover an in-depth discussion of the pharmacology and use of various agents used in the management of disease. An understanding of the actions, reactions and toxicology of the various pharmacologic agents will be emphasized.

Goals: The student will be given the opportunity to: 1) identify the classes of drugs used to treat diseases commonly encountered in clinical practice; 2) identify classes of drugs commonly used to manage emergent conditions; 3) recognize the prototype and commonly used drugs in each class; 4) identify the basic pharmacodynamics properties of each class of drugs and the mechanism of action and important consequences of using each class of drugs; 5) recognize the signs and symptoms of common adverse effects and of possible toxic or life-threatening effects; 6) identify precautions or contraindications to the use of a drug; 7) identify significant drug-drug interactions; 8) recognize the importance of patient safety and education in determining compliance, avoidance of potential problems, and success of therapy; 9) use resource materials for determining proper usage of chemotherapeutic agents; and 10) understand the role of the Physician Assistant in writing prescriptions.

**PA 6228 Behavioral Medicine****2 credits**

This course explores the psychologic health of individuals and how it interacts with overall well-being. The students will be given the opportunity to identify normal physical, sexual, social, and psychological processes and distinguish these from processes due to illness and injury. The students will then be taught to clinically assess patients' state of mental health and development and develop treatment plans. Topics covered will include the classification of common mental illnesses set forth in the *Diagnostic and Statistical Manual of Mental Disorders* and emphasis on timely recognition and the importance of appropriate referrals to collaborate with other healthcare professionals in the management of patients with mental illness.

Goals: The student will be given the opportunity to: 1) demonstrate knowledge of various mental-health and behavior based disorders; 2) discuss categories of behavioral disorders; and 3) develop treatment plans for patients including pharmaceutical therapies and referral for specialized counseling when indicated.

**PA 6130 Cross Cultural Health****1 credit**

This course will explore a broad spectrum of patient types which the Physician Assistant will be providing care for in practice. Age, culture, language, lifestyle, and religion all have considerable impact on how patients access and respond to healthcare services. In addition, the Physician Assistant student's own background and beliefs will form the basis of their attitudes and behaviors.

Goals: The student will be given the opportunity to: 1) understand the definitions of culture, race and ethnicity and their use in medical literature; 2) recognize health disparities and factors that contribute to their existence by race/ethnicity, gender, socioeconomic status, sexual orientation, and disability; 3) apply an understanding of the socio-cultural factors that may affect the patient encounter; 4) understand his/her personal cultural values and biases; and 5) understand the operation and effect of stereotyping on communication, decision-making, compliance and health outcomes.

**PA 6232 Clinical Laboratory Science****2 hours**

This analytic procedures course will discuss the most recent or commonly performed techniques in the clinical laboratory. Clinical chemistry principles, ordering, and interpretation of diagnostic tests, procedures, and correlations are discussed to provide information for appropriate clinical intervention.

Goals: The student will be given the opportunity to: 1) interpret laboratory studies common in medical practice; 2) appropriately order laboratory screenings on patients when indicated; and 3) interpret results of clinical laboratory data.

**PA 6234 Research & Evidence-Based Medicine****2 hours**

This course is to teach students how to access and interpret medical literature. As lifelong learners, Physician Assistants must be able to locate, understand and apply concepts derived from the medical literature as they relate to the treatment of their patients. This course will focus on an evidence-based medicine approach to interpreting medical literature. Students will review how to best search medical databases to efficiently locate appropriate material.

Goals: The student will be given the opportunity to: 1) interpret and evaluate scientific studies in the health professions; 2) develop and construct a research proposal; 3) learn how to obtain the faculty, school, and institutional approvals necessary to conduct research; and 4) perform a literature review process.

**PA 6236 Care for Special Populations****2 hours**

Review of care for special populations including pediatric patients, geriatric patients, obstetric, surgical patients, and patients in the emergency department. Instruction on genital and rectal exams through simulation and standardized patients will also be undertaken. Course provides the Physician Assistant student, as a future healthcare practitioner, an excellent understanding of the expanding areas of pediatrics and geriatrics and prepares the Physician Assistant student to appropriately evaluate, diagnose, monitor, treat, counsel, and refer vulnerable patients. This course also explores various types of medical and surgical conditions that are present in a modern day emergency department and prepares the Physician Assistant student to evaluate, treat, and monitor such conditions. Students are provided mechanisms to evaluate resources that are needed and available to provide appropriate ambulatory, emergency, and tertiary care services in a hospital setting.

Goals: This course is designed to prepare the student for supervised clinical practice. The student will be given the opportunity to: 1) recognize health-related and psychosocial variations among vulnerable populations including geriatric and pediatric patients; 2) learn principles of genital and anal examinations; and 3) discuss principles of surgical and emergency medicine settings that vary from traditional outpatient and inpatient care delivery to patients.

**PA 6538 Clinical Skills****2 hours**

This course provides students fundamental concepts and skills required to perform common clinical procedures based on current practice standards. Students will receive knowledge of key indications, contraindications, risks, and benefits of procedural skills often performed in various practice settings. A basic review of the appropriate anatomy and physiology will be included. The laboratory environment will provide students an opportunity to perform and practice these procedures.

Goals: This course is designed to prepare the student for supervised clinical practice. The student will be given the opportunity to: 1) identify the indications for performing specific clinical procedures; 2) perform the appropriate procedures; 3) counsel the patient regarding both procedures and management; 4) successfully perform resuscitative procedures under simulated clinical conditions; 5) complete electronic medical record training and patient tracking training; 6) prepare for clinical practice through appropriate training on professionalism and expectations

of the clinical year; and 7) update immunization records and other necessary credentialing requirements for the clinical year.

### **YEAR TWO COURSES:**

*Can be taken in any sequence- 3 per semester*

#### **PA 6548 Internal Medicine** **5 credits**

This rotation focuses on the medicine that treats diseases in adult patients of various organ systems by other than surgical means. The emphasis is on adult illnesses and lifetime continuity of care through health promotion, disease prevention, and evidenced based medical therapy.

Goals: The student will be given the opportunity to demonstrate the ability to: 1) elicit, organize, and record data both for a comprehensive and problem-oriented patient evaluation; 2) order or recommend appropriate laboratory, radiologic, and other diagnostic studies; 3) interpret physical exam and diagnostic data; 4) formulate management plans for the patient problems; 5) follow patients' progress by reviewing their records and periodically reevaluating their condition; 6) assist the Physician in appropriate procedures; 7) counsel and educate the patient about health maintenance issues; 8) understand and institute necessary emergency medical care, when indicated; 9) apply previously acquired knowledge in the management of patients; 10) apply principles of evidence-based medicine; 11) apply data gathering techniques and participate in designing and/or collecting data in clinical trials; and 12) make written and oral presentations of selected patient conditions.

(5-week rotation)

#### **PA 6540 Family Medicine** **5 credits**

This rotation provides clinical experience with manifestations of common diseases and chronic illness. The emphasis is on providing care to patients throughout the life span, from infancy through adolescence and adulthood. The focus will include healthcare promotion and disease prevention as well as the initial and ongoing treatment of primary care disorders.

Goals: This course is designed to emphasize student training in primary care disciplines. The student will be given the opportunity to: 1) examine how to manage complex problems in the primary care area; 2) discuss knowledge acquired during this and other clinical rotations and how it will benefit the primary care setting; and 3) discuss how this knowledge benefits the Physician and patient in the primary care setting.

(5-week rotation).

**PA 6542 Pediatrics****5 credits**

This rotation will expose students to pediatric problems and disease, including common illnesses of childhood, congenital and acquired disease processes, normal and pathological developmental achievements and psychosocial issues. This rotation may include care delivered in inpatient or outpatient settings.

Goals: The student will be given the opportunity to: 1) examine how to manage conditions affecting children including opportunities in pediatrics; 2) perform histories, physical examinations, and patient counseling/education, where applicable; 3) assist the provider in appropriate procedures; 4) counsel and educate the patient and caregivers about health maintenance issues; 5) evaluate and institute necessary emergency medical care, when indicated; 6) apply previously acquired knowledge in the management of patients; 7) apply principles of evidence-based medicine; and 8) make written and oral presentations of selected patient conditions.

(5-week rotation).

**PA 6544 Women's Health****5 credits**

This rotation will expose the student to issues in women's health through the life span. Areas of exposure include prenatal care, reproductive endocrinology, gynecology and gynecologic oncology, family planning and other aspects of women's health. The basic operations of obstetrics and gynecology are explored to allow a fundamental understanding of the technical procedures involved. Some rotations may include delivery participation; however, this is not required.

Goals: The student will be given the opportunity to: 1) examine how to manage conditions affecting women including opportunities in obstetrics, gynecology, and well-care; 2) perform histories, physical examinations, and patient counseling/education, where applicable; 3) assist the provider in appropriate procedures; 4) counsel and educate the patient and caregivers about health maintenance issues; 5) evaluate and institute necessary emergency medical care, when indicated; 6) apply previously acquired knowledge in the management of patients; 7) apply principles of evidence-based medicine; and 8) make written and oral presentations of selected patient conditions.

(5-week rotation).

**PA 6546 Mental Health****5 credits**

This rotation provides students exposure to evaluation, diagnosis, and treatment of acute and chronic psychiatric disorders. This rotation may be conducted in an inpatient or outpatient setting.

Goals: The student will be given the opportunity to demonstrate the ability to: 1) elicit, organize, and record data both for a comprehensive and problem-oriented patient evaluation; 2) formulate management plans for the patient problems; 3) counsel and educate the patient about health maintenance issues; 4) appropriately document patient conditions.

(5-week rotation)

**PA 6560 Professional Development****5 credits**

This course is designed to prepare PA students for their futures as healthcare providers. The course will include both clinical and professional topics. The students will be given the opportunity to examine the importance of communication and interprofessional teamwork in the clinical and administrative environment. The students will then identify certification and licensure requirements for graduation and beyond and identify/discuss the PA role in the promotion and dissemination of research. Additionally, students will develop skills to foster the concept of lifelong learning, demonstrated by the development of study materials for the national board examination.

(5-week rotation).

Goals: 1) Gain awareness of teamwork and interprofessional care that benefits patients, 2) Review all topics learned in course of PA study for preparation for national examination, 3) Demonstrate principles of lifelong learning, 4) Review certification guidelines and maintenance requirements for licensure; and 5) discuss various PA roles including those in scholarly publishing.

**PA 6550 Surgery****5 credits**

This rotation focuses on the area of medicine that deals with the manual and operative procedures for the correction of deformities, injuries and disease. The surgery rotation must include a component of inpatient surgical management, pre-operative, intra-operative, and post-operative care. This course is designed to provide the Physician Assistant student with an introduction to the many new surgical techniques that are available. Suturing, anesthesia, major and minor surgery specific to various body regions are taught through experiences with patients. New innovations in laser therapy and laparoscopic techniques are evaluated. Pre- and postoperative evaluation and care of the patient are integrated into this course. Surgical procedures, techniques, and instruments will be explored.

Goals: The student will be given the opportunity to: 1) understand the indications, contraindications, possible complications, and limitations in the management of surgical conditions; 2) understand the indications and limitation of various diagnostic procedures; 3) assist effectively with necessary procedures in the pre- and post-operative periods; 5) assist in all particulars delegated by the supervising practitioner; 6) apply previously acquired problem-solving skills in the management of patients; 7) apply principles of evidence-based medicine; and 8) make written and oral presentations on selected patient conditions.

(5-week rotation)

**PA 6552 Emergency Medicine****5 credits**

This rotation will expose the student to the diagnosis and treatment of patients presenting to the emergency department with acute health issues. In this often critical care environment, students will be faced with problem solving and the need to rapidly assess patients with a variety of presentations. Students will be exposed to the practice of utilizing emergency departments both for ambulatory care and primary care. This course explores various types of medical and surgical conditions that are present in a modern day emergency department and prepares the Physician Assistant student to evaluate, treat, and monitor such conditions. A generalist approach to providing emergency care along with injury prevention is explored.

Goals: The student will be given the opportunity to: 1) prepare and present patient records in an organized fashion appropriate for the emergency department; 2) understand the indications, contraindications, possible complications, and limitations in the management of emergent conditions; 3) understand the indications and limitation of various diagnostic procedures; 4) assist effectively with necessary procedures in the emergency setting; 5) assist in all particulars delegated by the supervising practitioner; 6) apply previously acquired problem-solving skills in the management of patients; 7) apply principles of evidence-based medicine; and 8) make written and oral presentations on selected patient conditions.

(5-week rotation)

**PA 6554 & 6556 Clinical Elective I & Clinical Elective II****5 credits**

These rotations will provide the student an opportunity to pursue additional study in an area of particular interest to the student. This rotation may be conducted in a medical or surgical. These courses are designed to increase and enhance student learning during the clinical phase of the Physician Assistant Program. These courses will provide instruction and assessment on areas of clinical practice to help enrich the graduate PA to be a competent clinician.

Goals: The student will be given the opportunity to: 1) deepen their knowledge in a medical or surgical specialty; 2) provide care to patients in an area of specialty interest/focus to prepare them for practice after graduation; and 3) demonstrate skills learned in didactic and clinical training phases of study in the PA curriculum in a patient-care setting.

(Two 5 week rotations)

**PA 6458 Professional Practice Preparation****4 credits**

The course will include an extensive didactic review of medical topics in a system based approach. Preparation for employment through structured activities and workshops will be undertaken. Application for licensure procedures and board-certification will be emphasized.

Goals: The student will be given the opportunity to demonstrate the ability to: 1) exhibit their clinical skills and review didactic knowledge learning throughout the curriculum; 2) prepare for successful completion of the national certification examination through lectures, assignments, and self-learning; 3) recognize the importance of national certification, state licensure maintenance, and continuing medical education requirements; and 4) prepare for employment.

**PA 6362 Capstone****3 credits**

This course is designed to be a capstone course in the Physician Assistant curriculum. It is designed to review and evaluate knowledge and skills deemed essential for successful completion of the Program and entry into the PA profession. Evaluations will be conducted to assess knowledge, skills, critical thinking, problem solving, communication with patients, and professionalism. Students will present research findings of project started in first didactic year.

Goals: The student will be given the opportunity to 1) Assimilate research from previous twelve months for presentation and critique. 2) Disseminate knowledge to peers gained through course of Program study, and 3) Demonstrate application of skills and knowledge gained throughout PA Program.

**PA 6264 Health Policy, Billing, & Coding****2 credits**

This course is designed to be an overview of health policy including public and private Programs for patient access to care as well as pay systems. New guidelines for appropriate coding of care delivered and testing ordered for best patient and employer outcomes will be detailed. Penalties for inappropriate billing will be reviewed and honesty/fair-patient dealings stressed.

Goals: The student will be given the opportunity to demonstrate the ability to: 1) appropriately code and bill for a patient encounter, 2) comprehend the various systems in place for reimbursement of services, 3) exhibit an awareness of health policy and changing patterns over time, and 4) identify resources for further study on the topic in the future.

# CURRICULUM GRAPHIC

**FALL 2017**

**(8/28-12/15)**



**HOLIDAYS:**

**LABOR DAY**

**FALL BREAK**

**THANKSGIVING WEEK**

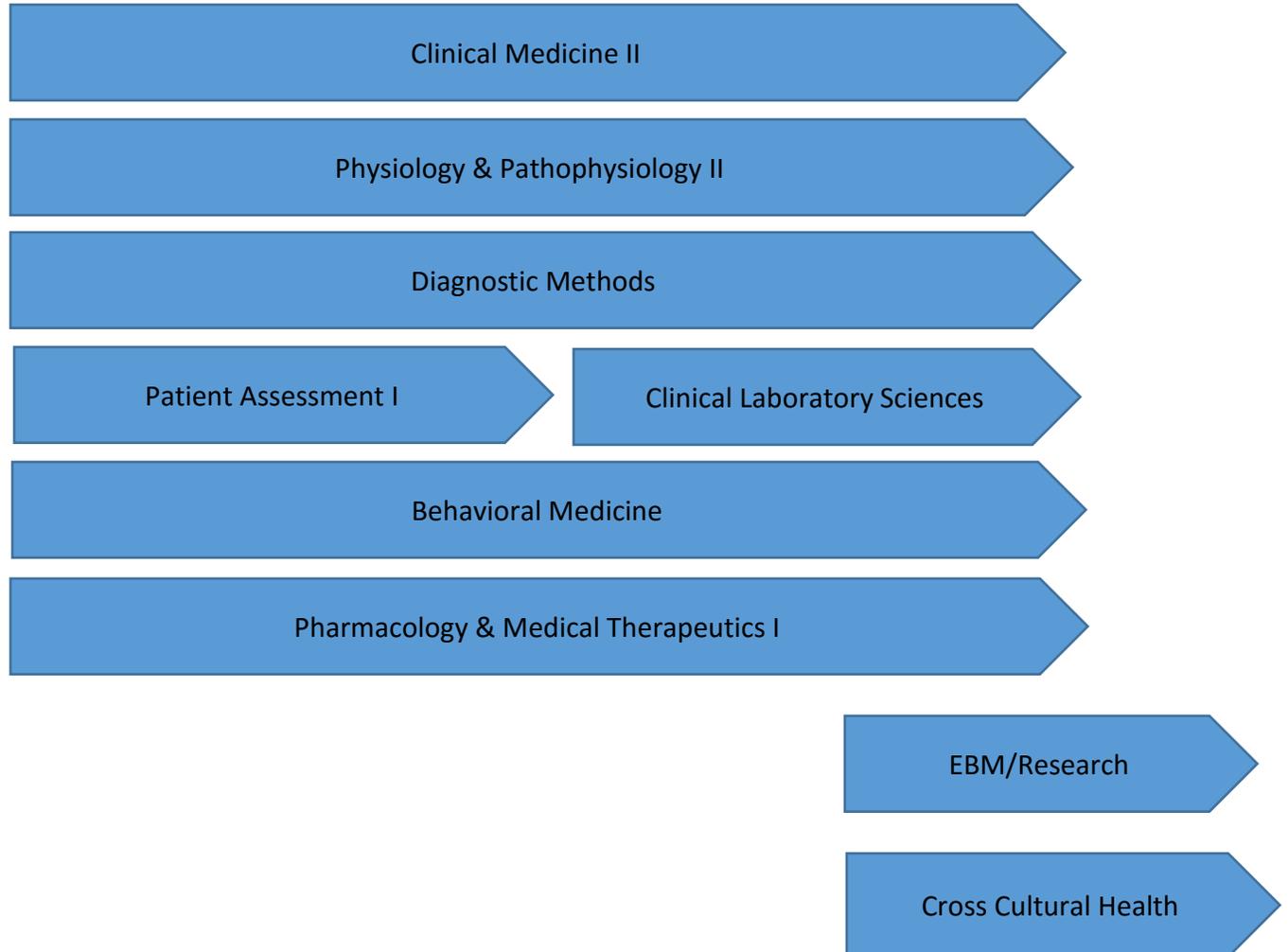
**SPRING 2018**

**(1/8 – 4/20)**

**(final exams 4/23-4/27)**

**MAY TERM 2018**

**(4/30-5/25)**



**HOLIDAYS:**  
**SPRING BREAK WEEK**  
**GOOD FRIDAY**  
**MLK DAY**

**SUMMER 2018**

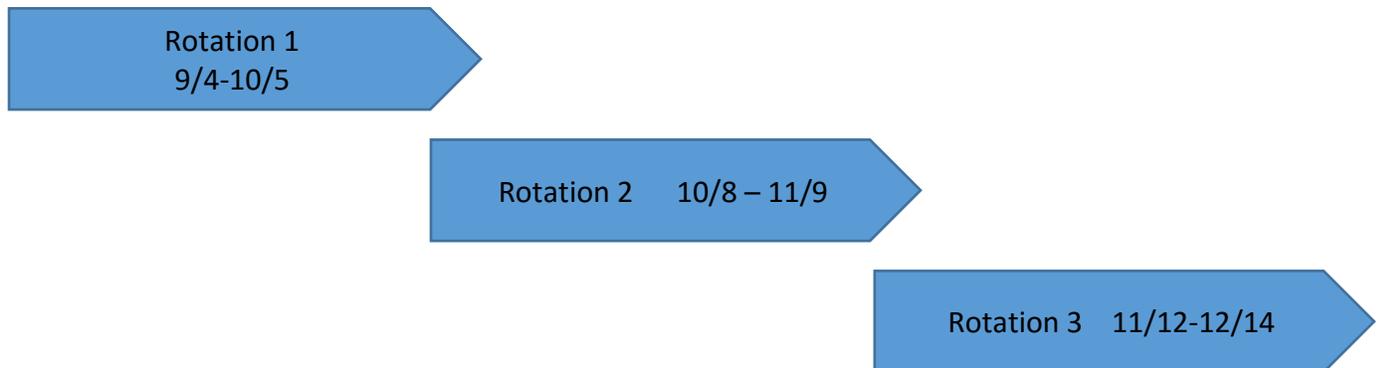
**(5/29 – 8/17)**



**HOLIDAYS:**  
**MEMORIAL DAY**  
**JULY 4<sup>TH</sup>**

**FALL 2018**

**(9/4-12/14)**



**HOLIDAYS:**  
**TO FOLLOW PRECEPTOR SCHEDULE**

**SPRING 2019**

**(1/14 – 4/26)**

Rotation 4 1/14-2/15

Rotation 5 2/18-3/22

Rotation 6 3/25-4/26

**HOLIDAYS:**  
**TO FOLLOW PRECEPTOR SCHEDULE**

**SUMMER 2019**

**(5/6 – 8/23)**

Rotation 7 5/6-6/7

Rotation 8 6/10-7/12

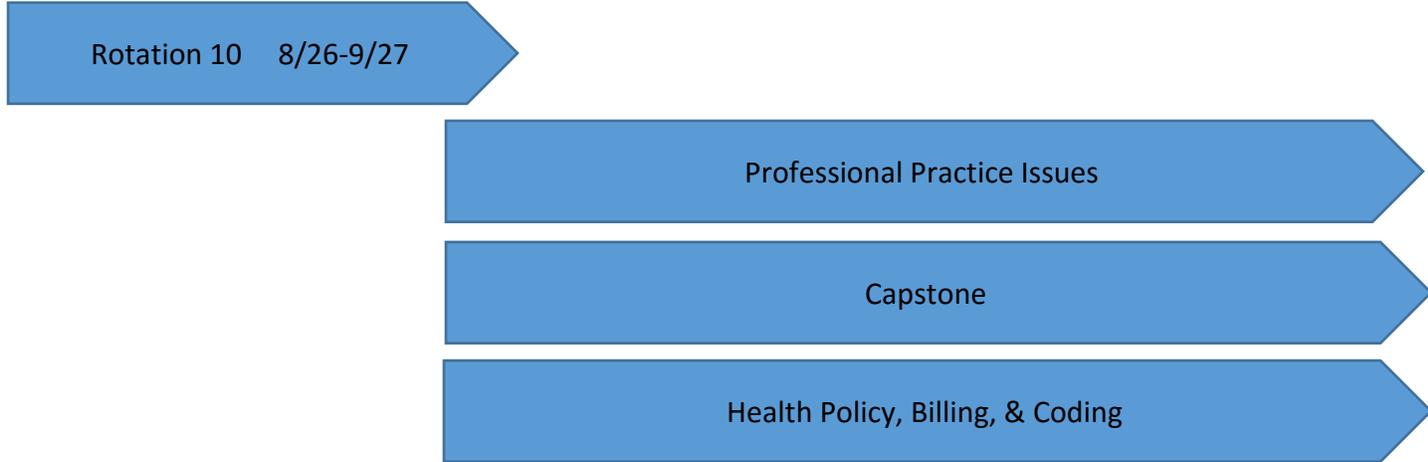
Rotation 9 7/15-8/16

**HOLIDAYS:**  
**TO FOLLOW PRECEPTOR SCHEDULE**

**FALL 2019**

**(8/26 - 9/27 = rotation 10)**

**12/7 - GRADUATION**



**HOLIDAYS:**  
**TO FOLLOW PRECEPTOR SCHEDULE**  
**FALL BREAK**  
**THANKSGIVING WEEK**

## **ADMISSIONS:**

Admission to Hardin-Simmons University's 27-month graduate Program in Physician Assistant Studies is detailed on the Program's website under admission guidelines at:

<https://www.hsutx.edu/academics/holland/graduate/Physician-Assistant/>

The admission requirements, frequently asked questions, Program tuition and fees, and links to the Program application are found on the program website. Candidates selected for admission to the Program must meet all admission requirements and will be selected following a competitive on-campus interview process. Students enter in August of each year and complete the Program as a cohort.

## **ADVANCED PLACEMENT:**

Hardin-Simmons University PA Program does not grant advanced placement to any matriculating student.

## **SECURITY CLEARANCE:**

Hardin-Simmons University PA students must successfully complete security background checks. The first background check must be completed prior to enrollment (no more than 60 days prior to matriculation) through a HSU contractor (link and information are provided on the HSU PA orientation information packet emailed to students). Students also must successfully complete an extended background check through a HSU contractor prior to clinical rotations, and clearance through a security check by the Texas Department of Criminal Justice. The background checks are student expenses.

Regarding misdemeanors or felonies, even if indicated that record is expunged, the information is still discoverable during a background check. Any omission or errors are considered falsification of the application, and this could result in negative clearance and inability to enter/complete the HSU PA training program. A negative clearance, however, will not necessarily preclude matriculation; but a conviction of a felony offense may result in ineligibility to receive licensure in Texas. Cases are considered on an individual basis by the state licensing agency.

## **TOTAL COST OF THE PROGRAM:**

The PA Program makes every effort to keep costs reasonable for students. However, because the Program runs continuously for twenty-seven months, applicants must review their financial resources carefully and anticipate expenses realistically. During the clinical education phase, all students will, at times, be assigned to clinical sites outside of the immediate Abilene / Big Country area. The student is responsible for the costs related to out-of-area travel and housing, if applicable. The total tuition and fee cost of the Program is *estimated* at \$68,000. This does not include living expenses and textbook/equipment costs. The estimates for these costs vary based on student choice of housing, family size, transportation/vehicle cost, technology related costs (computer, data, and mobile phone).

## **PROGRAM TUITION & FEES:**

### **2017-2018**

\$9000.00/semester (block tuition) x 7 +

Fees: (per 2016-2017 Graduate Handbook)

Departmental Examination Fee (per semester) \$40.00

Departmental Laboratory Fee (per semester) \$80.00

Technology Fee (per semester) \$200.00

General Fee (per semester) \$325.00

Total Fees (per semester) \$645.00 x 7

Typhon Fee: \$90.00 – one time

AAPA Fee \$75.00 - one time

Student Malpractice Insurance Fee \$20/year

Total Estimated Tuition & Fees: ~ \$68,000.00 (\$67,730.00 currently)

Same for Resident & Non-Resident

\*Note – Semester for the PA Program means 3 per year Spring, Summer, Fall (mini-mesters included).

Costs of books, equipment and living expenses will vary based on student choice/lifestyle. Electronic book options, purchase of used books, and/or equipment or rental of textbooks may offset costs.

## **EMPLOYMENT:**

Because of the rigor of the academic and clinical education phases of the PA Program, outside employment is strongly discouraged. In the event that a student decides to maintain employment during his/her training, work schedule conflicts will not be acceptable excuses for missing academic activities and clinical rotation assignments will not be scheduled to accommodate a student's employment.

Students may not be employed by the PA Program. While a student may be invited by a faculty member to share his/her expertise in a specific area with the class, a student may not substitute for or function as instructional faculty. During supervised clinical experiences, students may not substitute for clinical or administrative staff.

## **FINANCIAL INFORMATION:**

**Tuition, Fees and Other Expenses:** The University reserves the right to change tuition and other charges at the beginning of any semester. The tuition cost for a full-time course load does not include expenses for such required items such as textbooks, medical equipment and supplies, laboratory fees, clinical tracking software fees, and professional liability insurance. PA students are not eligible for part-time enrollment. In-state and out-of-state tuition are the same.

**Deposit:** There is a non-refundable \$500 deposit, subject to change, for those applicants accepted into the Hardin-Simmons University Physician Assistant Program, which is applied to the tuition for the first semester upon enrollment. If an applicant accepted into the Program encounters circumstances that prevent his/her matriculation, any amount paid by the applicant that is over and above the non-refundable deposit of \$500.00 will be refunded based on the tuition refund policy set forth by the University and outlined in the student catalog.

**Professional Society Membership Fees:** Students enrolling in the Hardin-Simmons University Physician Assistant Program will incur a one-time fee for membership to the American Academy of Physician Assistants (AAPA). The fee of \$75 is subject to change. The fee covers membership for the entire duration of PA training. Membership includes a monthly subscription to the Journal of the American Academy of Physician Assistants (JAAPA), periodic newsletters, and discounted admission to AAPA's annual national continuing education meeting. Students are also strongly encouraged to join the Texas Academy of Physician Assistants (TAPA). These two organizations provide a wealth of resources to PA students and will be very worthy investments.

### **Residence Hall Meal Plans (per semester):**

Students living in residence halls are required to carry a meal plan during the academic year. All new students will be assigned to an unlimited meal plan, and adjustments to the meal plan can be made with the business office by the 8th day of classes. After the 8th day of classes, refunds are not available. Appeals to the meal plans for diet or other restrictions can be made with the Dean of Students before the 8th day of each semester. Residence hall meal plans do not roll over from one week to the next. Dining dollars do roll over from fall to spring semester as long as a meal plan is purchased for spring. All dining dollars expire on the last day of finals for the spring semester and do not carry forward from year to year. See the University website for more information regarding meal plans:

<https://www.hsutx.edu/offices/business/tuition-fees/>

**Summer Meal Plans:**

The dining hall is closed for the May term, and will open up for limited hours during summer sessions 1 and 2. Summer Meal plans are available at lower rates than the semester due to the limited hours. Please see the Business Office for more details on summer plans.

**Refund Policy:**

Registration with the University is considered a contract binding students for charges for the entire semester. No refunds will be made on individual courses dropped after the closing date of official registration each semester.

More information can be found at:

<https://www.hsutx.edu/offices/business/refund-policy/>

**Credit Balance:**

Refunds will be disbursed as quickly as possible to those students requesting a credit balance refund. Once the University receives the funds and credits the account, a student may request a credit balance refund. Please allow one week to process a refund check.

**Withdrawal:**

A student who desires to withdraw from the University must obtain and complete the proper forms, and return to the Registrar's Office. The student must request permission from the Program Director to reenter the following year prior to completion of withdrawal process.

**Graduate Scholarships:**

Each graduate Program is allotted a number of graduate scholarships which may be awarded upon the recommendation of the Program Directors and approval of the Dean of Graduate Studies.

Graduate scholarships may be awarded to cover tuition for up to nine hours of credit each semester. Inquiries about scholarships should be directed to the Program Director.

**University Financial Aid Policies:**

Financial assistance is awarded for one year at a time. Separate financial aid applications (FAFSA) must be filed each year. Application materials are available in January for the coming academic year. Financial assistance is committed only to students who are accepted into a degree Program. Students applying for graduate scholarships must hold provisional or full admission to a graduate Program. The University cooperates in making funds provided by both the federal and state government available to students for grants, employment, and loans. HSU must administer the federal and state Programs within prescribed regulations. All government Programs are dependent on funding by federal and state governments. Awards are subject to funding by legislation and are not binding on the University if such Programs are not funded. All applications and requests for information regarding federal and state assistance should be directed to the Office of Enrollment Services, HSU Box 16050, Abilene, TX 79698.

A student can only receive financial aid for repeat of the same course one time for a maximum of two attempts. To view HSU's Financial Aid policies, visit:

[www.hsutx.edu/offices/financial-aid/policies](http://www.hsutx.edu/offices/financial-aid/policies)

### **Veterans Benefits:**

The coordination of benefits for veterans is the responsibility of the Office of the Registrar, which offers assistance to veterans and dependents of veterans. In accordance with the laws regarding veterans in Chapters 30, 31, 34, and 1606 of Title 38 in the United States Code, assistance benefits to veterans and other eligible persons will be discontinued when the student ceases to make satisfactory progress toward the completion of his/her training objectives. Students placed on probation who receive VA benefits must show academic improvement every semester they continue on probation.

## **ACADEMIC POLICIES:**

### **Academic Advisors:**

Students are assigned and teamed with a faculty member who serves as the student's advisor and liaison to the Program during his/her matriculation in the Program. Meetings will be held between each student and their advisor at least once per semester throughout the course of training in the PA Program. The purposes of the faculty advisor system are to:

- serve as a professional role model for the student
- act as a resource for both academic and personal concerns and advise students self-directed learning
- chart the student's progress through the Program, providing help and guidance
- assist the student in defining personal career goals

### **Grading System:**

The Physician Assistant Program uses the following grading scale.

The final course/rotation grade will be recorded as "A", "B", "C", or "F".

A= 90%-100%

B= 80%-89%

C= 70%-79%

F = <70%

**\*A student who earns a course grade of a C in a didactic course will be placed on academic probation.**

Rounding up: only done at the end of a course, not for individual tests, and only if greater >0.50.

## **REMEDIATION:**

The Hardin-Simmons University PA Program will monitor and document the progress of each student in a manner that promptly identifies deficiencies in knowledge or skills and establishes means for remediation.

Academic advisors are assigned to each student at new student orientation and follow with the students throughout the Program. These advisors meet with students at minimum once each semester and are notified of any academic performance or professionalism concerns by instructors, preceptors, and faculty throughout the course of the Program. Low performance on one assessment will require a meeting with the student advisor for counseling and strategizing for success in the future. Problem areas can be identified in these meetings and addressed as appropriate. Students may also be referred for counseling through the student resources on campus if personal issues are interfering with their academic performance. The academic advisor will globally review the student's areas of strength and weakness at the end of each semester and provide feedback and action plans as needed on a case-by-case basis.

Students requiring formal academic remediation will be identified by the faculty through progress monitoring of content areas as well as by those that do not maintain scores of 80% or higher on coursework. Globally at-risk students will be identified at the end of each semester by analysis of performance compared to peers.

### **The formal academic remediation process for the DIDACTIC year is as follows:**

#### ***Phase I –***

A) Academic counseling with Instructor for grade <80% on any assessment -**first time**:  
This phase requires course instructors to meet with students and review content, study strategies, etc. for improvement on future assessments. Tutoring or other referrals may be made at this time as needed.

B) Grade <80% on assessment x 2 or more in the same course – **or**–  
Grade <70% on assessment – first time:

The student is then required to make an appointment with his/her advisor for counseling and creation of a remediation action plan to include study skills modification, learning interventions, tutoring referrals, or personal counseling referrals. Repeated failures of coursework or extremely low performances will require both the course instructor and the advisor to meet with student for action planning. This phase requires instructors to notify the Academic Director of remediation.

***Phase II –***

Overall Course performance 70%-79% – **first time**

This phase requires placement of student on academic probation by the University. The Academic Director and student advisor meet and a letter is placed in the official student University file by the Dean of Graduate Studies. Remediation Action Plan will be initiated. Remediation in study skills will be mandated and content repeat of course or more individualized content remediation may be required. Students will have the policies regarding Program dismissal reviewed with them by their advisor and the Academic Director or Program Director.

***Phase III –***

Two or more Course Performance below 80% – **or**– first course performance below 70%

Student is subject to dismissal if GPA <3.0 or if global course performance unsatisfactory. All Principal Faculty will review student performance in Program to-date and vote on dismissal. A majority of a blinded principal faculty vote will be the deciding factor to move forward with student dismissal. If student is retained, mandatory remediation in multiple areas will be included in student written Academic Improvement Contract (AIC). Coursework may be required to be repeated and graduation may be delayed. Strengths analysis will be performed with results to assist in individualized goal achievement that may include all previously listed potential interventions from phase I or phase II or additional stipulations that support and encourage student success.

**The formal academic remediation process for the CLINICAL year is as follows:**

**PRECEPTOR EVALUATIONS:**

Preceptor evaluations will be completed for each clinical rotation and must be passed with a grade of 70% or higher for students to receive credit for the rotation. If a failing grade is given on a preceptor evaluation, students will be required to repeat the course successfully with a passing preceptor evaluation and graduation may be delayed. Additionally, every student with a failing rotation evaluation by a preceptor will be required to meet with the Director of Clinical Education and their advisor for a counseling and a remediation action plan on improvement of clinically related skills and proficiency prior to the repeat rotation.

**CLINICAL ASSIGNMENTS:**

During the clinical phase of training, completion of assignments will be required in each course to assist in achievement of learning outcomes. If not successfully completed with a passing grade of 70%, students will be required to meet with rotation coordinator and/or Director of Clinical Education for remediation and action plan on successful completion of assignment or repeat of assignment prior to credit being awarded for a clinical course.

## **EXAMINATIONS:**

All portions of the Summative OSCEs (Objective Structured Clinical Examination) and written end of rotation examinations must all be passed with a 70% or greater prior to student progression in the curriculum and graduation. Remediation will be provided for students by advisors and the Directors of Academic and Clinical education on any content areas needed and repeat examinations will be performed until competency is demonstrated. Students will have two attempts to complete end-of rotation examinations successfully. If not completed, rotation will need to be repeated and graduation may be delayed.

## **DECELERATION POLICY:**

On a case by case basis, a student who is unable to complete a semester of instruction will complete a leave of absence or withdrawal petition and request permission from the Program Director to reenter the following year. The Program Director will refer the student to the Office of Student Life and Counseling, housed under the Dean of Students for the University.

If the student presents compelling reasons with appropriate documentation, the Program Director, in conjunction with the Office of Student Life and Counseling under the Dean of Students will determine the legitimacy of each student case. If a student is granted readmission the student will enter the Program with the next entering class or have a specific new degree plan created. The student will ONLY be allowed to reenter ONCE. The student must complete the Program with the designated re-entering class.

The student will be required to audit all courses previously passed and repeat any course(s) in which a grade of C was obtained. If the student fails any course(s) the student will be dismissed from the Program immediately. If a student earned less than a C in any course he or she is not eligible to reapply.

At no time will the Program Director or Faculty be aware of the student's medical condition. The documentation that validates the legitimacy of the student's case will be contained in the office of the Dean of Student's Office in the area of Student Life and Counseling.

## **ACADEMIC INTEGRITY POLICY:**

Students are expected to do their own academic work; therefore, academic dishonesty will not be tolerated. Faculty and students are encouraged to take an aggressive approach to combating acts of inappropriate academic behavior. Academic dishonesty occurs when a student submits the work of someone else as his/her own or has special information for use in an evaluation activity that is not available to other students in the same activity. Students who observe or become aware of violations of academic integrity are urged to report these violations to the professor in whose course the dishonest acts occur.

**Examples include but may not be limited to the following:**

1. Cheating on an examination:
  - a) Copying from another student's examination.
  - b) Possessing or using during an examination material not authorized by the person giving the exam.
  - c) Collaborating with or seeking aid from another student during an exam without permission from the instructor.
  - d) Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an administered or unadministered examination.
  - e) Substituting for another student or permitting another student to substitute for oneself to take a test.
  - f) Obtaining an unadministered test or information about an unadministered test.
  
2. Plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means, another person's work and the unacknowledged submission or incorporation of it as one's own work. This could include the failure to specifically cite sources.

**Penalties:**

Penalties may range from dismissal from the University to a lesser penalty. If the penalty is an F for the course in which the violation occurred, the F will count in the computation of the student's GPA even if the course is repeated.

**Procedures for Violation:**

1. At the point of discovery, the instructor shall inform the student of the alleged violation of academic integrity and hear his/her explanation of the circumstances. If the instructor determines there is no violation, the case is dropped. If the instructor decides the violation is unintentional or minor, the instructor may decide to require the student to rewrite the paper in question, take a modified exam, or take some similar action. If, in the judgment of the instructor, the alleged violation is deemed to be serious and intentional, the instructor will follow the procedure outlined below in steps 2–5.
2. Before imposing a penalty for a violation, the instructor shall consult with his/her immediate supervisor and together they will agree on a penalty. The instructor shall then make a written report outlining the incident and the recommended penalty. A copy of the report shall be given to the supervisor, the head of the department and the dean of the school or college in which the course is offered, the Office of the Provost, the student and the student's advisor. The instructor shall inform the student, in writing, of the right to appeal the change of violating academic integrity and of the penalty assessed.
3. From the point of discovery, and within 10 working days, the instructor shall complete the process outlined above.
4. The Office of the Provost shall maintain files of all violations of academic integrity.
5. The student has the right to appeal the charge of violating academic integrity and/or the penalty assessed in accordance with the following appeals process.

### **Procedure for Appeal:**

1. A student appealing a charge of academic integrity violation and/or a penalty must deliver a letter to the chair of the Grade Appeal and Academic Misconduct Committee, specifying the basis for the appeal, within 10 working days after receiving the instructor's written report.
2. The chair of the committee will schedule a meeting of the committee as soon as practical, after receipt of the letter of appeal, preferably within 10 working days. The chair will notify the student and the instructor of the meeting date and time.
3. Copies of the instructor's report and the student's letter of appeal will be provided to all members of the committee at least two working days before the day of the meeting.
4. The committee will review the materials submitted by both the student and the instructor before the formal meeting and convene at a time convenient for all involved for the purpose of hearing the two individuals present their cases. The committee will then convene in an executive session to reach a decision in the matter. The chair of the committee will inform, in writing, the student, the student's advisor, the instructor, the instructor's immediate supervisor, the head of the department and the dean of the school or college in which the course is offered, and the Office of the Provost of the decision.
5. If the appeal is denied, then the charge and the penalty is upheld. If an appeal of a charge of violating academic integrity is upheld, the case is dismissed. If an appeal of a penalty is upheld, then the committee will determine an appropriate penalty. The ruling of the committee is final.
6. Action, or failure to take action, by an instructor or the Appeals Committee does not preclude disciplinary action by the University when appropriate.

### **WITHDRAWAL DURING A SEMESTER:**

A student who finds it necessary to withdraw from the University before the end of the semester must secure the proper form for withdrawal through the Office of the Registrar. The form requires approval by the Business and Financial Aid Offices. If procedure is not followed, the student is automatically assigned a grade of "F" in all courses. However, no student may withdraw after the last date of withdrawal specified in the academic calendar. See deceleration policy for information regarding returning to the PA Program.

### **GRADE REPORTS:**

Grade reports are posted on the learning management system for the University and on HSU Central at the close of each semester and at the end of each summer term.

## **CLASS ATTENDANCE:**

The HSU PA Program is fast-paced and therefore students must take advantage of every learning opportunity. Faculty expect students to attend classes and rotations, and to use good judgment when taking an absence. The following guidelines have been established to ensure fair and equitable provisions for student absences. Any time a student is absent from a class or rotation for any reason, for any length of time, they must notify the respective didactic or clinical Director before the course start time or clinic time. Absences that are not reported will be considered unexcused, and notification, after the absence, is unacceptable, unless in the case of an emergency. Any absence that is not reported will be grounds for significant penalties including dismissal from the Program.

## **TARDY POLICY**

If it is necessary to be late for a class session, it is the student's responsibility to notify the instructor prior to the start of class and the student is responsible for the missed material covered. Students should arrive 10 minutes prior to the start of class to allow time to set up computers. Every two tardies will equal 1 unexcused absence. A pattern of tardiness will be result in a reduction in attendance points equivalent to the unexcused absence policy. In addition, excessive tardiness will be reflected in the professionalism evaluation of student and may result in remediation of student professionalism and/or deceleration/program expulsion.

## **DIDACTIC STUDENTS**

### **Excused absences:**

Personal illness. A student may receive an excused absence for illness for up to three (3) days per course, per semester. If not consecutive days, a written excuse is required for each absence. To qualify as an excused absence, a healthcare provider's note is required. The note must be provided to all course coordinators of missed courses and the student's advisor. After 4 excused absences, additional absences will be considered unexcused.

Death in the immediate family. Funeral leave for a death in the immediate family will be granted for up to three (3) days. Immediate family is defined as student's spouse, the student or spouse's children, stepchildren, parents, brothers, sisters, grandparents, and grandchildren. The student must provide appropriate documentation such as an obituary, death certificate, or funeral home record. Funeral leave for other family members/friends will be considered an unexcused absence.

Approved religious holidays. Students requesting observance of religious holy days must request these within the first week of a semester to be considered for approval as excused absences. A student who is absent from class for the observance of a religious holy day will be required to take a missed examination or complete a missed assignment the first class/work day after the holy day absence. The student may be penalized if he/she fails to give prior notice of the planned absence or if the student does not satisfactorily complete the assignment or examination by the expected make-up date. This policy applies to all students in the training Program.

Approved personal appointments. Personal appointments will be handled on a case by case basis by the course coordinator. Request for permission of an excused absence should be submitted to the course coordinator two weeks prior to appointment, when possible. If approved, the student will be required to bring a return to work (medical appointments) or receipts (other appointments) concerning attendance at the appointment during class times. Students are asked to use discretion when making personal appointments, and when possible, arrange them at times other than scheduled class times.

**Inclement Weather:** Notice will be posted on the HSU website and HSU Alert system. Registration for alerts may be found on HSU Central - "HSU Alerts" ([www.hsutx.edu/alerts](http://www.hsutx.edu/alerts)). You will be notified of inclement weather or delays via text message.

**Unexcused Absences:**

The penalty for an unexcused absence is deducted from the attendance portion of the course evaluation component which is 5% of the overall course grade. The deduction is calculated by the course coordinator as follows: 20% - first occurrence, 40% - second occurrence, and 40% - third occurrence. If additional time is needed because of prolonged illness or other circumstances, it is recommended that the student apply for a leave of absence (personal or medical).

**CLINICAL STUDENTS**

Clinical year students are expected to keep the same schedule as the primary clinical preceptor/supervisor. When an absence occurs, the student is required to contact: (1) the rotation coordinator (medicine, primary care, women's health, pediatrics, psychiatry, or surgery/ER) and (2) the clinical site preceptor prior to the expected work time. Failure to contact, or contact after the work day begins, will be considered unexcused unless in the case of an emergency.

**Excused absences:**

Personal illness. A student may receive an excused absence for up to three (3) days per three-month block. If not consecutive days, a written excuse is required for each absence. To qualify as an excused absence, a healthcare provider's note (not the preceptor) is required for all personal illnesses. The note must be provided to the rotation coordinator. After 3 excused absences, additional absences will be considered unexcused.

Death in the immediate family. Funeral leave for a death in the immediate family will be granted for up to three (3) days. Immediate family is defined as student's spouse, the student or spouse's children, stepchildren, parents, brothers, sisters, grandparents, and grandchildren. The student must provide appropriate documentation such as an obituary, death certificate, or funeral home record. Funeral leave for other family members/friends will be considered an unexcused absence.

Approved religious holidays. A student who is absent from classes for the observance of a religious holy day will be required to take a missed examination or complete a missed assignment the first class/work day after the holy day absence. A student must request permission for time off due to religious holidays at least two weeks prior to the occurrence. The student may be penalized if he/she fails to give prior notice of the planned absence or if the

student does not satisfactorily complete the assignment or examination by the expected make-up date. This policy applies to all students in the training Program.

**Approved personal appointments.** Personal appointments will be handled on a case by case basis by the rotation coordinator. Request for permission for an excused absence should be submitted to the rotation coordinator two weeks prior to appointment, when possible. If approved, the student will be required to bring a return to work (medical appointments) or receipts (other appointments) concerning attendance at the appointments during class times. Students are asked to use discretion when making personal appointments, and when possible, arrange them at times other than scheduled class times.

**Natural disaster and weather emergencies:** The University alert system will be used to notify students and faculty of natural disaster and weather emergencies on campus. At rotation sites not in the immediate surrounding area of campus, students are asked to sign-up for weather alerts on their phones that will notify them of emergency conditions. Student safety is the top priority of HSU and at no time should a student put his/her safety in jeopardy to avoid an unexcused absence. Please notify the rotation coordinator or Director of Clinical Education and site preceptor any time a potential weather emergency may impact attendance.

**Post-graduate training interviews:** Students in the clinical year will be excused from up to three days of clinical rotation time during the entire clinical training phase (15 months) to attend job or post-graduate training interviews. Notification to the Director of Clinical Education and the Preceptor will be required prior to approval.

### **Unexcused Absences:**

The penalty for an unexcused absence is deducted from the attendance portion of the course evaluation component which is 5% of the overall course grade. The deduction will be calculated by the course coordinator as follows: 20% - first occurrence, 40% - second occurrence, and 40% - third occurrence.

Additionally, due to the critically importance of learning opportunity during a rotation, clinical students with unexcused absences are required to make-up time at a 2:1 time period ratio at a location to be determined by the rotation coordinator and the Director of Clinical Education. If a rotation reschedule is required, it may be necessary for the student to be rescheduled in the next clinical year period, and could result in a late graduation. Make-up time cannot be during regular clinical rotation time. If additional time is needed because of prolonged illness or other circumstances, it is recommended that the student apply for a leave of absence (personal or medical).

## **GRADE APPEAL PROCESS / GRIEVANCE:**

### **Academic Grievance Policy:**

The following measures should be taken with respect to an academic grievance pertaining to a course offered by the University. A student may seek remediation for the following:

- (a) **Grade Appeal:** A student who feels that the grading policy for a class is unfair or has been unfairly administered and that the result is a course grade lower than deserved has the right to contest the professor's decision. This process is only for appealing the final course average; consequently, grades on individual projects may not be challenged.
- (b) **Course-Related Concern:** Any complaint, beyond the parameters of a grade appeal, that involves an experience occurring within the context of an academic course offered by the University also comes under the purview of the Academic Grievance Policy.

Arbitration for either (a) Grade Appeal or (b) a Course-Related Concern follows the same procedure, with exceptions noted below.

### **Informal Measures:**

The University encourages matters to be resolved *informally* and judiciously whenever possible. If such an agreement is unable to be reached, then a student may file a *formal* complaint. Each step must be taken in order. Failure to follow the procedure may obviate the appeal.

Step 1. The student discusses the matter with the professor. If possible, the matter is reconciled at this point.

Step 2. If dissatisfied with this discussion, the student voices the concern to the department head in a conference scheduled by the student. (If no department head exists, or if the department head is a disputant, then the student consults with the dean of the college or school in which the course under consideration is offered.) The department head (or, if applicable, the dean) discusses the matter with the professor.

Step 1 and Step 2 attempt to find an amicable resolution to the academic grievance informally—be it either (a) Grade Appeal or (b) a Course-Related Concern—without a formal, written complaint. If no resolution occurs in the first two steps, then formal measures may be taken beginning with Step 3.

### **Formal Measures:**

Step 3. If no resolution occurs at the department level (Step 2), the student then submits a written petition to the dean of the area. If the complaint is against a dean, the complaint will go to the Provost. The student's letter of petition must include a straightforward narrative (one to three pages in length) detailing (a) the circumstances surrounding the contested grade or course-related

concern, (b) reasons why the student believes the complaint is warranted, and (c) what possible outcome or resolution, from the student's perspective, will resolve the issue at hand.

- If the grievance is a grade appeal, then all graded projects in the class—tests, essays, projects, etc.—that are in the student's possession must be submitted along with the cover letter along with the student's personal record of attendance in the class.

Upon the dean's notification that a student has filed a formal grievance, the department head forwards a written summation of the matter to the dean, along with a recommendation for a resolution to the problem. (If no department head exists, or if the department head is a disputant, then a letter from the department head is not necessary.)

Step 4. In writing, the dean apprises the professor of the course under dispute regarding the student's grievance and provides a summary of the points of concern.

Step 5. The professor submits a written response to the student's grievance in a straightforward narrative (one to three pages in length) detailing his or her own account of (a) the circumstances surrounding the contested grade or course-related concern, (b) reasons why the professor believes the complaint either warranted or unwarranted, and (c) what possible outcome or resolution, from the professor's perspective, will resolve the issue at hand.

- If the grievance is a grade appeal, then the professor appends the student's projects in the professor's possession, grades on all work done in the course, the student's attendance record in the class, and a copy of the class syllabus with the contested policy clearly marked.

Step 6. The dean will meet with each party separately, or jointly, to seek a viable solution.

Step 7. If no solution can be reached with Step 6, then

(a) a formal *Grade Appeal* goes to arbitration before the Academic Grievance Committee. The dean submits all materials involved up to this point, along with a written recommendation for a solution to the problem to the committee.

- *Membership of the Academic Grievance Committee:* The committee includes three professors from different academic areas with one specified to the chair and two senior students with grade point averages of at least 3.0. The chair of the committee will schedule meetings and preside during deliberations.
- Neither the professor nor the student will have counsel at the meetings.
- *Duties of the Academic Grievance Committee:* The committee will review materials submitted by both student and professor before coming together in session and convene at a time convenient for all involved for the purpose of

hearing both parties present their cases. Committee members will then hold an executive session to reach a decision. The chair of the committee will inform the student, the faculty member, and the Provost of their decision in writing. If a grade is to be changed, the Provost will see that the proper forms are submitted to the Office of the Registrar. The ruling of this committee is final with respect to grade appeals.

(b) A formal Course-Related Concern goes directly to the Provost and Chief Academic Officer for resolution. The dean submits all materials involved up to this point, along with a written recommendation for a solution to the problem to the Provost, who will then review materials submitted by both student and professor before scheduling a time, convenient for all involved, for the purpose of hearing both parties present their cases. The Provost, at his or her own discretion, may seek additional counsel as appropriate. The ruling of the Provost is final.

*Approved by HSU faculty on August 18, 2016*

## **GRADUATION REQUIREMENTS:**

### **Community Service:**

Hardin-Simmons University PA Program believes that active participation in community service is important. All students will be required to log a minimum of 50 service hours completed while enrolled in the PA Program as a requirement prior to graduation. These hours can be fulfilled in a variety of settings both locally and globally. Community service will be approved and recorded with each student advisor during enrollment as a PA student.

### **Diploma Card:**

In the semester of intended graduation, students must file a diploma card with the Registrar's office by the appropriate deadline. This must be done in person or online. The deadline for filing diploma cards is listed in the Academic Calendar in the front of the University catalog. Students filing a diploma card after this date will be charged a \$25 late fee.

### **Participation in Graduation Exercises:**

All candidates for degrees are requested to participate in the commencement ceremony. Candidates must be enrolled in all courses required to complete the degree.

Incomplete grades must be completed by the deadlines of April 15 (May graduation) and November 15 (December graduation). Students with any graduation requirements not completed by these dates will be excluded from walking at their respective graduation ceremony.

### **Financial Obligations to the University:**

Students are required to settle all accounts in a manner satisfactory to the University controller before a diploma will be awarded.

## **CERTIFICATION AND LICENSURE:**

### **CERTIFICATION:**

To attain the PA-C designation, a candidate must be a graduate of an accredited PA training Program and successfully pass the Physician Assistant National Certifying Exam (PANCE). PANCE is a multiple-choice test that assesses medical and surgical knowledge. For the most up-to-date information on certification and recertification and exam/application windows, check the web site (<http://www.nccpa.net/>).

### **TEXAS LICENSURE:**

Texas is a regulatory state with responsibility for governance of Physician Assistants coming under the Texas State Board of Physician Assistant Examiners as provided for by the Medical Practice Act. The Board issues rules and regulations regarding the practice of Physician Assistants and according to the rules, maintains Physician applications for supervision of Physician Assistants. Please refer to the following web sites, [www.tmb.state.tx.us](http://www.tmb.state.tx.us) for more information. Conviction of a felony offense may result in ineligibility to receive licensure in Texas. Each case is considered on an individual basis by the state licensing agency.

## UNIVERSITY OFFICES, FACILITIES AND SERVICES:

**Campus Map.** Campus map is located at <https://www.hsutx.edu/about/map/>

**Physician Assistant Offices and Anatomy Lab:** Departmental faculty, staff offices, Physical Exam Lab and the Anatomy Lab are located in the PA Building at 1149 Ambler (corner of Ambler and Cedar). Classrooms are located on the campus of HSU.

**Parking:** Students must display a parking decal. All hanging decals will be numbered and are color coded for parking restrictions. Residents will receive purple hanging decals and Commuters will receive gold hanging decals. The first hanging decal is free to all students. Any additional decal will be at the cost of \$5 each. PA Students will be allowed to park at the PA Building or on the HSU campus in designated areas.

**HSU Library:** The library is available to all students at HSU. The library houses many items composed of books, manuscripts, photographs, artwork and artifacts in its various collections.

The libraries provide computers in collaborative and single user settings as well as networked printers, wireless connectivity, scanners, projectors, audio players, video players, copiers in color and black and white, lamination services and telefax.

**Department Library:** The HSU PA department maintains a limited library for student and faculty use. It is located in the PA Building. Library books are either donated or bought through departmental funds. Use of the library is on the “honor system”.

**HSU Bookstore:** The University Bookstore supplies the needs of the students for all academic materials. In addition to textbooks and school supplies, the store also offers many convenience and personal needs items and souvenirs. Credit terms for students are available for academic items only. All other sales must be cash or credit card. The bookstore is located on the first floor of the Moody Center.

**Residence Life:** HSU hosts 6 residence halls. Hardin-Simmons University Residence Life is committed to providing safe, comfortable, and fun living for students deciding to live on campus. Graduate and married students may seek housing from among a number of options. Housing options include residence halls, apartments, and some University-owned houses. Space is limited. The housing license agreement can be accessed via the Residence software found at: <http://www.hsutx.edu/offices/residence-life/>

Housing rates, reservations and questions contact the Residence Life office at: [residencelife@hsutx.edu](mailto:residencelife@hsutx.edu).

**Medical Services:**

Student health services are not available at the Hardin-Simmons University Physician Assistant Program nor on the main campus of Hardin-Simmons University. Students are required to have health insurance upon matriculation and must maintain active health insurance during their enrollment at Hardin-Simmons University Physician Assistant Program. Hendrick Medical Center is two blocks from campus and is available should an emergency arise. Hardin-Simmons University is not responsible for medical bills and does not supply prescription drugs or personal nursing/medical care.

**Disability Services:**

HSU will provide services to reasonably accommodate students with disabilities. However, HSU does not offer separate degree plans for a program of remedial instruction designed for students with disabilities. Any person who has been accepted for admission to the University and who wishes to disclose his or her disability should request accommodation through the Disability Services Office.

A student who makes a disclosure of a disability has the legal responsibility to request any special accommodations in a timely manner, allowing reasonable time for the University to respond. The student has the additional responsibility to provide the institution with appropriate current (within a three-year period) documentation of the disabling condition. Completion of the required documentation is necessary in order to allow the University to determine reasonable accommodation of needs. The Disability Services Office is located in Sandefer Memorial, Room 209. Information about these services can be found at:

<https://www.hsutx.edu/offices/disabilities/>

**Career Services:**

The University offers career counseling, career testing, and job search assistance. These services are available to current students, graduates, and alumni who are in career or job transition. The Career Services Office is located on the second floor of Moody Center.

**Personal Issues:**

The Office of Student Life offers free counseling to students as does the Family Psychology Center on campus. Information about these services can be found at:

<https://www.hsutx.edu/student-life/counseling/>

<https://www.hsutx.edu/academics/cap/psychology/counseling-center/>

Suicide hotlines are available 24 hours a day to students and links are made through these services to local providers on campus for interventions when needed. The Suicide Hotline phone number is (800) 273-TALK (8255).

**Internet Access:**

Students agree to abide by the Internet Code of Ethics.

A technology fee is assessed for the service.

## **UNIVERSITY POLICIES:**

### **Academic Calendar and Holidays:**

University Holidays are listed on the HSU website under this link:

<https://www.hsutx.edu/includes/publications/catalog/graduate/17-18/files/assets/common/downloads/2017-2018%20Graduate%20Catalog.pdf>

During the clinical year, students are expected to keep the same schedule as the primary clinical preceptor.

### **Harassment:**

In order to promote a safe and comfortable learning environment for all members of the Hardin-Simmons University community, students are expected to conduct themselves in a manner that reflects concern for others in the environment. Examples of behaviors that are unacceptable include theft, vandalism, acts of violence, sexual harassment, and disrespect for personal and University property. If a student has been the recipient of behaviors that may be construed as harassment and is unable or uncomfortable addressing the behavior directly with the involved person(s), the student is encouraged to discuss the situation with his/her faculty advisor or the Program Director for support and guidance in navigating through Department or University harassment policies and procedures.

Hardin-Simmons University takes the health and safety of our students seriously. If you, or someone you know, believe you have been a victim of sexual misconduct, contact HSU's Title IX Coordinator. 325-670-1495.

A special note on sexual harassment: Because of the personal nature of patient-provider interactions and the close working relationship of PAs with other members of the healthcare team, it is vital that PAs have a strong working understanding of the behaviors that may be construed as sexual harassment and clearly avoid them.

For more information, see the HSU Student Handbook; at this link:

<https://www.hsutx.edu/uploadedFiles/Pages/student-life/Student%20Handbook%202016-2017.pdf>

## **POLICY REGARDING FACULTY HEALTHCARE:**

PA Program Principal Faculty, the Program Director, and the Medical Director will not participate as healthcare providers for students in the Program. In the event of an emergency situation, it is acceptable for any of the above to provide emergency care within the scope of his/her practice until licensed emergency personnel arrives.

## **HEALTH, IMMUNIZATIONS AND HEALTH INSURANCE:**

As part of the matriculation process into the PA Program, the Department of Physician Assistant Studies requires all students to meet the following health and immunization requirements. Hardin-Simmons University PA Program immunization policy is aligned with the Centers for Disease Control and Prevention (CDC) Immunization of Health-Care Personnel: Recommendations of the Advisory Committee on Immunization Practices (ACIP).

Prior to matriculation in the Program, all students must complete the Hardin-Simmons University PA Program Immunization Verification Document and Health Clearance Form (**located at the end of this handbook, Appendix B & C**), have a physical examination by a provider and have them complete the attestation form of fitness to proceed in the PA Program, and show proof of personal health insurance.

Various clinical training sites may require additional immunizations, evidence of testing, or titers prior to rotations. These will be the students' responsibility. If students choose not to be vaccinated or tested, they will not be allowed to rotate at clinical sites that required immunization. If the student is voluntarily non-compliant with rotation site policies for screening/immunization on required rotations, graduation may be delayed or he/she may not be eligible for graduation from the PA Program. Immunizations will not be required if the student has a specific contraindication to the vaccines listed. Students must provide details of any adverse reaction or contraindication to a vaccine listed below.

PA Program student records are confidential and will not be accessible to, or reviews by, Program, Principal Faculty, instructional faculty, or staff except for immunization and tuberculosis screening results which may be maintained and released with written permission from the student.

## SUMMARY OF IMMUNIZATION REQUIREMENTS

Disorder	Requirement
Hepatitis B	anti-HBS titer showing immunity –OR– Evidence of two attempts at completed regimen (minimum 4+ vaccinations) with no seroconversion
Influenza	Annual Influenza Vaccination (Injection)
MMR (Measles, Mumps, Rubella)	Serologic evidence of immunity/prior vaccination –OR– Documentation of two dose series of vaccination
Varicella	Serologic evidence of immunity –OR– Documentation of two dose series of vaccination
TB (Tuberculosis)	Annual Tuberculin Skin or blood test negative –OR– If prior exposure & treatment/vaccination: evidence of negative Chest X-Ray annually
Meningococcal	One vaccination dose documented within 5 years if under age 22
Tdap (Tetanus, Diphtheria, Pertussis)	Tdap documented once and Td booster every 10 years

Recommendations may vary for pregnant women and those with health conditions

Please contact your healthcare provider and/or refer to CDC websites below for updates and clarifications regarding specific immunization requirements.

<http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>

<http://www.cdc.gov/tb/topic/testing/healthcareworkers.htm>

### **International Mission Immunization Requirements:**

In addition to the above health and immunization requirements for all HSU PA students, there will be supplementary immunization and health requirements for students going to international missions. This will include any routine and required immunizations and health recommendations for the country as recommended by the Centers for Disease Control and Prevention Travel Medicine website at:

<http://wwwnc.cdc.gov/travel/page/vaccinations.htm>

Students traveling abroad will be instructed to follow safety precautions for the country of interest which are available through the US Department of State website:

<https://travel.state.gov/content/travel/en.html>

### **Liability Insurance:**

Hardin-Simmons University PA students will be provided liability insurance by Hardin-Simmons University throughout enrollment in the Program. Coverage will be \$1,000,000 per occurrence and \$3,000,000 aggregate. Proof of insurance will be provided to clinical sites where students are assigned. Coverage will be in effect for Program-assigned clinical rotations and experiences, but **will not** be in effect for students working in a clinical setting not affiliated with the Program, such as that occurring during outside employment or in the case of volunteer work during a break, unless it is Program-related.

Students are required to show proof of their own private personal health insurance policy coverage prior to matriculation and prior to beginning clinical rotations.

### **INFECTIOUS DISEASE / ENVIRONMENTAL EXPOSURE:**

The Hardin-Simmons University Department of Physician Assistant Studies has a commitment to protect the health and well-being of students, faculty, staff, and patients. As part of their training, students may encounter exposure to infectious and environmental hazards. This may include being exposed to human donors and preservative chemicals such as formaldehyde in the anatomy lab, latex or other products such as gloves that may contain allergens, and exposure to communicable infectious disease which may be transferred via airborne, mucous membrane splashes or needle-stick exposures in the clinical setting. While the risk of transmission is small, the Program has a number of policies and procedures in place to minimize risk.

It is the policy of the Hardin-Simmons University, Physician Assistant Program to follow the guidelines and recommendations made by the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) regarding STANDARD PRECAUTIONS. Before beginning any clinical education experience through the HSU Physician Assistant Program, students must receive training regarding CDC STANDARD PRECAUTIONS.

### **Standard Precautions**

Standard Precautions combine the major features of Universal Precautions and Body Substance Isolation and are based on the principle that all blood, body fluids, secretions, excretions, non-intact skin, and mucous membranes may contain transmissible infectious agents.

Standard Precautions include a group of infection prevention practices that apply to all patients, regardless of suspected or confirmed infection status, in any setting in which healthcare is delivered. These practices include:

1. Hand hygiene
2. The use of personal protective equipment (PPE)

In addition to Standard Precautions, students will receive training in the three categories of Transmission-Based Precautions:

1. Contact Precautions
2. Droplet Precautions
3. Airborne Precautions

Transmission-Based Precautions are used when the route(s) of transmission is (are) not completely interrupted using Standard Precautions alone.

Students may access details of this information at any time at the following website:

[http://www.cdc.gov/hicpac/2007IP/2007ip\\_part4.html](http://www.cdc.gov/hicpac/2007IP/2007ip_part4.html)

**Exposure to Blood Borne Pathogens:**

Strict adherence to STANDARD PRECAUTIONS and other infection control measures should prevent a student's exposure to blood borne pathogens. Should a student sustain a possible exposure (including a needle stick injury) to blood borne pathogens during a clinical training experience, the student is responsible for immediately notifying their supervisor, instructor, preceptor, or department manager. The student should then follow the steps outlined in the section titled "Post-Exposure Procedure" and "Student Injuries or Exposures". Exposure is defined as a demonstrated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials.

## **THE FOLLOWING PROCEDURE SHOULD BE ADHERED TO AFTER AN EXPOSURE:**

### **Post-Exposure Procedure:**

1. **Aggressive local wound care** to the site of exposure should be initiated immediately. Percutaneous wounds should be expressed to promote bleeding. The site should be cleansed thoroughly with soap and water using a surgical hand brush when possible. It may be beneficial to use an antiseptic such as chlorhexidine gluconate (Foam Carer CHG), an iodophor (EZ Scrub, Betadine), or Dakins solution (dilute 1:9 buffered sodium hypochlorite). Difficult to scrub areas should be soaked in chlorhexidine gluconate (Foam Carer CHG) or other antiseptic. Non-intact skin should be cleansed with soap and water. It may be beneficial to use an antiseptic as described above. Mucous membrane exposures (e.g., eye splashes) should be irrigated thoroughly with tap water using the nearest eye washing station (or faucet if none available).
2. **The incident should be reported immediately** to the student's supervisor, instructor, preceptor, or department manager.
3. **Post Exposure Prophylaxis (PEP) protocol should be initiated**. The student may access the post exposure hotline by the following methods:  
<http://nccc.ucsf.edu/clinician-consultation/post-exposure-prophylaxis-pep/>  
OR  
**PEP line: The National Clinicians' Post-Exposure Prophylaxis Hotline**  
**Phone: 1-888-448-4911**  
**Hours: 24 hours / 7 days a week**
4. **Access to emergency healthcare is recommended**, and the student is urged to become informed about current PEP guidelines in order to receive most effective treatment within the recommended time frame.

Finally, the student must notify the Director of Clinical Education or if unavailable, the Clinical Administrative Coordinator or Program Director. In addition, the HSU Physician Assistant Program incident form must be completed and sent to the Program. (This form is located at the back of the handbook; Appendix D).

### **Student Injuries**

Incidents involving an injury to a student (such as a fall, or other accidental injury) during a clinical education experience will follow a similar protocol.

1. The injury should be reported to the student's supervisor, instructor, preceptor, or department manager.
2. Students should report to the nearest Emergency Room for treatment.
3. The Program should be notified as soon as it is possible to do so. The student must notify Jennifer Eames MPAS, DHSc, PA-C, Program Director or if unavailable, the Clinical Administrative Coordinator. In addition, the HSU Physician Assistant Program incident form, must be completed and sent to the HSU Physician Assistant Program.

If a potentially infectious exposure occurs, do not allow feelings of embarrassment, a large workload, or misplaced peer pressures prevent you from reporting the event immediately. Needle sticks and other exposures can be life-threatening. Responsible healthcare providers recognize that unintentional injuries and occupational exposures may occur and must be evaluated by competent, objective, and experienced medical professionals.

### **IMPORTANT:**

All charges incurred by PA students for physician visits, labs or x-ray studies, and prescribed medications related to an injury, needle stick; blood or body fluid exposures are the student's responsibility. **Students must maintain health insurance throughout their educational experience at the Hardin-Simmons University Physician Assistant Program. All medical or healthcare services (emergency or otherwise) that the student receives or requires are the student's responsibility and are at the student's expense.**

### **STUDENT RECORDS:**

Hardin-Simmons University PA students will not have access to the academic records or other confidential information of other students or faculty. All student and faculty files are kept securely in a locked and security monitored building. Student files are kept in locked drawers. Students do not have access to secure file storage areas and will not be permitted to enter those areas without accompaniment by a faculty or staff member who is authorized to be in the space.

PA Program files kept by the Program will include documentation that the student has met requirements for Program completions. Similar to the checklist for Program admission/matriculation, the student file will contain a checklist of required competencies, skills, and learning outcomes achieved through successive completion of Programmatic components. Each faculty member will be required to sign off on Program competencies of students in their area of instruction prior to student progression through Program and Program completion.

As professional, adult students, it is solely the student's responsibility to communicate with the program regarding all aspects of the educational experience during graduate school. Hardin-Simmons University PA Program will NOT communicate with any family member, significant other, or outside party about any aspect of the student's grading, educational, health, or other personal/professional matters except in cases of emergencies.

While the Program will not communicate with outside parties, the University will release completed official records through the registrar's office if the student releasing said information to others completes the correct FERPA documentation.

### **Transfer and Credit:**

All PA students must complete the entire PA curriculum. No advanced placement or advanced standing is granted, nor is transfer credit or credit for experiential learning accepted in lieu of PA courses.

## **DRESS CODE:**

PA students should be aware that the image they project is very important to both the Department of Physician Assistant Studies and the PA profession. PA students are expected to dress in a manner that is supportive of an effective learning environment for their peers, faculty, and staff. Business casual attire is preferred during class; clothing that is revealing in nature is not acceptable. When guest lecturers or other guests are present during a class or lab, students should be mindful that they are representing the Program in the community and should convey a professional image. Mini-skirts, shorts, tube tops, excessive jewelry, facial piercings, and flip-flops are not appropriate. Students are also expected to follow these guidelines when they are representing the Program in any setting that requires them to interact with the University community, the professional medical community, or the general public. Faculty reserve the right to remove students from the classroom or ask them to alter their appearance if they feel they are not achieving this standard.

Attire during **anatomy laboratory** will be: scrubs, lab coat optional and closed toed sneakers or shoes. No one will be permitted in the anatomy laboratory without safe footwear. Attire during clinical skills labs will be: shorts, jog/sports bras for women, tee shirts for men and women, socks, and sneakers. Anatomy and clinical skills lab attire must be worn in the lab area only. Locker room facilities are provided for changing into appropriate clothing for a given class.

In the **clinical setting**, business professional attire, along with a short white lab coat is required to be worn at all times, unless otherwise directed by the site. For example, men should wear a shirt, tie, dress slacks and shoes. Women should wear a blouse and skirt, or dress slacks. Closed toe shoes must be worn at all times.

Failure to adhere to the dress code standards may be considered a violation of Standards for Professional Conduct and students may be subject to disciplinary hearings or dismissal for repeated infractions.

## **IDENTIFICATION:**

All students will be provided with a University identification badge, including name and photo, clearly identifying each student as a Hardin-Simmons University Physician Assistant (PA) student. Students are required to wear these badges at all times when participating in PA professional functions such as a health fair or when in patient care areas. In clinical practice settings, students must identify themselves as PA students to patients and healthcare practitioners. This badge must be returned to the Program upon graduation or after withdrawal from the Department of Physician Assistant Studies. The first ID badge is free. Replacement badge is \$15.00.

## **CONTACT INFORMATION:**

Students must apprise the PA Administrative Assistant of changes in name, address, telephone number or emergency contact information as soon as the change occurs. In addition, changes must be reported to the Hardin-Simmons University Office of the Registrar.

See the Registrar's website for necessary forms at: <https://www.hsutx.edu/offices/registrar/>

## **EARLY CONCERN NOTE / LETTERS OF CONCERN:**

The program utilizes the system of letters of concern for documenting deficiencies and concerns relevant to PA student performance.

The first Early Concern Note will be completed by your Advisor and document a deficiency or issue noted by the advisor, instructor, and/or staff. The first letter will not be a part of your permanent record. This letter will serve to make the student and faculty aware that a problem exists in the student's behavior, basic scientific knowledge, clinical skills, and/or similar areas important to the performance of a PA student. Following the receipt of this first letter, recommendations may be made to the student on ways to improve the deficiency.

The second Early Concern Note will be completed by your Advisor and co-signed by either the Academic Director or Director of Clinical Education (depending on program phase) and document your deficiency or issue that has occurred. The second letter will not be part of your permanent record. This second letter will serve to provide the same feedback mechanism as the first letter.

A third concern letter will automatically become a permanent Letter of Concern, completed by your Advisor and Departmental Chair. This letter will become a part of your permanent record and must be reported to the Texas Medical Board.

A permanent Letter of Concern can be initiated and completed at any time without receiving an Early Concern Note depending on the behavior or issue documented. A permanent Letter of Concern serves as grounds for:

- (a) automatic remediation,
- (b) rescheduling,
- (c) dismissal, and/or
- (d) other appropriate action.

## **BACKGROUND CHECK:**

Our program uses a secure background check firm, PreCheck, for background screenings on all applicants prior to matriculation and again prior to clinical rotations. Students without clear background screenings may be excluded from admission and/or from program completion on a case-by-case basis. Students will agree to release these results to hospitals during credentialing for clinical rotations as needed during training.

## **URINE DRUG SCREENING:**

Students will be screened for the use of illegal drugs/substances by an outside agency prior to matriculation and again prior to clinical rotations. Students will be required to use the program's screening agency. No outside agency results will be accepted in lieu of this official screening. Additionally, because patient safety is our priority, the program reserves the right to screen for substances of abuse/impairment at any point for cause when patient care may be impacted. Students will agree to release these results to hospitals for credentialing during clinical rotations as needed during training.

## **RELEASE OF STUDENT INFORMATION:**

Per Hardin-Simmons University Physician Assistant Program policy, no information will be released to family, friends or acquaintances of any Hardin-Simmons Physician Assistant student, except in the case of an emergency. Students are expected to maintain open communication with the Hardin-Simmons University Physician Assistant Program at all times. While students may discuss information with their family or friends, the Program will not discuss or answer any questions with the students' family or friends; all communication will only be conducted with the student.



## Hardin-Simmons University Physician Assistant Program Student Handbook Acknowledgement 2017

I, \_\_\_\_\_, have read the information contained within the Hardin-Simmons University Physician Assistant Program Student Handbook.

I understand my obligation to successfully complete all didactic requirements in the outlined time frame. I fully understand this information and hereby agree to abide by the Physician Assistant Program policies and procedures contained within the Hardin-Simmons University Physician Assistant Program Student Handbook. Additionally, I agree to abide by all rules and regulations as set forth in the Hardin-Simmons University catalog and in the Hardin-Simmons University Physician Assistant Program Clinical Policy Manual.

I understand the outlined requirements for graduation from the Hardin-Simmons University Master of Science in Physician Assistant Program. The Hardin-Simmons University Physician Assistant Program reserves the right to modify curriculum requirements as necessary to ensure the academic integrity of its Program. Students will be notified of any changes in curriculum or Program requirements prior to implementation in accordance with ARC-PA standards.

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

**HARDIN-SIMMONS UNIVERSITY PA PROGRAM  
IMMUNIZATION VERIFICATION DOCUMENT**

**Printed Student Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_

<b><u>Tuberculin Skin Test (PPD)</u></b>	Date ____/____/____ Results: _____ mm Other: _____ (Healthcare provider initials)
<b><u>Tetanus Vaccination (Tdap)</u></b>	Date ____/____/____ _____ (Healthcare provider initials)
<b><u>Hepatitis B Vaccination</u></b>	Vaccine # 1 Date ____/____/____ Vaccine # 2 Date ____/____/____ Vaccine # 3 Date ____/____/____ <b>AND</b> Date of Serologic testing: ____/____/____ Anti-HBs: _____ mIU/mL _____ (Healthcare provider initials)
<b><u>Influenza Vaccination</u></b>	Date ____/____/____ _____ (Healthcare provider initials)
<b><u>MMR (Measles, Mumps, Rubella)</u></b>	Vaccine #1 Date ____/____/____ Vaccine #2 Date ____/____/____ <b>OR</b> Date of Serology testing: ____/____/____ Measles:____ Mumps:____ Rubella:____ _____ (Healthcare provider initials)
<b><u>Varicella</u></b>	Vaccine #1 Date ____/____/____ Vaccine #2 Date ____/____/____ <b>AND</b> Date of Serology testing: ____/____/____ Varicella: _____ _____ (Healthcare provider initials)

**All immunization dates above are hereby certified**

Healthcare Provider Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Healthcare Provider Printed: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

**By signing this statement, the applicant provides a waiver for the Hardin-Simmons University Physician Assistant Program faculty and staff to maintain and release immunization and tuberculosis screening results.**

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## HEALTH CLEARANCE FORM

**Based upon standard history and physical exam findings, this applicant is able to provide patient care services required of a Physician Assistant student. Medical records of this applicant are on file at the provider's office:**

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Healthcare Provider Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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Healthcare Provider Printed Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

**HARDIN-SIMMONS**  
U N I V E R S I T Y  
**PHYSICIAN ASSISTANT PROGRAM**  
**STUDENT INCIDENT FORM**

Student Name: \_\_\_\_\_ ID# \_\_\_\_\_

Incident Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM/PM

Location of Incident: \_\_\_\_\_

Nature of Injury: \_\_\_\_\_

Incident Cause: \_\_\_\_\_

Give brief description of incident, including predominating and contributing causes:

State corrective action taken to prevent recurrence;  
Indicate if further investigation is warranted:

Did you seek medical care?       Yes    No

Date/Time of Report: \_\_\_\_\_

Date/Time/Method Program Was Notified: \_\_\_\_\_

Name of Faculty/ Advisor reviewing the report: \_\_\_\_\_

Signature of Student Injured: \_\_\_\_\_