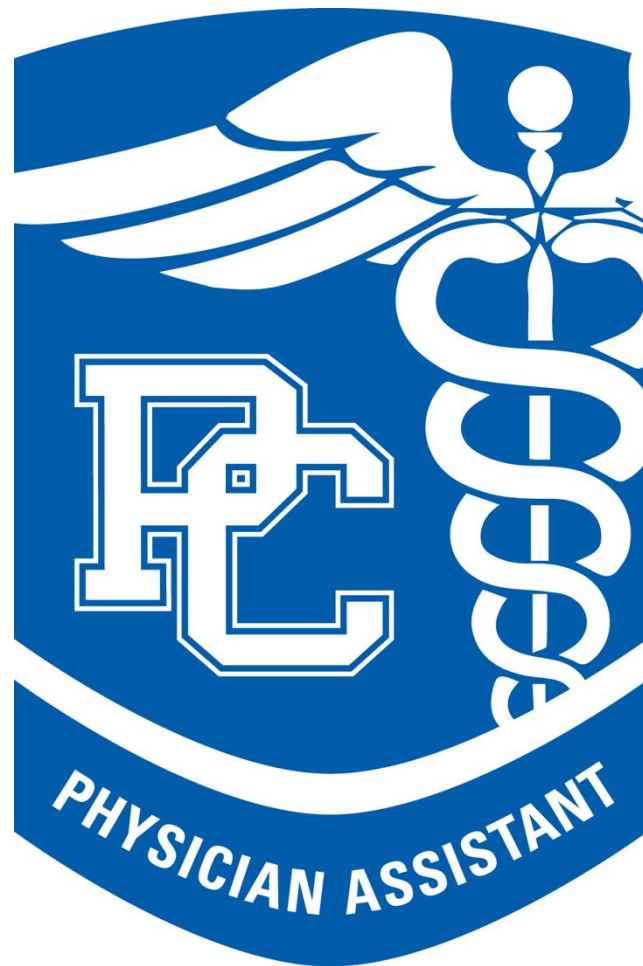


2021-2022

PRESBYTERIAN COLLEGE PHYSICIAN ASSISTANT STUDIES BULLETIN



Version 3.24

Based on ARC-PA Standards, 5th ed

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General Overview

Directory of Administration, Faculty, and Staff

Administration

Joseph G. Weber, PA-C, Sr. Chaplain
Department Chair, PA Studies, Professor and Founding Physician Assistant Program Director (2016). AAB, Lakeland Community College; B.S., Dyke College; MBA, Case Western Reserve University; MPAS, Gannon University; DHSc, AT Still University

Faculty

Andrew Cali, PA-C, Admissions Director and Assistant Professor of Physician Assistant Studies (2021). B.S., Georgia State University; B.S., Touro College Manhattan Campus; MSPAS, Touro College Bay Shore Campus

Mary Jean Leonardi, PA-C, Assistant Clinical Director and Assistant Professor of Physician Assistant Studies (2020). B.S., Duke University; M.A.T., Duke University; M.M.S., Wake Forest University

F. Gregory Mappin, MD, Medical Director and Associate Professor of Physician Assistant Studies (2018). B.S., Duke University; MBA, University of Tennessee, Knoxville; M.D., Duke University

Amanda Stevenson-Cali, PA-C, Academic Director and Assistant Professor of Physician Assistant Studies (2017). B.S., Touro College Manhattan; MPH, University of South Florida

Janet Leahy Wilson, PA-C, Clinical Director and Assistant Professor of Physician Assistant Studies (2021). B.A., University of North Carolina at Chapel Hill; M.S.-P.A.S., Medical University of South Carolina

Antonette Montalvo, MSN, CRNP, PNP-BC, BSN, RN. BA in Education with a minor in Spanish from Emory University, and her BSN and MSN in Pediatric Primary Care with a graduate-level global health minor in nursing from the University of Pennsylvania School of Nursing

Staff

Abigail Q. Sweet, MPH, Metrics Analyst (2019)
B.S, B.A, Converse College; MPH University College Dublin

Joshua Tyson, Admissions Coordinator and Program Assistant (2016)
B.A., University of South Carolina; MHA, Grantham University

Accreditation Statement (A3.12a)

The ARC-PA has granted Accreditation-Provisional status to the Presbyterian College Physician Assistant Program sponsored by Presbyterian College.

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

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

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/wp-content/uploads/2020/08/Accreditation-History-Presbyterian-College.pdf>

Additionally, students are periodically encouraged to visit the ARC-PA website and maintain familiarity with the accreditation standards and guidelines while matriculating in the professional program. The link to the website may be found at <http://www.arc-pa.org>.

Policies Disclaimer

The course offerings, regulations, and other materials appearing in this catalog are announcements. Nothing contained herein is to be construed as representing contractual obligations of the Presbyterian College Physician Assistant Studies Program (hereafter, 'Program'), which reserves the right to change its courses of instruction, fees, and general academic regulations without notice, should circumstances warrant in the judgment of the College. Courses listed in this catalog may not be offered every year. The Registrar will publish an official list of courses to be offered before the beginning of each term.

If a student has not maintained continuous enrollment and fails to graduate with their entering class, the graduation requirements in effect at the time of re-enrollment at the Program will apply.

Scope of Policies (A3.01)

Policies apply to all students, to all faculty, and to the program director regardless of location of the individual. The policies outlined by the program and located within this Student Bulletin as well as the PA Preceptor Handbook govern the educational environment for the students (A1.01).

Mission (A2.05)

The compelling purpose of the Presbyterian College Physician Assistant Studies Program, as part of a church-related college, is to develop within the framework of Christian faith the medical, mental, moral, physical and spiritual capacities of each student in preparation for a lifetime of service to our patients and those in need in our society.

Vision

Our vision is to be a national leader in physician assistant education, scholarship, and service. Our faculty and graduates will be recognized as servant leaders in their communities.

Values

- Quality education
- Culture of service
- Commitment to scholarship
- Integrity
- Teamwork

Program Goals

- Goal 1: The program will maintain a level of PANCE (Physician Assistant National Certifying Exam) pass rates above the national average.
- Goal 2: The program will maintain a 90% or better graduation rate for entering PA program students.
- Goal 3: The deceleration rates for PA program students will be 10% or less.
- Goal 4: Among those actively seeking employment, the employment rate for graduates of the PA program will be 90% or greater at twelve months after graduation.
- Goal 5: Through its student society, foster service and leadership in the community and the profession.

Degrees Offered

The Program offers the Master of Physician Assistant Studies (MPAS) degree. Program requirements for the MPAS degree are below.

Admissions

General Program Requirements (A3.12)

- Students seeking to enroll in the program must possess a baccalaureate degree from an institution (college or university) that is regionally accredited in the United States. Students seeking admission must also have completed their baccalaureate degrees with a 3.20 overall GPA, and a 3.20 GPA in science courses (both on a 4.0 scale). Students must have earned a grade of “B-” or better in all prerequisite coursework, with the exception of Organic Chemistry, in which students must have earned a grade of “C-” or better. Advanced coursework will be considered as part of a holistic admissions process. Students can list classes that they intend to complete within CASPA (the Central Application Service for Physician Assistants), and these applications will be reviewed as well. Advanced Placement (AP) courses may satisfy prerequisite coursework after evaluation by the Admissions Director.
- Due to federal regulations, all international students entering the United States on an F-1 Visa are required to prepay their tuition before registering for classes. International students are not eligible for time-payment plans.
- The following academic courses must be completed within 7 years of admission to the program:
 - Anatomy and Physiology I and II with labs (minimum of 8 semester hours)
 - Organic Chemistry I with lab (minimum 4 semester hours)
 - Psychology (minimum 3 semester hours)
 - Microbiology with lab (minimum 3 semester hours)
 - Genetics (minimum 3 semester hours, lab optional)
- The following academic courses must be completed within 10 years of application to the program:
 - General Chemistry I and II with labs (minimum of 8 semester hours)
 - Biology I and II with labs (Mammalian, Cell or Human; minimum of 8 semester hours)
- The following academic courses must be completed before application to the program:
 - English (minimum of 6 semester hours)
 - Statistics, Algebra, Calculus, Finite Math, or other equivalent Advanced Mathematics (minimum of 6 semester hours)
 - Humanities and/or Social Sciences (minimum of 6 semester hours)
 - Medical Terminology (1 semester hour)
- Students applying to the program must have completed the Graduate Record Examination (GRE) within 5 years prior to application to the program.

Health Care Experience Requirements (A3.13a)

Applicants to the program are required to have completed a minimum of 250 hours observing or participating in the delivery of health care in a clinical environment before enrollment. A minimum of 50 hours shadowing a PA is required.

The Program website has the most up-to-date requirements, which may be found via the link found at:

<https://www.presby.edu/academics/graduate-professional/physician-assistant-program/admissions-pa-program/requirements-pa-program/>

Transfer Credit Policy and Advanced Placement (A3.13)

The Program does not accept transfer credits from other physician assistant programs nor is there an option for advanced placement in the physician assistant program. Although the program requires specific courses as prerequisites for enrollment, these prerequisites do not substitute for more advanced applied content within the professional component of the Program.

References

Applicants are required to submit three references from sources who are familiar with the qualifications of the candidate. Each reference must comment on his belief that the candidate can successfully complete a rigorous didactic and clinical program such as the Program. The reference is also expected to comment on other attributes he or she feels will ensure the success of the candidate in the medical profession. References from relatives, even if they are health care professionals, are highly discouraged.

One reference is required from each of the following categories:

- A person holding any of the following designations: the PA-C, MD, or DO and who also holds a current license to practice under that designation.
- A college or university professor holding a doctoral degree in any discipline where the candidate has been a student in one or more of the classes taught by the faculty member OR a second reference from a person holding any of the following designations: the PA-C, MD, or DO and who also holds a current license to practice under that designation.
- A reference of the applicant's choice of someone who has knowledge of the applicant's work ethic, academic record, volunteer work or other activities and can comment on the applicant's ability to succeed in the Program.

Disclosure of Admissions Practices (A3.13a)

Admissions decisions are based on a holistic view of each candidate. Areas of consideration include but are not limited to the following:

- Overall GPA
- GPA in science classes
- Health care experience within the last 5 years
- GRE score
- CASPA essay
- Recommendations
- Advanced degrees such a prior master's or doctoral degree
- Community service within the last 5 years
- PA shadowing within the past 5 years
- Prior work experiences
- Interview process

All prospective students who are currently enrolled at or graduates from Presbyterian College (hereafter, "College") and who meet the minimum requirements will be granted an interview. The Program encourages all applicants with diverse life experiences to apply. Attributes beyond the minimum requirements will be considered during the interview process. Being granted an interview does not guarantee acceptance into the program.

For applicants who are not former Presbyterian College students, meeting the minimum admissions requirements does not, however, guarantee an interview. Being granted an interview does not guarantee admission to the program for any student.

Veterans Benefits

Certain armed service veterans and dependents who qualify under federal laws (administered by the US Department of Veterans Affairs) are eligible to receive educational benefits. Information about these programs may be obtained by visiting www.benefits.va.gov/gibill.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such student may be required to:

- Provide Chapter Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.
- Provide written request to be certified;

- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

#Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot get a completed VA Form 28-1905 (or any equivalent) before the VR&E case-manager issues it to the school.

Criminal Background Check

All prospective students must completely disclose any unsealed criminal records. The criminal background check is a mandatory prerequisite for matriculation into the professional program. Matriculation is contingent upon a successful criminal background check. The criminal background check is not a component of the application or interview process and is not conducted or reviewed until after an applicant is conditionally accepted to the program. However, on the Centralized Application Service for Physician Assistants (CASPA) application, students are required to truthfully disclose any previous academic, felony, misdemeanor, and licensure infractions.

Background checks will be performed by the South Carolina Law Enforcement Division (SLED) and CastleBranch, a national vendor for background screening. The Program reserves the right to deny enrollment based on previous convictions or false information. Falsification of any application materials will be grounds for denial of admission to or expulsion from the Program.

The initial criminal background check must be completed prior to matriculation; annual background checks for returning students must be completed by the deadline specified by the Admissions Director. Failure to comply with required criminal background checks will delay progression or render a student unable to complete the professional degree program. The results of the criminal background check will be shared with clinical sites upon request and refusal by a selected site to admit a student may delay graduation. The Program is responsible for the costs of the criminal background check conducted prior to matriculation and for the cost of returning students prior to the clinical year. Appeals to any information found during the background check or drug/alcohol screen must be made directly through CastleBranch according to their listed policies and procedures. All cases will be reviewed individually. Matriculating students must follow the grievance/dispute process as outlined by the conducting agency if required.

The following procedures will be followed:

- The criminal background check will be initiated by CastleBranch at the time an applicant's deposit for the program is received and annually during enrollment.
- Results from any company or government entity other than those designated by Presbyterian College will not be accepted.
- Students and conditionally-accepted applicants will be allowed to follow the grievance procedure for the background agency. Criminal background check results will be automatically released to the Program if applicants do not complete the grievance process as specified by the conducting organization.
- A student who cannot participate in clinical experiences at affiliate institutions due to information in his/her criminal background check will be unable to fulfill the requirements of the degree program and therefore will be dismissed from the program.

- Ultimate decisions about the matriculation of a conditionally-accepted applicant whose criminal background check reveals information of concern will be made by the Admissions Director and Program Director of the Program. The following factors will be considered when evaluating information:
 - The nature, circumstances, and frequency of any offense(s). Specifically, the Admissions and/or Ethics, Honor, and Professionalism Committee(s) will evaluate the potential for harm to patients, harm to members of the PC community, eligibility for licensure, and eligibility to participate in introductory and advanced clinical practice experiences at affiliate institutions.
 - The length of time since the offense(s).
 - Documented successful rehabilitation.
 - The accuracy of the information provided by the applicant in his/her application materials and upon initiation of the criminal background check.
- Items present prior to matriculation may result in rescission of a student's conditional offer of admission. Information accessed during enrollment may result in sanction, suspension, or dismissal of a student.
- Criminal background check reports will be evaluated to determine terms and sanctions of the offense. Information obtained will be used in accordance with state and federal laws. Criminal background check reports and all records pertaining to the results are considered confidential with restricted access. The results and records are subject to the Family Educational Rights and Privacy Act [FERPA] regulations.

Conditional Offers of Admission

Admissions decisions are made by the principal faculty of the PA Program.

Official admissions decisions are communicated in writing via letter or email from the Program and must also be accepted in writing (letter or email) by the applicant. Once the following conditions are met, the applicant is considered a matriculating student. As such, the matriculating student is bound by the *Guidelines for Ethical Conduct for the Physician Assistant Profession*.

- an applicant has accepted his/her conditional offer of admission in writing
- the Program receives the student's deposit

Conditional offers of admission by the Program are contingent upon the following:

- completion of all outstanding prerequisite coursework with meeting all minimum requirements noted in the Requirements section of this document
- maintenance of a GPA at or above the minimum GPA requirement at the end of each semester prior to matriculation

- successful criminal background check, drug/alcohol screening, and health assessment.
- completion of pre-matriculation immunization requirements.
- other requirements communicated in writing by the Program.
- all admissions prerequisites must be met by July 31st of the year in which a student begins the PA program.

Physician Assistant Technical Standards (A3.13e)

Technical Standards

Technical standards establish the skills necessary for satisfactory completion of physician assistant training. A candidate for the Master of Physician Assistant Studies (MPAS) must meet these standards without exception. In the event an applicant is unable to fulfill these technical standards prior to or any time after admission, with or without reasonable accommodation, the student will not be allowed to enter or progress within the program.

Candidates for the program must possess ability, aptitude, and skills as outlined in [Technical Standards](#).

A candidate for the Master of Physician Assistant Studies (MPAS) degree must be able to demonstrate

- intellectual-conceptual, integrative, and quantitative abilities;
- skills in observation, communication, and motor functions; and
- mature behavioral and social attributes.

Technological accommodation can be made for some disabilities in certain areas, but a candidate must be able to perform in a reasonably independent manner without a trained intermediary. A ‘trained intermediary’ is defined as another individual who applies judgment, observation, and assists in any way with decision-making for the student.

The Presbyterian College Master of Physician Assistant Studies (MPAS) degree signifies that the graduate is prepared for entry into the practice of medicine. Therefore, the graduating student must possess the skills and knowledge to effectively function in a variety of autonomous clinical settings and to have a wide range of responsibilities. Superior patient care and autonomy of thought are critical: therefore, physician assistants require standards to maintain the integrity of quality patient care.

As part of the admissions process, Program faculty and admissions personnel will evaluate the total student without regard to disability to assess his or her capacity to function effectively as a physician assistant. The Program will evaluate the applicant's characteristics that affect the student's capacity to safely and effectively interact and treat patients and to work effectively with co-workers as part of a healthcare team.

In accordance with College policy and as delineated by Federal and state law, the College does not discriminate in admission, educational programs, or employment against any individual on the basis of that individual's handicap or disability and will make good faith efforts at providing reasonable accommodation as required.

Candidates for the Program must possess ability, aptitude, and skills as outlined below:

Intellectual Attributes:

(Conceptual, Integrative, and Quantitative Abilities) These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving and the critical skills demanded

of physician assistants require all these abilities. The candidate must also be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Attributes:

A candidate must possess the emotional health and individual maturity required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients.

Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainty inherent in the clinical problems of many patients.

Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are critical to the performance of a physician assistant are required of every student.

Communication Attributes:

A candidate must be able to speak, hear, and observe patients in order to elicit information, perceive non-verbal communication, and describe changes in mood, activity, and posture. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but body language, but also reading, and writing. Communication in oral and written form with the health care team must be effective and efficient.

Observational Attributes:

The candidate must be able to observe demonstrations and experiments in the basic sciences, visual presentations in lectures and laboratories, laboratory evidence and microbiologic cultures, microscopic studies of microorganisms, and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately and completely from a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by a sense of smell.

Motor Skills:

Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate must be able to carry out basic laboratory tests (urinalysis, CBC, wet mount, gram stain, etc.), carry out diagnostic and therapeutic procedures (phlebotomy, venipuncture, placement of catheters and tubes), and read ECGs and X-rays. Candidates must have motor function sufficient to execute motor movements reasonably required to provide general care and emergency treatment for patients. Examples of emergency treatment reasonably required of a physician assistant are cardiopulmonary resuscitation, the administration of intravenous medications, the application of pressure to arrest bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such skills require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

Candidates must have sufficient motor function capabilities to meet the demands of the Program and the demands of total patient care. They must be able to complete the didactic and clinical curriculum in its entirety.

Physical Demands:

Candidates must possess the physical ability to learn and implement the various technical skills required by the program. Candidates must possess an adequate range of body motion and mobility, with or without accommodation, to perform the following essential functions: prolonged periods of sitting, occasional bending and stooping, and the ability to lift and carry books and other items such as medical instruments weighing up to ten (10) pounds, with or without accommodation. They must be able to exert up to ten (10) pounds of force occasionally, and/or an amount of force frequently or constantly to lift, carry, push or pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time, but may involve walking or standing for brief periods of time.

Capacity to Practice Medicine:

Candidates must demonstrate the capacity to practice medicine. The capacity to practice medicine is to be construed to include all of the following:

- The cognitive capacity to make appropriate clinical diagnoses, to exercise reasonable medical judgments, and to learn and keep abreast of medical developments;
- The psychological fortitude and maturity to experience failure without decompensation and to embrace failure as part of the learning process.
- The emotional ability and stability to cope with stress and pressure, self-imposed or artificially introduced by principal and clinical faculty, for the purposes of simulating real-world environments.
- The ability to communicate those judgments and medical information to patients and other healthcare providers, with or without the use of aids or devices; and
- The physical capability to perform medical tasks such as physical examination and surgical procedures, with or without the use of aids or devices.

Annotations to the Technical Standards

This addendum provides specific examples to enhance the interpretation of the Technical Standards, particularly within the “Motor” and “Behavioral and Social Attributes” categories.

During the didactic year, students are required to master the skills of a complete physical examination. They must complete Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) instruction and certification processes at the discretion of the Academic Director.

Students are also required to attend a variety of clinical observational sessions that may involve some patient interaction. These include mandatory early clinical experiences, community service, lunch and learn sessions, and off-site sessions. These sessions are scheduled at a variety of times and days not limited to 8:00 am to 4:00 pm, Monday through Friday. Students must be available to meet when sessions are available for the mastery of the curriculum objectives. This may include

evening and weekend obligations. During the clinical year, rotations may require extended hours with early morning, evening, night, and weekend shifts.

Surgical rotations also necessitate specific physical requirements, particularly with respect to responsibilities in the operating room or suite. Many surgical procedures essential to training may last for 3 or more hours. Students may be required to stand in a relatively fixed position for the entirety of the procedure with minimal rest or breaks.

In emergency situations, patients may need to be moved, turned or resuscitated, and the student may be in situations that necessitate short periods of bending, lifting or partial lifting, reaching, squatting or straining.

On hospital rotations, students may be required to cover large areas of space (different patient-care floors, different wings, or sections within institutional building structures). They must be able to transport themselves from one location to another in a timely fashion to facilitate patient care responsibilities and to receive educational training, such as during morning rounds.

Ability to Meet Technical Standards

All candidates for the Program will be required to complete a Technical Standards Attestation form on a yearly basis. If at any point an enrolled candidate ceases to meet the technical standards of the Program, they must notify the Office of Disability Services, which will determine what accommodations are reasonable.

If, after all reasonable accommodations are made, there is concern that the student remains unable to meet the technical standards, the student will be referred to the Office of Disability Services for further consideration.

Professional Standards, Requirements, & Expectations (B4.03e)

Professional Code of Responsibility

Presbyterian College is proud of its strong community of students, faculty, staff, administration, alumni, and friends of the College. As vital members of Presbyterian College's community, students are expected to balance their autonomy with regard for other members of the community with responsibility and respect for the policies and procedures of the College. These policies and procedures are intended to preserve community and foster civility in an environment that is conducive to the educational mission of the College.

As responsible members of this community, students must familiarize themselves with and abide by the tenets of the Honor Code, the Code of Responsibility¹, and the policies and procedures of the College. Honor, integrity and professionalism, which are the foundations of Presbyterian College culture, must guide student conduct at all times.

Presbyterian College's mission, as a church-related college, is to develop within the framework of Christian faith the mental, physical, moral, and spiritual capacities of each student in preparation for a lifetime of personal and vocational fulfillment and responsible contribution to our democratic society and the world community. To support this mission, each student must adhere to the policies and procedures governing conduct, or he/she may be subject to sanctions, including separation from the College and its community. Even where sanctions are appropriate to help maintain community and civility, it remains part of the College's goal to educate individual students and to help them grow concerning their responsibilities as members of a community.

Professional Standards of Academic, Personal, and Social Conduct

Students are expected to conduct all aspects of their lives with great intention, honor, respect, and integrity. This includes responsible actions towards themselves, others (fellow and future colleagues, faculty, staff, patients, and the College community), and the profession. Professionalism is a term that encompasses interpersonal, behavioral, and academic/scholastic expectations. Students are expected to conduct themselves in a professional manner at all times, whether on or off campus.

The Physician Assistant Studies community is dedicated to the promotion of attitudes, behaviors, and actions consistent with the embodiment of personal and professional growth, responsibility, and accountability. The code of conduct and expectations of members of the Program are designed to provide all students an environment that embraces the professional value system and is conducive to the students' personal and professional growth and development. Enrollment in the Program obligates the student to performance, behavior, attitude, and demeanor, both on and off campus, which is reflective of a professional.

¹ The Code of Responsibility applies to all Presbyterian College students located in the Garnet Book, available online at <https://www.presby.edu/doc/GarnetBook.pdf>

Each student is expected to know and to comply with the following sources of rules and standards, some of which are discussed in more detail below:

- The Presbyterian College Honor Code <http://www.presby.edu/academics/honor-code/>
- *American Academy of Physician Assistants Guidelines for Ethical Conduct for the Physician Assistant Profession.* <https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>
- All other published policies, rules, and regulations of Presbyterian College
- All federal, state, and local laws

Any student who violates any of the standards is subject to disciplinary action, which may include expulsion, regardless of any action taken by federal and/or civil authorities. All disciplinary actions will be documented on the Disciplinary Action Form ([Appendix M](#)) and the student referred to the Honor Council. Documentation of disciplinary actions is kept in the student's secure individual file.

Course and instructor evaluations are not only considered a vital component of the ongoing process improvement for the program, but also are a requirement of the ARC-PA. It is required that ALL students complete course and instructor evaluations in a timely manner at the end of each block. Failure to comply with this program requirement may result in disciplinary action including Professionalism Focused Review.

Requirement to Inform Faculty of Adverse Action

Every student is required to inform her/his faculty advisor of any adverse action within 48 hours of the occurrence of the adverse action. "Adverse action" for the purposes of this document is defined as, "the receipt of a citation (ticket) for any infraction by any law enforcement officer, any incarceration, or any arrest. Upon notification by the student to his/her faculty advisor, the advisor will discuss the issue with the program director and provide feedback to the student within 72 hours regarding the occurrence.

Professional conduct within the Program and/or on College property, at assigned clinical assignments, at program and/or College sponsored events/activities, and at curricular and co-curricular activities is expected to maintain the expectations, attitude, behavior, performance, and demeanor of a health-care professional. If a student fails to do so, they are subject to disciplinary action. Additionally, disciplinary action may result if personal and professional conduct is deemed unbecoming and incompatible with the mission, value system, or expectations of the Program and of a future physician assistant at other off-campus locations.

Information Presented Throughout the Program

The information presented throughout the entirety of the program is for the initial preparation of students to take the Physician Assistant National Certifying Examination (PANCE). The Program, Faculty, and the Institution do not make any guarantee that any student will pass the examination. Each student is wholly responsible for his/her success in the program and on the PANCE examination.

The information referenced and provided is representative of the information needed to pass the PANCE examination and is not intended to cover all possible diseases or treatments. Each patient is unique, and every clinician is ultimately responsible for his/her patients' care and safety, as well as the treatment and/or advice that he/she provides. Students in the Program are neither fully-trained nor licensed to practice medicine. Every student is forbidden from practicing medicine until such time that he/she is fully certified, licensed, and credentialed to do so.

Social Media Policy

Maintaining professionalism is of utmost importance when using social media. It is recommended that students assume all postings are visible to program faculty, future employers, rotation sites, and patients.

Each student is responsible for his or her postings on the internet and in all varieties of social media. In all communications, students are expected to be courteous, respectful, and considerate of others. Postings deemed inappropriate by the faculty on the internet or social media will be considered unprofessional conduct on the part of the student. Students responsible for such postings are subject to the disciplinary process in the same manner as for any other unprofessional behavior that occurs outside the academic setting. Students of the Program are urged to consider the following before posting any comments, videos, pictures, or essays to the internet or a social media site:

- There must be no presumption of security or anonymity on the internet or social media. Where the student's connection to the College is apparent, make it clear that the student is speaking for him/herself and not on behalf of the College.
- Internet activities may be permanently linked to the author, such that all future employment may be hampered by inappropriate behavior on the internet.
- Making postings "private" does not preclude others from copying and pasting comments on public websites. "Private" postings that become public are still subject to sanctions.
- For the College's and the student's protection, it is critical that the student shows proper respect for the laws governing intellectual property, copyright and fair use of copyrighted material owned by others, including the College's own copyrights and brands. Curricular materials developed by the College faculty and staff or faculty/staff of other schools or educational institutions must not be distributed or redistributed without written permission from the author. When in doubt, students must seek permission and guidance regarding appropriate use of such materials.
- Do not share confidential or proprietary information that may compromise the College's research reputation, business practices, or security.
- It is strictly prohibited to discuss patient related matters and to take photographs of patients or biologic specimens (including in the operating room), even if the photographs are de-identified of patient information. Similarly, the posting of diagnostic images or any form of patient data on any social media platform or the internet is strictly prohibited.
- Communicating in any form (social media or otherwise) regarding tests, quizzes, or other assessments is forbidden and may be considered grounds for dismissal.
- Posting on social media about program personnel and fellow students is strictly prohibited.
- Requesting social media connection with preceptors, faculty, staff, and supervisors while currently a student is prohibited.

The Honor Code

Each student enrolled in the Program at Presbyterian College is expected to be academically honest in his/her learning and presentation of information to Program faculty members and his/her peers. The expectation of being honest includes all aspects of academic work including but not limited to the completion of written and/or oral examinations, assignments, and presentations. Appropriate references and citations must be supplied for all information that is not the student's original work – including evaluation, interpretation, or summary of prior work done by another.

Presbyterian College students pledge to abstain from all deceit and dishonorable conduct. Though many acts may at times be considered deceitful or dishonorable, students at Presbyterian College agree that lying, cheating, plagiarism, stealing, and failure to enforce the Honor Code are dishonorable and are, therefore, always in violation of the Honor Code.

Honor Code Violations

- Lying is defined as any attempt to deceive, falsify, or misrepresent the truth. Lying includes but is not limited to:
 - Falsifying or altering academic records.
 - Falsifying or altering clinical reports and/or other patient related notations.
 - Submission of modified or changed tests, answer sheets, or assignments.

- Cheating is defined as the employment or rendering of any unacknowledged or unallowed aid in any assigned work. Cheating includes but is not limited to:
 - Unapproved or unauthorized sharing/collaboration or use of external information during graded assessments (e.g. test, quizzes, etc.).
 - Obtaining or gaining access to items which provides an unfair advantage in a graded experience and/or requirement.
 - Falsely distributing, obtaining, using or receiving previously graded academic materials (e.g. tests, cases, etc.).
 - Unauthorized or improper use of an electronic device(s) during an examination. Electronic devices include but are not limited to programmable calculators, PDA's, computers, computer programs, mobile phones, iPods, etc.
 - Misusing, defacing, or tampering with academic resources or materials.
 - Assisting a fellow student in committing an act of cheating or dishonesty.

- Plagiarism is defined as the presentation of the words or ideas of another person as one's own without proper citation. Plagiarism includes but is not limited to:
 - The use of any commercial term paper preparation service.
 - Copying internet or electronic database sources for term papers, journal clubs, or case presentations.
 - Submission of another student's work or group work as one's individual effort.
 - Plagiarism also includes course lectures, PowerPoint, class notes, or examination questions. This information is copyrighted materials belonging to the College and the Faculty member(s).

- Stealing is defined as the appropriation of money or property belonging to another person, organization, or the College or the borrowing of such property without the knowledge and permission of the owner.
- Failure to enforce the Honor Code is defined as any act of omission that permits violations of the Honor Code to occur or to go unreported and is of itself, a violation of the Honor Code.

All students enrolling at Presbyterian College are bound not only to abstain from the above, but also to report such acts committed by fellow students. When events of a questionable nature occur, it is the responsibility of each student to promptly communicate that information to the Academic Director. Determining whether or not a violation of the Honor Code has occurred is the responsibility of the Academic and Curriculum Committee. Failing to report such events amounts to the toleration of dishonor in the community and shall itself be considered a violation of the Honor Code.

Pledged Work

All academic work at Presbyterian College falls under the Honor Code. Quizzes, tests, examinations, projects, and papers to be graded are governed by and must be accompanied by the pledge:

“On my honor, I pledge that I have neither given nor received any unacknowledged aid on this assignment.”

This pledge is followed by an act of student acknowledgement, usually a signature. Unacknowledged aid includes aid that is not allowed by the instructor.

Drugs and Alcohol

The Program seeks to provide a professional environment that is safe and drug-free for our students, faculty, and staff. As members of the health care community, we have a responsibility to provide high quality care. The understanding of and compliance with the following policy on drugs and alcohol is important for every member of the Program to ensure that individuals who may require assistance for the inappropriate or dangerous use of substances which may obstruct the ability to provide high quality health care are identified and able to receive appropriate and professional assistance.

The Program explicitly prohibits:

- The use, possession, solicitation, or sale of narcotics or other illegal drugs or prescription medication without a prescription.
- The use, possession, solicitation, or sale of alcohol on college premises and/or while performing or representing the Program in an official capacity. *Please note that the responsible possession and consumption of alcohol by persons of legal age at college-sponsored activities/events where alcohol is allowed or served is acceptable*
- Being impaired² or under the influence of legal or illegal drugs or alcohol while on college premises and/or while representing the Program in an official capacity, particularly if such impairment or influence of drugs or alcohol affects work performance, the safety of others, or puts at risk the program's reputation.
- Possession, use, solicitation of, or sale of legal drugs or alcohol away from the College premises, if such activity or involvement adversely affects the academic or work performance, the safety of the College members or others, or if such activity or involvement puts the program's reputation at risk.
- The presence of any detectable amount of prohibited substances in a student's system while at work, while on College premises, or while performing or representing the Program in an official capacity. "Prohibited substances" include illegal drugs, alcohol, or prescription drugs not taken in accordance with a prescription's written and official instructions.

Required Drug/Alcohol Screenings

The Program requires drug/alcohol screenings on its students prior to matriculation and at least annually thereafter. Drug/alcohol screening may also be performed on a random basis with or without cause. The initial drug/alcohol screen must be completed by matriculation; annual drug/alcohol screens for returning students must be completed by the deadline specified by the Admissions Director. Failure to comply with required drug/alcohol screen will delay progression or render a student unable to complete the professional degree program which is cause for dismissal from the Program. The results of the drug/alcohol screen will be shared with clinical sites upon request and refusal by a selected site to admit a student may delay graduation or may

² Impairment is the inability to perform job skills or to function safely due to the effects of chemical, alcohol, or psychiatric disease or impairment is defined as the inability to consistently think rationally, perform activities, or communicate effectively without error while performing daily activities or job -related activities.

render the student unable to complete the professional degree program which is cause for dismissal from the Program. The Program is responsible for costs of drug/alcohol screening through designated vendors.

Students who are notified that a drug/alcohol screen is required (random or “for cause”) are required to report for drug/alcohol screening within a 4-hour window unless other arrangements are made. Failure to report for drug/alcohol testing later than four hours from notification will result in equivalency of a positive drug/alcohol screen.

- Acceptance letters sent by the Program to conditionally accepted applicants disclose that matriculation is contingent upon a successful drug/alcohol screening. The drug/alcohol screening is not a component of the application or interview process and is not conducted or reviewed until after an applicant is conditionally accepted to the program.
- Presbyterian College will designate an approved vendor(s) to perform the drug/alcohol screenings. Results from any company or government entity other than those designated by PC will not be accepted.
- For conditionally accepted applicants, the vendor will provide the conditionally accepted applicant and Program with the results of the drug/alcohol screening or access to electronically maintained results. For returning students, the vendor will provide the Admissions Director with the results; students may request copies for their own use.
- Should the vendor report that tampering occurred with any drug/alcohol screen test, the student/conditionally accepted applicant will be required to complete and successfully pass a new drug/alcohol screen test.
- Students with a positive drug/alcohol screening must follow the procedure delineated by the vendor used by the Program to administer drug/alcohol screens.
- Falsification of drug/alcohol screening information will be grounds for rescission of a student’s conditional offer of admission or dismissal from the program.
- Presbyterian College has affiliation agreements with clinical facilities for delivery of the clinical curriculum of the program. These affiliate clinical facilities have requirements related to drug/alcohol screens that must be met prior to placement of students at that clinical facility. A student who cannot participate in introductory or advanced clinical practice experiences at affiliate institutions due to his/her drug/alcohol screen will be unable to fulfill the requirements of the degree program.
- A positive drug/alcohol screening prior to matriculation may result in rescission of a student’s conditional offer of admission or may cause a delay in allowing the conditionally accepted applicant to begin classes until the vendor provides clearance documentation to the Academic Director.
- Any enrolled student with a positive drug/alcohol screening may be suspended for the remainder of the semester and be administratively withdrawn from all courses and/or may be suspended for the following semester. The Academic and Curriculum Committee may place students on Professional focused review or Professional Probation and impose additional sanctions in the student’s Plan for Professional Improvement such as restitution, loss of privileges, community service, education programs, random drug/alcohol screenings, and withholding the degree. If suspended due to a positive drug/alcohol screen, students may re-enroll at the discretion of the Academic and Curriculum Committee dependent upon the stage of the curriculum and

contingent upon the College's receipt of clearance documentation from the vendor, as described above.

- Any student with a positive drug/alcohol screen, who is enrolled by the South Carolina Recovering Professionals Program (SCRPP) for a chemical or alcohol dependency, will be allowed to continue in the program as long as he/she meets professional and academic criteria for progression and fully complies with the South Carolina Recovering Professionals Program. Noncompliance with SCRPP will result in dismissal from the program.
- Any student who has a second positive drug/alcohol screening while enrolled in the program will be dismissed from the program.
- Information obtained will be used in accordance with state and federal laws. Drug/alcohol screening reports and all records pertaining to the results are considered confidential with restricted access. The results and records are subject to the Family Educational Rights and Privacy Act [FERPA] regulations.

The program has the authority to conduct drug/alcohol testing for the following circumstances:

- **REQUIRED TESTING:** The Program must certify to clinical sites that students are negative for certain illicit substances prior to being placed in rotations; therefore, illicit substance screening will be conducted before matriculation and annually thereafter. Certain clinical sites may also require random illicit substance tests of students while they are assigned to a particular location. Students must comply with the request for the completion of the illicit substance test prior to placement or during placement at a clinical site. In the event that a clinical site's requirements for an illicit substance test are different than the program's policies, the more stringent requirements are to be followed.
- **FOR-CAUSE TESTING:** The program may ask any student to submit to an illicit substance test at any time there is reasonable cause to suspect that the student appears to be impaired for unknown reasons, under the influence of drugs or alcohol, including, but not limited to, the following circumstances: evidence of drugs or alcohol on or about the student's person or in the general vicinity, unusual conduct on the student's part that suggests impairment or influence of drugs or alcohol, negative performance patterns, eyewitness testimony of use or possession, or excessive and unexplained absenteeism or tardiness.
- **POST-ACCIDENT TESTING:** Any student involved in an on-the-premises accident or injury under circumstances that suggest possible use or influence of drugs or alcohol in the accident or injury event may be asked to submit to a drug/alcohol test. "Involved in an on-the-job accident or injury" means not only the one who was injured, but also any person who potentially contributed to the accident or injury event in any way.
- **RANDOM TESTING:** The program reserves the right to order random illicit substance testing without cause.

Implications of Screening Results for Clinical Education

- Many facilities that Presbyterian College uses for clinical experiences require students to pass a criminal background check and/or a drug/alcohol screen test. Each clinical facility may have specific requirements related to background checks or drug/alcohol screening of students and employees unique to that facility. Such background checks and drug/alcohol screens are rotation practice site requirements, not requirements of Presbyterian College.
- The Program is responsible for providing acceptable training sites for its students, preparing students appropriately for required board or licensure exams, and providing students with the appropriate knowledge to practice their profession. It is the student's responsibility to comply with the criminal background check and drug/alcohol screen requirements of the facilities in which the student rotates. Lack of timeliness in supplying the required documentation and testing to the facility may delay the student's participation in the scheduled clinical experience.
- The Program is not responsible for finding rotation practice sites for students who are unable to meet the requirements for rotation practice sites, including passing background checks or drug/alcohol screens; nor does it assure that a graduate will be allowed to register for required exams or obtain required licenses to practice. Students must be aware that failure to pass a background check or drug/alcohol test, as determined by each facility, will prevent the student from participating in that clinical experience and may delay the student's completion of the degree program requirements or prevent the student from completing the degree program.³

Tobacco Use, Smoking, and Vaping

Presbyterian College is a tobacco-free and other smoking and vaping products-free college. All use of tobacco and all smoking and vaping is prohibited in college buildings, in enclosed areas owned by the college, and on college property. Students requiring assistance to stop using nicotine products must talk with their primary care physician.

³ This policy is adapted from the University of Oklahoma Health Sciences Center Drug/Alcohol Screening Policy.

Examinations and Assessments of Student Learning

To aid the upholding of the Honor Code and to ensure that examination results for all students represent fair and accurate measurement of their individual knowledge, skills and attitudes, it is necessary to maintain a standardized and secure testing environment. Therefore, unless otherwise directed by the examination / assessment proctor, students will refrain from the use of reference, study, or other materials or devices during examinations and other assessments. Students who engage in any of the following behaviors during examinations or other assessments without the express permission of the proctor will be considered to have committed an honor code violation:

- Accessing a cell phone or any other electronic communications devices;
- Using notes, books, reference material, or other aids;
- Attempting to aid an individual or receive aid to complete the examination/assessment; and
- Offering, disclosing, reproducing, transmitting, receiving, utilizing, or making available information regarding the examination/assessment to others by any means or for any purpose.

During scheduled examination / assessment periods, all students will be asked to place all personal belongings that they may have with them (including, but not limited to, books, bags, purses, computers, tablets, smart watches, cell phones, programmable calculators, other programmable devices, outerwear (hats, coats), and photographic devices) in his/her personal locker (or location as directed by the instructor) where they can be retrieved when the student turns in their examination/assessment materials to the proctor. Students who receive accommodations to test in a separate location will also be asked to comply with this policy.

Examinations will typically be posted on Examsoft one day before the examination using the SofTest application. It is expected that all students download the encrypted examination for each course before class. The examination will be password protected. The software shuts down all programs and internet access and is only to be conducted on site (unless otherwise specified). It is the student's responsibility to make sure that his or her laptop is compatible with the software. Privacy screens must be on all laptops. A mock examination will be available at the beginning of each semester.

Code of Ethical and Professional Conduct within the Physician Assistant Studies Program

The Program subscribes to the ethical and professional value system as described in the governing documents of the Physician Assistant Profession titled, *Guidelines for Ethical Conduct for the Physician Assistant Profession*⁴ and the Physician Assistant Oath. These documents are the foundation of the ethical and professional value system of physician assistants and serve as a guide for students with respect to the expectations of the profession. The Program's Code of Ethical and Professional Conduct applies to behavior in the classroom, on campus, clinical education, other patient care settings, and whenever representing the Program, whether that be as a community volunteer, at a professional meeting, or with a student organization. All students sign a pledge of ethics and professionalism embodied within the Physician Assistant Oath⁵ during new student orientation and agree to abide by the Program Code of Ethical and Professional Conduct indicating that they will:

Demonstrate Concern for the Welfare of Patients

- Recognize when one's ability to function effectively is compromised and continuing without assistance could potentially cause patient harm. In such cases, one must get relief or help.
- Recognize the limits of student involvement in the medical care of a patient.
- Act within the legal scope of practice for a physician assistant student and his/her training in provision of information or care.
- Act under supervision of a licensed practitioner and seek supervision whenever necessary.
- Do not use alcohol or other drugs in a manner that could compromise himself/herself or patient care.
- Do not promote one's self at the expense of the patient.

Show Respect for the Rights of Others

- Comply with all aspects of HIPAA privacy regulations including, but not limited to:
- Treat patients and their families with respect and dignity both in their presence and in discussion with others.
- Maintain confidentiality of patient information.
- Respect the patient's dignity and privacy.
- Deal with faculty, preceptors, staff, peers, and any members of a health care team in a respectful manner.
- Treat all persons encountered in a professional capacity equally and with respect regardless of ability, age, race, ethnicity, religion, gender, sexual preference or socioeconomic status.

⁴ The guidelines are located at: <https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf> and in Appendix

⁵ The Physician Assistant Oath is included in the Appendix.

Exhibit Trustworthiness

- Be truthful in all communication. Failure to comply shall be considered lying as defined in the Honor Code.
- Admit errors in a timely manner and do not knowingly mislead others.
- Do not misrepresent him/herself as a physician, physician assistant, or other health professional.
- Accurately acknowledge the source of all information reported. Failure to comply shall be considered plagiarism as defined in the Honor Code.

Act Responsibly with a Sense of Duty

- Participate responsibly in the care of the patient to the best of his/her ability and with appropriate supervision.
- Undertake clinical duties as requested, complete such duties to the best of one's ability, and seek help when needed.
- Follow through on commitments. This includes being present, prepared, and prompt for classroom, clinical, service, and professional duties or meetings.
- Notify the responsible person if something interferes with his/her ability to perform clinical or academic tasks effectively.

Maintain a Professional Demeanor

- Maintain a neat and clean appearance, and dress in attire that is accepted as professional by following the Professional Attire Policy.
- Be thoughtful and respectful when interacting with patients and families.
- Strive to maintain composure during times of fatigue, professional stress, or personal problems.
- Avoid offensive language, gestures, or inappropriate remarks.

Students will also be expected to exhibit the behaviors listed on the Professional Performance Evaluation, located in the Appendix. Students will be evaluated on these behaviors by their advisors as described below.

Professional Attire (B4.03e)

The appropriate development of a professional requires the creation and maintenance of a professional environment within the Program and is the responsibility of all members of the community. The Program subscribes to a model where all students are required to wear college provided scrubs during all aspects of the didactic curriculum unless otherwise directed by a faculty member or Program Director (e.g. social events, approved Program “Dress Down Days”, etc.).

For the physical examination course, students are required to wear appropriate undergarments. Females must be in a sports bra or similar undergarment. Students must be prepared to remove t-shirts for thoracic, cardiac, and abdominal examinations.

The following attire is considered **unacceptable**:

- Hats or caps of any type during testing of any type (except headgear considered a part of religious or cultural dress and pre-approved by the Admissions Director).
- Denim pants of any color
- Shorts, culottes, or other pants above the knee (students may change into shorts as needed for Patient Evaluation Lab)
- Skirts shorter than 1” above the knee when standing
- Sweatpants, spandex, or leggings
- Revealing clothing (e.g., tank tops, halter tops, midriffs, tube tops, swim tops, etc.)
- Casual sandals (e.g. “Flip-Flops,” “Birkenstocks,” beach shoes, etc.), shoes with extremely high heels (> 3 inches)
- Buttons, large jewelry or accessories that could interfere with patient care or safety
- Exposed underwear or lack of appropriate undergarments
- Sunglasses worn indoors (except for medical reasons and pre-approved by the Admissions Director)

Adequate precautions must be taken to maintain good personal hygiene. These precautions include regular bathing, use of deodorants and regular dental hygiene. Personal care considerations include:

- Hair must be clean, neat, and styled out of the eyes. Hair may not be dyed any unnatural hair colors. If close contact with patients occurs (e.g., physical assessment procedures), hair longer than shoulder length must be secured. Beards and mustaches must be clean and well groomed.
- Cologne, perfume, or aftershave is not recommended in the patient care setting due to patient allergies and sensitivities.
- Cosmetics must be used in moderation.
- Nails must be well groomed, manicured and of short to medium length to facilitate patient care activities. Artificial fingernails are prohibited on rotations where direct patient care is involved as they have been linked to infectious disease transmission.

- Jewelry and accessories must be non-distracting. Body piercing is permitted in ears only (no more than two earrings per ear); no other visible body piercing is permitted. (e.g., tongue, nose, eyebrows, chin, lips).
- Tattoos must not be visible.

Students are expected to wear appropriate professional dress for all rotation and professional activities. This includes wearing a clean, neatly pressed, long-sleeved waist-length white lab coat with the Program badge, student name tag, closed-toed professional shoes and clean, professionally styled clothing (i.e. dresses or skirts of medium length, non-denim tailored slacks, and appropriate tops for females and collared dress shirts with an appropriately knotted/secured necktie for males).

Students may be required to wear scrubs during inpatient or surgical clinical rotations. Scrubs will be provided by the hospital or institution. Scrubs are the property of the hospital and are only to be worn in the designated specific patient care areas. Scrubs are NOT to be worn outside of the hospital, taken home, altered in any way, or re-worn without washing. Any personal protective equipment (e.g. masks, hats, booties) are to be removed and discarded upon leaving the operating room or procedural areas.

Students are expected to follow the dress code policy of the clinical rotation site. If a site does not specify a dress policy, students are to adhere to the Program's professional dress and identification policy. Program-sponsored scrubs are NOT considered professional dress during clinical rotations and cannot be worn into the hospital or operating rooms.

Classroom Etiquette

Please be considerate of classmates by not coming in late, leaving early, or by allowing cell phones to ring during class. While in the classroom, please act respectfully towards classmates and the professor by focusing on the lecture or task at hand. If a student wants to chat, read, surf the Internet, text message, or nap, s/he must do it somewhere else. Instructors reserve the right to ask anyone who is disruptive to leave.

The use of laptops in class will be permitted for class-related activities only (note-taking, accessing slides). The use of wireless access for other things during lecture time will result in a loss of this privilege.

Usage of any other form of personal electronic device (i.e. cell phone, pager, PDA, iPod, digital camera, etc.) in a manner that is any way disruptive to other students or the instructor is prohibited. A student will be warned for the first offense and asked to leave for the second offense (=unexcused absence). A third violation will be treated as academic misconduct. Furthermore, usage of these devices, in any way, during an exam or quiz will automatically be treated as academic misconduct, resulting in a zero for that exam/quiz and possible other, more serious consequences.

The student must adhere to professional standards for behavior when communicating with faculty and fellow students in the classroom:

- Address the faculty member by title: “Professor” or “Doctor” in all school related activities both on or off-campus.
- Be respectful in all communications with everyone.
- Arrive on time (or preferably early). Students who arrive late must ask permission to enter the classroom. Faculty have the right to refuse entrance until classes break to avoid disruption.
- Students may eat or drink in class at the discretion of the instructor.
- Students may not bring in guests, pets or children to the classroom without prior approval of the faculty.
- Anecdotes about your personal experiences should be pertinent to the discussion at hand, add value to the discussion for all students, and should be kept to a minimum. Faculty have the right to limit or forbid these discussions due to the quantity of material that must be reviewed for the benefit of all students and the tendency for interruptions to derail the classroom rhythm.

Professional Use of Technology and Media

Accessible postings on social media, websites, or other electronic communication by students are subject to the same professional standards as any other personal interaction. The following E-Professionalism Policy is designed to protect students from potentially adverse and long-term effects due to unprofessional behavior in electronic and social media and to guide professional student behavior in these outlets. The Program does not and will not monitor students’ electronic communication or posting on social media sites. If a student violates the Code of Ethical and Professional Conduct within the Physician Assistant Studies Program in his/her electronic communication or social media, however, and it is brought to the attention of the program, appropriate disciplinary action will be taken.

By identifying themselves publicly using social media, students in the Program are creating perceptions about themselves, the program, the College, and the profession of physician assistants. Professional associations have developed guidelines for acceptable e-professionalism practices in healthcare providers.⁶ Students are encouraged to read and follow the e-professionalism guidelines accepted by the medical professions as a proxy for physician assistants. Guidelines of relevance to physician assistant students include the following:

- Complaining about or disparaging patients, even in general terms, does not advance the dignity of patients or the profession. Professionals must keep in mind that simply avoiding the name of a patient may not be sufficient to avoid patient identification. *
- Physician assistant professionals must be conscious that content posted to social media may have consequences on reputations or careers for years to come, reflect poorly upon the Physician assistant profession, or undermine patient confidence in the care provided. Postings on social media must be subject to the same professional standards and ethical considerations as other personal or public interactions.*

⁶ American Medical Association [AMA]. AMA Policy: Professionalism in the Use of Social Media. [Online] www.ama-assn.org/ama/pub/meeting/professionalism-social-media.shtml [Accessed 17 October 2012]

- Physician assistant professionals must select privacy settings in social media accounts that provide the greatest degree of protection for personal information, keeping in mind that privacy settings are not perfect and that information posted online is likely permanent. Continuous self-monitoring of privacy settings is necessary, as social media sites change privacy policies.*

**These specific guidelines are from the American Society for Health Systems Pharmacists' Statement on the Use of Social Media by Pharmacy Professionals and relevant to Physician Assistant students.*

Public postings on social media may have legal ramifications. Comments made by students concerning patients or unprofessional comments about themselves, other colleagues, professors, or preceptors can be used by the courts or professional licensing boards. Students must be diligent to ensure that their electronic communication or postings on social media sites do not violate laws pertaining to patient or student privacy, including the Health Insurance Portability and Affordability Act (HIPAA) and the Family Education Rights and Privacy Act (FERPA). HIPAA and FERPA regulations apply to all comments made on social media sites and violators are subject to the same prosecution as with other HIPAA or FERPA violations. HIPAA or FERPA violations are also violations of the *Studies Guidelines for Ethical Conduct for the Physician Assistant Profession*, and as such, are subject to disciplinary action within the School as well. To avoid legal ramifications, students must adhere to the following guidelines:

- Students must take all precautions they would normally use in public forums to maintain patient privacy when using social media.
- Online discussions of specific patients must be avoided, even if all identifying information is excluded. It may be possible for someone to identify the patient from the context of the discussion.
- Under no circumstances is it appropriate or legal to post photos of patients or patient body parts on social media without the specific written permission of the patient. Students who wish to engage in academic writing that may include photographs will be guided through this process by a faculty member with the approval of the Presbyterian College Institutional Review Board (IRB).
- Medical advice and professional interactions with patients through social media must be avoided.
- Students must not report protected academic information of another student. Such information includes, but is not limited to: course grades, evaluations, examination scores, honor council findings, judicial outcomes, or adverse academic actions.

In addition to the general standards of all healthcare professionals and the legal requirements that apply to electronic communication and posting on social media sites, the Program holds all students responsible for adherence to the *AAPA Guidelines for Ethical Conduct for the Physician Assistant Profession*. Accessible postings on social media, websites, or other electronic means are subject to the same professional standards as any other personal interaction. Violation of any of the following will constitute a violation of the *Guidelines for Ethical Conduct for the Physician Assistant Profession*; if it is brought to the attention of the program, appropriate disciplinary action may be taken.

- Presbyterian College faculty, staff and administrators will often use e-mail to communicate with students. This information may be important and/or time sensitive. Thus, it is expected that all students are connected to e-mail and check it frequently.
- Students must not utilize websites and/or applications in a manner that interferes with work or academic commitments. Use of email, text, social media sites, or other websites must not be used in class unless it is directly related to the subject material presented and use is expressly permitted by the instructor.
- Students must not use social media to communicate with faculty and staff.
- Students must not represent themselves as another person.
- No external websites may be created by student organizations.
- Students may not present themselves as an official representative or spokesperson for Presbyterian College or the Program. When speaking to news sources, always indicate that your views are your own. Do not speak for the College, program, or any national organization.
- Students must show proper respect for the laws governing copyright and fair use or fair dealing of copyrighted material owned by others, including Presbyterian College's own copyrights and brands. Students must never quote more than short excerpts of someone else's work and must always attribute such work to the original author or source.
- When students see content posted by colleagues that appears unprofessional they have a responsibility to bring that content to the attention of the individual, so that he/she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the student must report the matter to the Academic Director.

The following actions are strongly discouraged as these are considered unprofessional and reflect poorly on the individual, the profession, the Program, and Presbyterian College:

- Lack of concern for others' right to privacy. Students must maintain the privacy of colleagues, faculty, and staff unless they have been given permission to use the person's likeness or name on their site.
- Display of vulgar language.
- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, body habitus or sexual orientation.
- Presentations or photographs that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

Professional Assessment

To assure growth as a professional and compliance with the *Code of Ethical and Professional Conduct within the Physician Assistant Studies Program*, student professionalism will be assessed in a variety of ways including:

- Faculty Advisor Professional Performance Evaluation (PPE)
- Preceptor evaluation of professional behavior on clinical practice experiences
- Self-reflection via self-assessments and reflection papers

Students, faculty, staff, and preceptors are encouraged to report incidences of misconduct to the Academic Director. A system of early alerts and warnings will be used to (1) identify students not developing satisfactorily as a professional and (2) provide opportunities and instruction for professional improvement with the development of a Plan for Professional Improvement. The student's faculty advisor will be involved with this intervention process and will work in concert with the Academic Director. Although the Program desires to foster student success as much as possible, students will face disciplinary action if they behave in an unprofessional or unethical manner. The [Professional Performance Evaluation \(PPE\) form](#) is used to track professional behaviors. This form will be completed during academic advising at or near the end of every semester.

Professional Focused Review

A student may receive a professional focused review by the Academic Director. In matters that may lead to professional dismissal, the matter shall be referred to the Academic and Curriculum Committee for handling in accordance with the procedures as set forth in this Bulletin.

- A student may receive a professional focused review by the Academic Director when ANY of the following occur:
 - Instructor(s) report attendance or timeliness problems
 - Failure to meet with his/her advisor as scheduled
 - Participation in professional activities is below expected standards
 - Violation of the Professional Attire Policy for a second time
 - Notification of unprofessionalism in a clinical or professional setting, or
 - Violation of any of the program policies, including social media

When a student receives a professional focused review, he/she will receive a formal letter from the Academic Director informing the student of his/her status and requesting that he/she meet with his/her faculty advisor within one week. The letter is copied to the student's faculty advisor and is included in the student's file.

At the meeting with his/her faculty advisor, the student and advisor will develop a Plan for Professional Improvement (PPI) using [Remediation Form](#).

- The student's advisor will work with the Academic and Curriculum Committee to monitor the student's progress and ensure they are following through with the set terms and sanctions of the Professional focused review.
-

- Any appeal must be submitted in writing to the Program Director within one week.

Professional Probation

A student may be subject to professional probation if ANY of the following occur:

- A positive drug or alcohol screen during the program
- Failure to prepare a plan for professional improvement (PPI) before the deadline
- Failure to adhere to the PPI or complete the PPI by the deadline
- Unexcused absences or tardiness to classes, clinical practice experiences, or professional activities after being issued a professional focused review
- Disruptive behavior in class, during clinical practice experiences, during a professional activity, or in the Program building after being issued a professional focused review
- Other behavioral or professional concerns at the discretion of the PA Faculty

Professional Dismissal

A student may be subject to professional dismissal if ANY of the following occur:

- Unexcused absences or tardiness to classes, clinical practice experiences, or professional activities after being issued a professional probation
- Disruptive behavior in class, during clinical practice experiences, during a professional activity, or in the Program building after being issued a professional probation
- Unsatisfactory faculty advisor, or preceptor professionalism evaluation for a third time
- Failure to meet conditions of Plan for Professional Improvement or other conditions stipulated by professional probation by the stipulated deadline
- Violation of the Code of Ethical and Professional Conduct within the Physician Assistant Program
- Positive drug/alcohol screen and/or criminal background check (including violation of federal, state or local laws) after being placed on professional probation
- Significant and repeated violations of the Professional Attire Policy either within the Program or on clinical sites after being issued a professional focused review
- Other behavioral or professional concerns at the discretion of the PA Faculty and deemed egregious by the PA Faculty and the PC Honor Council.

Upon occurrence of any of the situation(s) listed above, the Academic and Curriculum Committee will investigate the situation and present its findings to the Program Director and Provost. The committee will then decide on a final action.

A dismissed student will receive written notification from the Program Director. The notice will include procedures for appeal and notice of loss of registration and financial aid.

Graduation and Completion Deadline and Requirements Policy (E1.09b)(A3.15a,b)

Students who have satisfactorily completed all academic requirements (as indicated by the successful completion of the Program curriculum) and who have been recommended by the Program faculty may be awarded the Master of Physician Assistant Studies degree, provided that they have met the following standards. They must:

- Maintain at least an overall 3.0 GPA.
- Successfully complete all courses in the didactic and clinical phase with a “B-” or above.
- Exception: ONE and only one grade can be a “C+, C, or C-”
- Successfully complete the clinical summative examination with 80.00% or higher.
- Successful completion of the clinical summative as explained in MPAS 6100 Clinical Summative syllabus.
- Adhere to all behavioral, ethical, and procedural requirements outlined in the Program Student Bulletin.
- All students must complete the program within a period of 3 years regardless of academic or personal leaves that are extended by the program and institution.

Remediation Policy and Practices (A3.15c)

Remediation During the Didactic Phase

Students failing to achieve an exam score of 80% or better on any exam will be identified by the course instructor and subject to remediation. The course instructor, with prior approval from the Academic Director will remediate students on exam scores as follows:

- Students scoring below 80 - Student will complete a written remediation of questions missed addressing the keyword (main element) for each question missed. Then the student will also retake the same or similar examination and must pass the examination with a score of at least 80%.
- On a retake of the examination:
- Any student scoring between 72 and 79.99 their grade stands despite the retake.
- Any student scoring below 72 has an opportunity to bring their score up to a maximum of 72
- A student will be given TWO opportunities to retake the examination and achieve a minimum score of 80%. Any student who does not complete this requirement, will receive a final grade of “C” for the course.
- Students will need to complete the remediation plan within two weeks of the assignment date, or they will receive a zero for the examination.

Other assignments, such as group projects, OSCE’s, lab skills, practical exams, or written assignments will be subject to remediation as deemed appropriate by the course director. Recorded scores will be no higher than the minimum passing grade.

In addition to remediation with the course instructor, all students failing to achieve an exam score of 80% or better on any exam may be referred to the Academic Success Program coordinator for development of an individualized plan of intervention.

Remediation During the Clinical Phase

Students are required to pass each clinical rotation with total score of 80% or better. Each individual method of assessment is outlined in the different clinical rotation syllabi with remediation policies stating the following:

- Scoring below 70% on the PAEA End of Rotation Examination, after the Z-score calculation (or other mechanism to grade evaluation), results in a failure. The Clinical Director, with approval from the Academic Director, will remediate students on exams as follows:
 - Students must complete remediation based on key word feedback from the PAEA examination.
 - The student must then pass an alternate version of the PAEA EOR with at least 70% or better. If the student fails to pass this examination, the original grade will stand from the PAEA EOR examination. If a student passes the remediation examination, the EOR examination grade can achieve a maximum score of 70%.

- If a student scores below an 80% on an end of rotation clinical OSCE, the Faculty Advisor and student will complete [Appendix J: Student Remediation Form](#). Upon successful remediation, the student will be required to repeat the failed OSCE. Failure to successfully complete the remediation or the second OSCE will result in the original OSCE grade standing. If a student scores above 80% after repeating the OSCE, a maximum score of 80% will be granted.
- If a student fails both the EOR and the OSCE for any single clinical rotation, then the student fails the rotation and is required to repeat the rotation.
- If a student fails to complete logging on web-based tracking software, the student will receive a score of “zero” for that portion of the overall grade. A score of “zero” for this requirement may put the student in jeopardy of scoring below the required 80% to pass the rotation. Subsequently, students are required to submit a Mid-Rotation Student Self-Evaluation at the midpoint of the rotation and a Student Evaluation of the Site and Preceptor at the completion of the rotation. Failure to submit either of these forms will result in a credit of “zero” for these requirements and place the student in jeopardy of scoring below the required 80% to pass the rotation.
- If the preceptor final evaluation is below 80%, the Clinical Director will meet with the student and the preceptor individually to address the issue. Students may be required to submit, in writing, a paper addressing the subject area(s) the preceptor felt was lacking for the rotation. Successful remediation will result in a maximum score of 80% for the preceptor evaluation. Failure to complete the remediation or reassessment paper will result in the original score of the preceptor evaluation standing.
- If a written assignment (medical record note, article appraisal, reflection paper, case presentation, or rotation presentation) is below 80% based on the given rubric, the student and course director must submit a remediation form. Upon successful remediation, the student will be required to repeat the assignment. Failure to successfully complete remediation or the reassignment will result in the original grade for the written deliverable to stand. Successful completion of the reassignment with a score at least 80% or better will result in a maximum grade of 80% for the given assignment.
- If a student is unable to successfully complete remediation, s/he will fail the structured clinical practice experience (SCPE). One SCPE may be repeated after the end of the clinical year. This will delay graduation, and the student will incur additional tuition costs. **If a student fails TWO SCPEs, s/he will be dismissed from the program.**

Students falling into any of these categories will be identified by the Clinical Director, rotation course director, or faculty advisor. The faculty member will immediately notify the Academic Director. Remediation will be completed within four weeks of the failed component.

Documentation of Remediation (A3.17d)

Course directors will utilize the Remediation Form to work with the student to develop a detailed and individualized plan to accomplish remediation. Course Directors will endeavor to identify particular learning issues as categorized:

- Pre-existing academic issue (i.e. previous learning disability)

- Specific testing issue (i.e. severe test anxiety)
- Insufficient working knowledge base
- Insufficient communication skills
- Insufficient physical examination skills
- Insufficient clinical reasoning
- Poor organization / time management skills
- Extenuating psychological or medical condition
- Non-verbal learning issue (i.e. social awkwardness)
- Attitudinal / behavioral issues

Course directors will individualize remediation methods, not limited to, but including:

- 1x1 Faculty (internal or external) tutoring
- Peer tutoring
- Numerous types of assignments including:
 - Video reviews for test taking, note taking, and many other skills building activities
 - Video reviews of various clinical skills
 - Reading assignments supported with written remediation questions and summaries
 - Clinical case studies to help build clinical inductive and deductive reasoning
 - Board preparation materials
 - Time assigned to the Medical Director, or other practicing physician to build skills

Assignment of grades in the didactic curriculum is the responsibility of the individual instructors. Students may appeal a final letter grade through the Appeals Process.

All didactic and clinical remediation is mandatory. Those who fail to complete remediation in a timely manner at the discretion of the faculty advisor will be referred to the Academic and Curriculum Committee for action that may include dismissal from the program.

Academic Success Program

The Academic Success Program is designed to assist all students in meeting the challenges of the rigorous, fast-paced, intense course of study in the PA Studies Program. All students will participate in various workshops scheduled during the didactic year and conducted by the Academic Success Program coordinator, PA Studies faculty, and/or outside guest speakers. Workshops will focus on areas that promote academic success, such as effective study strategies, test-taking strategies, feedback and evaluation.

In addition, the Academic Success Program coordinator will work with students individually during the didactic and clinical year. Students who score less than 80% on an exam during the didactic year will be referred to the Academic Success Program coordinator by the Academic Director. Any student scoring significantly lower than the cohort average on an exam, even if 80% or higher, will be considered for referral as well. Any student who is deemed to be at risk academically may also be referred by a course director or the student's adviser.

Upon referral, the Academic Success Program coordinator will meet with the student individually to identify areas of concern and develop a plan to address those areas. The student and the coordinator will work together on the implementation of the plan, and the coordinator will assess when the plan has been successfully completed.

Attendance and Absences

Promptness is one of several traits that health care professionals must display. Consequently, students are expected to be at all class meetings, activities, etc. **on time**. Tardiness disturbs both the learner and the lecturer; repeated violations will be considered improper professional behavior and may result in disciplinary and/or academic action such as dismissal from the program. It is also unacceptable to arrive late for examinations. It is the instructor's discretion whether a student may be allowed to take the examination should the student arrive late. If the instructor allows the student to take the examination, the student must comply with all accommodations the instructor places for testing. This may include sitting in a certain location with no additional testing time allotted or an automatic reduction of grade for the examination. *The instructor may also opt to provide a grade of zero if a student is late or absent for an examination.*

Attendance at all regularly scheduled classes, laboratories, and examinations is **mandatory** and part of a student's obligation to the attainment of professional excellence. Students must comply with the faculty member's method of monitoring attendance.

A student who will not be attending class must ask permission from the Academic Director by e-mail, or letter at least 24 hours in advance of the class meeting time. In extraordinary circumstances, the Academic Director may accept notification after the absence occurs. Granting excused absences is at the sole discretion of the Academic Director; excused absences will not be granted for such things as weddings, honeymoons, birthdays, family reunions, or other personal events/travel.

In all classes, laboratories, and other program-sponsored student activities, each student is responsible for all lectures, information, and course materials whether or not s/he is in attendance. Materials are the responsibility of the student, and it is not the responsibility of the instructor to provide individual lectures, copies of notes, recordings, or personal tutoring.

Students are not permitted unexcused absences. In general, excused absences are defined as absences resulting from medical emergencies, sickness, or death in the immediate family (as defined by the College). In these instances, student must provide documentation that attests to the validity of the reason for the absence to the Academic Director within 48 hours of return to campus. Without documentation, the absence is considered an unexcused absence. In the event of an unexcused absence, the following will occur:

- First instance: Student will meet with her/his faculty advisor.
- Second instance: Student will meet with the Academic Director.
- Third instance: Student will be reviewed by the Academic and Curriculum Committee

Students must be aware that unexcused absences will affect professionalism evaluations and may result in the student being placed on Professional Focused Review, Professional Probation, or subject to Professional Dismissal.

Throughout the entire program, there will be instruction in various forms and at times that may be held outside of normal class times. This includes (but is not limited to) grand rounds, guest lectures, early clinical experiences, healthcare facility visits, and so on. Generally, these will be held

between 8am to 5pm and all such activities are considered mandatory and attendance is required. In some situations (e.g. poor weather conditions) classes may need to be rescheduled to different times and/or days including weekends and these will also be considered mandatory and attendance is required. Failure to attend a required activity may result in an unexcused absence.

Missed Examination and Assignments

Missed examinations or assignments are defined as any missed assessments (components of the course on which the student may be graded) that constitute a portion of the final grade for a course or for the year. Students who wish to request to be absent from any examination must contact the Academic Director prior to the absence.

Specific guidelines regarding missed examinations or assignments are as follows:

- Valid reasons for missing assessments of any kind may include personal illness, illness or death of an immediate family member (as defined by the College), or unavoidable mishaps such as an automobile accident on the way to the examination.
- A letter from a physician or other appropriate professional familiar with the circumstances may be required to substantiate the reason.
- When a student misses an examination, it is the student's responsibility to notify the course director and Academic Director **AS SOON AS POSSIBLE** and provide documentation within 3 days of the missed examination. The Academic Director will notify the course director as to whether the absence was excused or unexcused.
- In the event of an unexcused absence, the student will receive a zero for the missed examination or assignment.

Absences as a Result of Religious Holidays Policy

Absences because of a major religious holiday will be excused when the student presents the request in advance of the absence to the Academic Director at least 10 business days in advance of the absence.

Students are advised to scan their syllabi at the beginning of each course to detect potential conflicts with their religious observances. Please note that this applies only to holy days that necessitates absence from class and/or whose religious requirements clearly conflict with aspects of academic performance.

The intent and spirit of this policy is to allow students to attend religious ceremonies on the day of the observance. Major religious holidays are considered to be those days that are traditionally celebrated within each of the world's major religions. Retreats, conferences, revivals, or other functions specific to a denomination or congregation are not eligible for an excused absence within this policy. Students however are responsible for all materials missed during the excused time.

Deceleration and Withdrawal Policy (A3.15c,d)

Deceleration Requested by Student

Deceleration is a serious condition that must be avoided. In the event that a student requests a deceleration she/he is to make the request in writing to the Program Director. The Academic Director, Program Director, and faculty advisor will meet with the student. After evaluation by this group, the case will be presented to the Academic and Curriculum Committee, who will make the final determination if deceleration is permitted. If approved, conditions and deadlines will be created by this group. The Program Director, in conjunction with the faculty, will draft a deceleration plan to include successful completion of current and future work along with a newly set graduation date. The deceleration plan will be signed by the student in a face-to-face meeting. A copy of the deceleration plan will become part of the student file.

Guidelines include:

- A student may not elect to decelerate for solely academic reasons.
- If a student needs to decelerate more than once, then she/he will be formally reviewed for dismissal from the program.
- If due to deceleration, the student misses the deadlines for graduation, the student will graduate upon completion of all requirements.
- All requirements must be met within a 36-month window following the start of the program regardless of deceleration. If the student does not meet the requirements within the 36-month window the student will be dismissed from the program.
- Students must meet all conditions and deadlines of deceleration.
- Absence without approval will result in program dismissal.
- Financial consequence resulting from remediation, probation, deceleration, repeating courses, or withdrawal will be solely the responsibility of the student.

Deceleration Due to Performance

The program may also decide to decelerate a student based on academic and/or professionalism issues at the recommendation of the Academic Director to the Program Director.

The Program Director will then meet with the Academic Director, Admissions Director, and Clinical Director to discuss the case and determine the details of the deceleration. The Program Director, along with the Academic Director and Admissions Director, will meet with the student to discuss the details of the deceleration and this will be documented in the student record.

Withdrawal

Withdrawal from the program has significant consequences. A student may request withdrawal from the program at any time. In addition, the program reserves the right to require withdrawal of a student at any time it is deemed necessary to safeguard the standards of orderly operation, scholarship, and conduct. Students may not withdraw from individual courses or clinical experiences in the program curriculum but instead must withdraw from the entire program. A grade of “W” will be posted to the student’s transcript for all courses within the withdrawal semester.

Dismissal Policy

The Academic and Curriculum Committee of the Physician Assistant program has been established for several purposes including the protection of academic integrity and to monitor performance and make recommendations to the Program Director and the Faculty for the purpose of improving academic outcomes. The Committee evaluates students who have failed to meet performance standards in any of the following areas:

- Academics (didactic and clinical education)
- Academic integrity
- Professional behavior

The Academic and Curriculum Committee is chaired by the Academic Director and attended comprised of faculty members and physician assistants from the community.

A quorum of 75% of committee members is required to make a recommendation for dismissal. In cases where a student fails to meet academic or professional behavior standards during a clinical rotation, the director of clinical education (or his or her designee) must also be present at the Academic and Curriculum Committee meeting in which the student's case is considered.

In all cases, the program director will review the recommendations of the committee and make a final decision regarding a student's disposition. The Program Director will also work in conjunction with the Provost regarding the process and proceedings.

Appeal of an Academic Sanction for Dismissal

Students may appeal an academic sanction for dismissal by contacting both the Program Director and the Office of the Provost within 10 days of the sanction.

Readmission

Readmission of a student who has ceased enrollment in the Program is subject to the following guidelines:

For students in good academic standing

- If the period of absence is 12 months or less, the student must meet with the Academic Director to discuss the circumstances and determine the appropriate academic term for returning to the program.
- Submit a signed letter to the Admissions Director for presentation to the Admissions Committee for permission to be readmitted. The letter must include the circumstances of the prolonged absence as well as the specific term and year for which he/she wishes to be readmitted.
- The Admissions Committee will determine whether approval will be given based upon the circumstances of the case. If approval is granted, the Admissions Director and Academic Director will set the conditions for readmission based on the Admissions Committee's decision.
- If the Admissions Committee denies readmission, the student may appeal the decision to the Program Director. The Program Director's decision is final in the matter with no higher level of appeal.
- Any student who has been absent from the Program for twelve months or more and who wishes to be readmitted will be treated as a new applicant. The student must apply to the Program as a first-year student and must fulfill all admission requirements. If the

student is conditionally accepted for admission, he/she must start over in the curriculum.

For students who are NOT in good academic standing

- The student will be treated as a new applicant and must apply to the Program as a first-year student and must fulfill all admission requirements. If the student is conditionally accepted for admission, he/she must start over in the curriculum.

A student may only be considered for readmission to the Program once. Any student on deceleration due to medical reasons must provide clearance to return to curricular, co-curricular, and clinical requirements from a healthcare provider to the Admissions Director prior to readmission. In addition, all readmission decisions are contingent upon the following:

- Completion of a criminal background check
- Provision of documentation of required immunizations and health screenings; and
- Completion of required drug/alcohol screening

Programmatic Evaluations

During the program, students will be expected to complete various programmatic evaluations including, but not limited to:

- Course Evaluation
- Instructor Evaluation
- Program Evaluation
- Student Evaluation of Clinical Sites

These evaluations are an important part of improving the quality of the program. The program values student feedback. It is the expectation of the program that students will complete all evaluations as requested by program faculty and staff prior to stated deadlines. Failure to complete programmatic evaluations may result in a professionalism violation, and students will be required to work with their faculty advisor to complete the Professional Performance Evaluation (PPE) form.

Academic Standards (A3.15a)

Academic Standards – Evaluation Methodologies (A3.15a)

During the didactic phase of the curriculum, students are evaluated by written exams, case presentations, graded lab work and practical exams, such as objective structured clinical examinations (OSCE). Evaluations may also be based on class participation and class presentations. It is the prerogative of the instructor to select the specific method of evaluation used in a course. Course syllabi are provided to and reviewed with students during the first week of a course. Course syllabi detail completion deadlines/requirements related to courses.

Academic Standards - Grading Policy

The grading policy for didactic courses, laboratory courses, and clinical courses is shown below. Some sources are graded pass-fail using a scale of “satisfactory / unsatisfactory.”

A+	97 – 100	4.0
A	93 – 96.99	4.0
A–	90 – 92.99	3.7
B+	87 – 89.99	3.3
B	83 – 86.99	3.0
B–	80 – 82.99	2.7
C+	77 – 79.99	2.3
C	73 – 76.99	2.0
C–	70 – 72.99	1.7
F	Below 70	0.0
I	Incomplete (becomes F if not removed during first 4 weeks of the following semester)	
S	Satisfactory	
U	Unsatisfactory	

Note: Rounding will be applied to the hundredth place for any assignment, quiz, examination, or final grade.

Students must successfully complete all the didactic coursework of the curriculum and other required experiences before progression to the clinical phase of the program.

Academic Standards – Didactic Phase (A3.15a)

- A grade of B- or higher (or “S” when pass/fail is applied) is earned in all courses taken
- Cumulative GPA of 3.0 or higher
- Good academic standing in the didactic phase requires that all course grades be 3.0 or higher.
- A student may remediate no more than ONE written examination, case presentations, graded lab work or practical exams, such as objective structured clinical examinations (OSCE) for a course. A second remediation will result in an immediate failure of the class.
Abby

- A student may be dismissed if they remain on academic probation for two consecutive course blocks. The case will be referred to the Academic and Curriculum Committee for review.
- A student not currently on academic probation whose GPA is below 3.0 in any academic semester or whose cumulative GPA falls below 3.0 will be placed on academic probation.
- Students failing more than one course in throughout the program will be dismissed.

Academic Standards – Clinical Phase (A3.15a)

- Progression into the clinical phase is contingent upon the student achieving a cumulative GPA of 3.0 or greater at the conclusion of the didactic phase.
- Students who do not meet this condition will undergo review by the Academic and Curriculum Committee to establish an individualized plan for remediation prior to entry into the clinical year.
- A grade of B- or higher (or “S” when pass/fail is applied) is earned in all courses taken
- Cumulative GPA of 3.0 or higher
- A student may remediate no more than ONE Clinical EOR examination during the entirety of the clinical phase of the program. A second remediation will result in an immediate failure of the clinical rotation. Abby
- A student may remediate no more than ONE Clinical OSCE examination during the entirety of the clinical phase of the program. A second remediation will result in an immediate failure of the clinical rotation. Abby
- Any student who fails both and EOR and OSCE for the same clinical rotation will automatically fail that clinical rotation.
- A student may be dismissed if they remain on academic probation for two consecutive clinical rotations. The case will be referred to the Academic and Curriculum Committee for review.
- Good academic standing in the clinical phase requires that all clinical rotation grades be 3.0 or higher.
- Students failing more than one course in throughout the program will be dismissed.

Academic Progression Levels

Every effort will be made to give each student ample opportunity to demonstrate competency in each area of the program and demonstration of competency is required in order for the student to progress in the program

Good Standing

At the end of each didactic or clinical term, a student will be considered to be in “good standing” regarding academic progression and will progress to the next term when

- A grade of B- or higher (or “S” when pass/fail is applied) is earned in all courses taken and
- No recommendation for a focused review for any competency has been issued by a faculty member or advisor.
- Cumulative GPA of 3.0 or higher

Students in good standing are demonstrating satisfactory progression in achieving competencies and demonstrate professionalism commensurate with their stage of education.

Focused Review

A student's academic progress level may be designated as one of "Focused Review" if:

- Mid-semester grade of "U" in any course
- Any concerns are identified about progression with demonstrating competencies and/or professionalism.
- Formative assessment (exam) grades are earned below "B-" on a consistent basis

The students' Faculty Advisor will formally notify the student of their Focused Review status and document on the Remediation form. Students undergoing focused review will meet every two weeks to focus on academic progression. At the completion of each didactic or clinical term, a student may:

- progress to Good Standing if performance improves and appropriate criteria are met.
- remain under Focused Review if performance merits without additional concerns
- be placed under Probation if probation criteria are met or if additional concerns are identified by faculty.

Probation

A student may be placed in a probationary status for the following:

- Less than a "B-" in any course or rotation
- Failure to pass (S) on a pass/fail course
- A semester GPA less than 3.0
- A cumulative GPA less than 3.0
- Express concerns about professionalism are identified by any faculty
- Failure to satisfactorily complete any remediation plan while under focused review
- Three or more instances of focused review

The students' Faculty Advisor and Academic Director will formally notify the student of their Probationary status and document on the Remediation form. Successful remediation must occur for the student to continue and advance in the program.

The opportunity to undertake remedial work is a privilege and is not automatically granted. The following factors will be considered in determining whether or not a remedial option is possible:

- The student's performance in all other courses.
- The availability of resources and amount of time needed to achieve competence.
- The course sequence and/or SCPE.

After considering these factors and the student's overall record, the Academic and Curriculum Committee will decide whether a student will be offered remediation, deceleration, or will be dismissed from the program. Students will be informed of the Academic and Curriculum Committee's decisions regarding dismissal or remediation in writing. If remediation is not recommended, if the student chooses not to undertake remedial work, or if the remediation is not successfully completed within the specified period, the student will be dismissed from the program.

Students under academic probation will meet every week to focus on academic progression. At the completion of each didactic or clinical term, a student initially in probation may:

- Progress to Focused Review if progressing without additional concerns
- Remain in Probation
 - if a score of 80% or less is achieved on any examination
 - if there is not complete compliance with written remediation plan

At the commencement of any term of probation the Program Director in consultation with the Academic and Curriculum Committee will review the student's case and make a recommendation for the student to be placed on continued probation, be decelerated, or be dismissed.

Academic Progression and Completion (A3.17f)

The purpose of this policy is to provide clear expectations on requirements related to academic performance and progression. It is the intent of the Presbyterian College Physician Assistant Studies Program to fairly evaluate the progress of our student's attainment of didactic and clinical competencies and to collaboratively promote successful academic progression through the remediation processes of focused review, probation, and/or deceleration.

Any student placed on focused review or probation for academic or professional reasons will undergo an individual remediation process, which will address their deficiencies related to course competencies or professional behavior. The goals of remediation are to facilitate the student's mastery of knowledge in areas in which they are academically lacking and to assist the student in professional development.

Many issues can contribute to needing remediation. Students must feel comfortable asking for help from their faculty advisor, other faculty, the Presbyterian College Director of Counseling Services in the Presbyterian College Health Center, peers, and medical professionals. Students must also feel free to talk with the Program Director and/or their faculty advisor about any concerns or assistance with remediation activities.

Program Requirements, Policies, & Expectations

Student Advising (A1.04, B4.02c)

Students will be randomly assigned a faculty advisor upon matriculation and will typically remain with that advisor until graduation. Since the curriculum is pre-programmed, individual academic advising is not necessary for selecting core courses. Advisors will assist with selection of elective structured clinical practice experiences (SCPE's) if requested by the student. Advisors will meet with their advisees near or at the end of every semester. Students may also choose to meet with their faculty advisors if they would like to discuss an issue at any time by appointment.

The purpose of the student advising program is to:

- Assist the student in effectively progressing through the professional curriculum;
- Provide the student with resources to reinforce the requirements, expectations, and standards of the professional program;
- Guide the student in meeting the curricular and co-curricular requirements necessary for student progression and graduation; and
- Provide the student with resources regarding the profession.

Student advisees are expected to:

- Be proactive in communicating with his/her advisor.
- Schedule a meeting with his/her advisor within 1 week if placed on academic or professional focused review.
- Seek immediate assistance from his/her advisor if experiencing academic difficulties or any other issues.

- Make and keep appointments to meet with his/her faculty advisor regarding academic ability and progress.
- Actively participate in all advising meetings.

Faculty advisors are expected to:

- Meet with advisees near or at the end of every semester.
- Meet more often with students who are experiencing academic or professional difficulties or are on academic or professional focused review/probation.
- Communicate necessary information and updates to advisees on a periodic basis.
- Guide advisees to help each student succeed in the program.

Students are not permitted to change faculty advisors except in extreme circumstances. Should a student experience an irreconcilable conflict with his/her faculty advisor and wish to change faculty advisors, the student should contact the Program Director.

Complete the [Student Advising Form](#)

Re-grading and Challenging Examination Questions Policy

All efforts will be made by faculty to create high quality examinations. Each examination will be peer-reviewed by a primary faculty member. In some circumstances, a question may have been coded incorrectly or a student may disagree with the answer.

Difficulties with assessment items on examinations must be communicated in writing to the examiner after the examination has been graded and within 24 hours upon receiving the grade for the examination. Students may request in writing to have an assessment re-graded at the instructor's discretion. Requests for re-grading of a question must be supported by appropriate justification (primary course text book, course materials, and lectures are acceptable sources) and not based upon opinion, supposition, or other outside sources. Re-grading requests submitted inappropriately will not be reviewed and re-grading may result in the lowering, increasing, or no change of the score. The decision of the course director is final.

Student Dyads

Dyads will be created among students in each class in order to facilitate didactic learning and class discussion in small groups and one-on-one scenarios. The PA student society officers will be tasked with providing the faculty with a list of the dyad pairs in the class within three weeks of the start of orientation in the didactic year. Class officers are encouraged to employ a democratic process in assignment of dyads. Student society class officers will be responsible for overseeing and informing the faculty of any changes during the learning period (class block). Dyads may wholly change in the class as often as every learning period. This process of wholesale change in the dyads is also the responsibility of the student society officers.

Lecture Recording

Classroom lectures are the intellectual property of the instructor and as such are subject to copyright laws. Recording, duplication, alteration, or redistribution of lecture materials by students is prohibited. Students may not copy, "screen shot", photograph, or redistribute lecture

materials without the express written permission of the course director, including exam review materials and formative assessments (Kahoot! or Turning Point). Unauthorized recording, duplication, alteration, or redistribution of lecture materials may violate federal or state law as well as the Honor Code and *Guidelines for Ethical Conduct for the Physician Assistant Profession*. Violation of these policies may result in disciplinary action.

Surreptitious Recording Policy

Students shall respect the reasonable expectations of privacy of other individuals, including students, faculty, administrators, and staff, within the Presbyterian College community. Accordingly, students are not permitted to make or attempt to make an audio or video recording of private, nonpublic conversations and/or meetings on College premises and the sites of clinical practice experiences, without the knowledge and written consent of all participants subject to such recordings. In such circumstances the use of undisclosed or hidden recording devices is prohibited, as is the transmission or distribution of any such recordings. This provision does not extend to the recording of public events or discussions. Lecture recording is permitted if pre-approved by the College in advance as an educational accommodation pursuant to applicable federal law. This provision also does not apply to any recordings made by law enforcement for law enforcement purposes or to recordings made by the College for educational and administrative purposes in its sole discretion.

Other Recording

At no time is any student permitted to record any (video or audio) conversations between students, between faculty members, between faculty member(s) and student(s), or any other conversations that occur on the Presbyterian College campus or at any other location where an activity of the College is occurring for any purpose with or without permission. Any student found to have broken this rule will be subject to the Program's disciplinary policy. The exception to this rule is that students may record conversations and interactions that are recorded in the fulfillment of specific assignments where video/audio recording privilege is expressly requested by a faculty member in fulfillment of that assignment. At no time are students **REQUIRED** to be recorded in fulfillment of an assignment.

The College reserves the right to photograph, audio, and video record all classrooms during the curriculum, especially during examinations. The student understands this information may be reviewed and used in the case of suspected violation of the Honor Code.

Competencies for the Physician Assistant Profession (A3.12g)

The PA profession defines the specific abilities requisite for physician assistants to succeed—“Competencies for the Physician Assistant Profession” (<https://www.aapa.org/career-central/employer-resources/employing-a-pa/competencies-physician-assistant-profession/>). 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.

Professional competencies 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.

While the curriculum is divided into a didactic and clinical sections, the goal of the program is for the student to acquire and demonstrate all these competencies commensurate with their level of progression through the program while maintaining an overall 3.0 or above GPA.

Competencies for the Physician Assistant PC PA Student Entering Clinical Practice

As outlined above, the PA profession defines specific abilities for physician assistants to succeed. However, beyond the general competencies, the Presbyterian College Physician Assistant program further refined the competencies for the PA student entering into clinical practice.

The PC PA Program guides students through the acquisition of key program competencies (A3.12g). These competencies represent the Clinical and Technical Skills (B4.02a), Clinical Reasoning & Problem Solving (B4.02b), Interpersonal Skills (B4.02c), Medical Knowledge (B4.02d), and Professional Behaviors (B4.02e) to prepare students for entry into clinical practice.

The Presbyterian College PA Program Competencies were adapted from the following sources*:

- Competencies for the Physician Assistant Profession (CPAP)
- Core Tasks and Objectives (CTO)
- Core Competencies for New Physician Assistant Graduates (CORE)
- Accreditation Standards for Physician Assistant Education, Fifth Edition
- Core Entrustable Professional Activities for Entering Residency (EPA)
- Content Blueprint for PANCE & PANRE

The Faculty for the PC PA Program, along with the approval of the Academic, Clinical, and Steering Committees, have reviewed and approved these Program Competencies. This process ensures that the curriculum and assessments are aligned and that the Program Competencies represent the most current standards of medical education, medical care, and student acquisition of learning.

Students will be prepared for certification and clinical practice by demonstrating competency in each of the Program Competencies. Upon completion the program, graduating PA students will:

PC PA Program Defined Competencies: Learning Outcomes

Competency Domain	Program Competencies (Learning Outcomes for New Graduates)
Clinical and Technical Skills (CTS) (B4.02a)	<p>CTS1: Adapt approach to patient care based on the acute, chronic, preventative, or emergent setting (B2.08b, CTO: Clinical Intervention, EPA 10)</p> <p>CTS2: Adapt approach to patient care based on differences in age across the lifespan (B2.08a)</p> <p>CTS3: Elicit medical histories, perform physical examinations, and develop patient-centered management plans (B2.07a, CTO: History and Physical Exam, EPA 1)</p> <p>CTS4: Perform common technical skills and procedures in a safe and effective manner (B2.09, CTO: Clinical Intervention, CPAP: Medical Knowledge)</p> <p>CTS5: Evaluate clinical situations that require referral or consultation (B2.07, CTO: History and Physical Exam, CPAP: Medical Knowledge, CORE: Health Literacy and Communication)</p>
Clinical Reasoning & Problem Solving (CP) B4.02b)	<p>CP1: Locate, appraise, and integrate evidence from scientific studies to improve the care of patients (B2.13a-e, CPAP: Patient Care, CORE: Population Health)</p> <p>CP2: Apply scientific principles to diagnostic and therapeutic clinical decision-making (B2.07d, CTO: Clinical Therapeutics, CORE: Population Health)</p> <p>CP3: Discern normal and abnormal health states, and develop plans to follow patients' conditions in an appropriate longitudinal manner (B2.11c, B2.07e, CTO: Clinical Intervention, CORE: Patient-Centered Practice Knowledge)</p> <p>CP4: Apply the ability to form clinical questions and retrieve evidence to advance patient care (EPA 7)</p>
Interpersonal (IP) (B4.02c)	<p>IP1: Utilize communications skills for the effective exchange of information with patients and their families (B2.04, B2.07f, CTO: History and Physical Exam, CPAP: Interpersonal & Communication Skills, CORE: Interprofessional Collaborative Practice and Leadership)</p> <p>IP2: Apply principles of interprofessional practice to work in collaborative health care teams (B2.10a-c, CTO: History and Physical Exam, CORE: Interprofessional Collaborative Practice and Leadership, EPA 9)</p> <p>IP3: Utilize compassion and understanding when discussing sensitive topics with patients and their families (B2.12a-c, CTO: History and Physical Exam, CPAP: Interpersonal & Communication Skills, CORE: Interprofessional Collaborative Practice and Leadership)</p> <p>IP4: Compose accurate and thorough documentation of patient encounters (2.14, CPAP: Interpersonal & Communication Skills, CORE: Professional and Legal Aspects of Health Care, EPA 5)</p>
Medical Knowledge (K) (B4.02d)	<p>K1: Apply the basic concepts of medical science to the clinical evaluation and management of patients (B2.05, B2.07, CPAP: Patient Care)</p> <p>K2: Distinguish signs and symptoms of common medical and surgical conditions (B2.02, CPAP: Medical Knowledge)</p> <p>K3: Select and interpret appropriate routine laboratory and diagnostic tests, including appropriate preventative screening including costs and coding for services performed (B2.07d, CTO: Diagnostic Studies, CORE: Health Care Finance and Systems EPA 3)</p> <p>K4: Formulate differential diagnoses based on historical, physical exam, and diagnostic information (B2.07c, CTO: History and Physical Exam, EPA 2)</p> <p>K5: Implement appropriate pharmacologic and nonpharmacologic clinical management strategies for the care of common patient conditions (B2.02d, B1.12a-c, CTO: Clinical Therapeutics)</p>

	<p>K6: Provide patient-centered education that addresses lifestyle modification, treatment compliance, and patient coping (B2.07e,f, CTO: Health Maintenance, CORE: Health Literacy and Communication)</p>
<p>Professional Behaviors (PB) (B4.02e)</p>	<p>PB1: Demonstrate the principles of honesty, integrity, accountability, and respect, and abide by ethical and professional standards (B2.18, B2.19, CPAP: Professionalism)</p> <p>PB2: Demonstrate respect for patient privacy by maintaining confidentiality (e.g. HIPAA, B2.17, CPAP: Professionalism, CORE: Professional and Legal Aspects of Health Care)</p> <p>PB3: Demonstrate knowledge of the PA profession, its development and trends, and the laws and regulations governing professional practice (B2.17a-g, CORE: Professional and Legal Aspects of Health Care)</p> <p>PB4: Identify gaps in any medical knowledge or skills and respond positively to criticism or feedback (B2.13, B2.19c, CPAP: Systems-Based Practice, CORE: Health Literacy and Communication, EPA 13)</p>

PC PA Program Defined Competencies: Procedural Skills (B2.09)

Procedural Skills	Course	Demonstration	Sim/Manikin	Clinical Sign-off
Vital Signs	PE I	✓	✓	✓
Local Anesthesia	PE I	✓	✓	✓
Digital Block	PE I	✓	✓	•
Biopsies (punch, shave, excisional)	PE I	✓	✓	•
Nail Removal	PE I	✓	•	•
Cryotherapy	PE I	✓	•	•
Fish hook removal	PE I	✓	•	•
Subungual hematoma trephination	PE I	✓	✓	•
I&D	PE I	✓	✓	✓
Wound Irrigation	PE I	✓	✓	•
Wound Culture	PE I	✓	✓	•
PPD Testing	PE I	✓	✓	•
Ear FB Removal	PE I	✓	•	•
Fluorescein staining	PE I	✓	✓	•
Nasal packing	PE I	✓	✓	•
Slit lamp exam	PE I	✓	✓	•
Nasal cannulation	PE I	✓	✓	•
Spirometry	PE I	✓	•	•
Bag mask ventilation	PE I	✓	✓	•
Endotracheal intubation	PE I	✓	✓	•
Interpret chest x-ray	CLDM I	✓	✓	✓
Cardioversion	PE II	✓	✓	•
Stress testing	PE II	✓	•	•
ECG placement /interpretation	PE II/ CLDM II	✓	✓	✓
BLS+/ACLS+	PE II/PE III	✓	✓	•
Venipuncture	PE II	✓	✓	•
Intradermal Injection	PE II	✓	✓	•
Subcutaneous	PE II	✓	✓	•
Intramuscular	PE II	✓	✓	✓
Intraarticular	PE II	✓	•	•
Intravenous Access	PE II	✓	✓	✓
Arterial Blood Gas	PE II	✓	•	•
Nasogastric tubing	PE II	✓	✓	•
Digital Rectal Exam	PE II	✓	✓	•
Stood guaiac testing	PE II	✓	•	•
Urinary catheterization	PE II	✓	✓	•
Fracture splinting	PE II	✓	✓	✓
Fracture casting	PE II	✓	✓	•
Fracture reduction	PE II	✓	•	•
Joint relocation	PE II	✓	•	•
Lumbar puncture	PE II	✓	✓	•
Monofilament skin testing	PE III	✓	✓	•
Blood glucose testing	PE III	✓	✓	•
Pelvic examination	PE III	✓	✓	✓

Pap smear	PE III	✓	✓	•
Breast examination	PE III	✓	✓	✓
Fetal monitoring	PE III	✓	✓	•
De-escalation of an agitation patient	PE III	✓	✓	•
Laceration repair	PE III	✓	✓	✓
Surgery first assist	PE III	✓	✓	✓
Surgical wound closure	PE III	✓	✓	✓

PC PA Program Defined Competencies: Clinical Skills via OSCE

Clinical Skills	OSCE	Clinical Sign-off
Elicit medical history and perform a physical exam and provide an oral presentation of an encounter (B2.07a, CORE: Patient-Centered Practice Knowledge, EPA 1, EPA 6, EPA 12)	✓	✓
Mental Health Screening (GAD-7, PHQ-9) (B2.08d, CORE: Patient-Centered Practice Knowledge, EPA 1, EPA 12)	✓	✓
Preoperative Care (preop evaluation, clearance, informed consent) (B2.08c, CORE: Patient-Centered Practice Knowledge, EPA 11, EPA 12)	✓	✓
Intraoperative Care (Scrub, gown/glove, prepping, draping, positioning) (B2.08c, CORE: Patient-Centered Practice Knowledge, EPA 12)	✓	✓
Postoperative Care (wound management, complication evaluation, discharge instructions, follow up) (B2.08c, CORE: Patient-Centered Practice Knowledge, EPA 12)	✓	✓
Conduct Inpatient Rounding (EPA 12)	✓	✓
Provide Discharge Instruction (EPA 12)	✓	✓
Care for infants (B3.03b, EPA 12)	✓	✓
Care for children (B3.03b, EPA 12)	✓	✓
Care for adolescents (B3.03b, EPA 12)	✓	✓
Care for adults (B3.03b, EPA 12)	✓	✓
Care for the elderly (B3.03b, EPA 12)	✓	✓
Care for acute conditions (B2.07e, B2,.08b, CTO: Clinical Intervention, CORE: Patient-Centered Practice Knowledge, EPA 12)	✓	✓
Care for chronic conditions (B2.07e, B2,.08b, CTO: Clinical Intervention, CORE: Patient-Centered Practice Knowledge, EPA 12)	✓	✓
Care for emergent conditions (B2.07e, B2,.08b, CTO: Clinical Intervention, CORE: Patient-Centered Practice Knowledge , EPA 10, EPA 12)	✓	✓
Provide preventative care (B2.15a, CTO: Clinical Intervention, EPA 12)	✓	✓
Provide patient education (modifying behavior to more healthful patterns) (B2.12b, EPA 12)	✓	✓
Provide patient education (adherence to treatment) (B2.12a, EPA 12)	✓	✓
Prenatal evaluation (B3.03c, CORE: Patient-Centered Practice Knowledge EPA 12)	✓	✓

PC PA Program Defined Competencies: Rotation-Specific Encounters and Expectations

Rotation Specialty	Required Setting	Required Acutities	Required Ages	Procedures/Skills
Family Medicine (B3.07a)	Outpatient (B3.04c)	Acute Chronic Preventative (B3.03a)	Infant Child Adolescent Adult Elderly (B3.03b)	<ul style="list-style-type: none"> • Patient education: behavior modification • Patient education: adherence to treatment
Emergency Medicine (B3.07b)	Emergency Room (B3.04a)	Acute Urgent Emergent (B3.03a, EPA 10)	Child Adolescent Adult Elderly (B3.03b)	<ul style="list-style-type: none"> • Local anesthesia • I&D • Peripheral IV access • Fracture splinting • Laceration repair
Internal Medicine (B3.07c)	Inpatient (B3.04b)	Acute Chronic Preventative (B3.03a)	Adult Elderly (B3.03b)	<ul style="list-style-type: none"> • Interpret ECG • Vital Signs • Interpret chest x-ray • Inpatient rounds • Discharge instructions
General Surgery (B3.07d)	Operating Room (B3.04d)	Acute Chronic Urgent/Emergent (B3.03a, EPA 10)	Adult Elderly (B3.03b)	<ul style="list-style-type: none"> • Surgery 1st assist • Wound closure • Preoperative care • Intraoperative care • Postoperative care
Pediatrics (B3.07e)	Outpatient (B3.04c)	Acute Chronic Preventative (B3.03a)	Infant Child Adolescent (B3.03b)	<ul style="list-style-type: none"> • Anticipatory guidance • Intramuscular injection
Women's Health (B3.07f)	Outpatient (B3.04c)	Acute Chronic Preventative	Adolescent Adult Elderly (B3.03b)	<ul style="list-style-type: none"> • Pelvic exam • Breast exam • Prenatal evaluation
Behavioral and Mental Health Care (B3.07g)	Outpatient (B3.04c) Inpatient (B3.04b) (Either okay)	Acute Chronic (B3.03a)	Adult Elderly (B3.03b)	<ul style="list-style-type: none"> • Mental health screening

* Program Defined Competencies: References

1. "Competencies for the Physician Assistant Profession" (2012). Updated 2012 (ARC-PA, NCCPA, PAEA) and 2013 (AAPA). Accessed Sep 2020. <https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf>
2. "Core Tasks and Objectives" by the Physician Assistant Education Association (PAEA). Reviewed 2018. Access Sep 2020. <https://paeaonline.org/assessment/core-tasks-and-objectives/>
3. "Core Competencies for New Physician Assistant Graduates" (2018). Updated 2019. Accessed Sep 2020. <https://paelearning.org/wp-content/uploads/2019/09/core-competencies-for-new-pa-grads-097119.pdf>
4. "Accreditation Standards for Physician Assistant Education, Fourth Edition" By the Accreditation Review Commission on Education for the Physician Assistant, Inc. (2010). Effective Sep 2019. Accessed Aug 2020. <http://www.arc-pa.org/wp-content/uploads/2020/07/Standards-5th-Ed-Nov-2019.pdf>
5. "Core Entrustable Professional Activities for Entering Residency" By the Association of American Medical Colleges (2017). Accessed Sep 2020. <https://www.aamc.org/system/files/c/2/484778-epa13toolkit.pdf>
6. "Content Blueprint for PANCE & PANRE" By the National Commission on Certification of Physician Assistants. (2018). Accessed Oct 2018. <http://www.nccpa.net/examscontentblueprint>

Didactic and Laboratory Courses: Each course team (course director and other faculty participating in the course) will develop a set of course objectives that include relevant knowledge, skills, and attitudes within the discipline(s) associated with the course.

Each course team is expected to assess general class response and understanding at least once during the course, although frequent, short assessments are preferred.

To pass the course, students must earn a "B-" or better, or "S," depending on the grading scale used in the course. Assessments will provide feedback to students regarding strengths and weaknesses in the curricular competencies and suggestions for improvement and additional learning. Assessments shall be returned to the students within 72 hours in order to maximize learning. Every student who fails to earn a minimum score of 80.00 (B-) on an exam will be subject to the Remediation Policy.

Assignments Other Than Tests

Late assignments will not be accepted.

Any student not completing and turning in an assignment on-time will be subject to remediation for that assignment.

Clinical Policies

Clinical Year Work Environments

Clinical education occurs in special environments such as classrooms, laboratories, off campus health care facilities, and other environments. These environments may expose students to chemicals, body fluids, communicable diseases, and other dangerous substances. Certain student populations need to make an informed decision concerning their participation in particular learning environments. *Students who have any concerns with any aspect of the work environment during the clinical year must contact the Clinical Director immediately.*

Students with allergies, chemical sensitivities, disease states, pregnancy, or other circumstance who have concerns about participating in any educational activity during clinical rotations must notify the Clinical Director. Students may require evaluation by a credentialed health care professional at his/her own expense. Documentation will be required for any medical accommodations.

Clinical Learning & Benchmarks (B3.03, B3.04)

During the entire program, every physician assistant student is required to master clinical competencies in each area to prepare them for entry into clinical practice.

It is important to note that clinical competency is **not** simply determined by the number of procedures performed. Competency is determined through exposure and a rigorous, multi-modal (multiple choice examination, direct observation, portfolio analysis, oral presentation), continuous, evaluation processes to comprehensively evaluate competency for each student.

Based on the Association of American Medical College (AAMC) Clinical Skills Curricula⁷, the program has adopted the following guiding principles of clinical competency:

- The primary purpose of clinical skill performance is to improve patient outcomes in all aspects of care
- Clinical skills education will reflect a patient-centered care-strategy
- Clinical skills education will be interactive, experienced based, and learner-centered
- Clinical skill development is a self-directed habit and students will be instructed on how these skills are to be developed
- PA faculty have the responsibility of ensuring students receive comprehensive didactic and clinical education and comprehensively assess these skills
- Continuous quality improvement is part of all aspects of the clinical education process

Clinical skills learning will occur utilizing the following formats to achieve clinical competency:

1. Large Group Learning

⁷ Recommendations for Pre-clerkship Clinical Skills for Education for Undergraduate Medical Education. Task Force on the Clinical Skills of Medical Education Students. 2008.

- a. This is primarily the “traditional” form of learning in a lecture format utilizing tools such as PowerPoint
- 2. Directed Independent Learning
 - a. Assignments, research, homework, and similar assignments
- 3. Seminars/Workshops
 - a. Students will attend a number of Grand Rounds sessions with topics synchronized with learning modules.
- 4. Simulation
 - a. Students will participate in various simulation experiences both on and off campus.
 - b. Early Clinical Experiences
 - i. Exposure to the clinical setting
 - ii. Observation of medical facilities and staff
 - iii. Patient interaction
 - iv. Clinician interaction
 - c. Preventative / Primary Care
 - i. Take complete and problem-focused patient histories
 - ii. Practice establishing rapport with new patients
 - iii. Build longitudinal patient-student relationships
 - iv. Observe and learn wellness and preventative health care skills
 - v. Observe referred care management
 - d. Emergent Care
 - i. Take complete and problem-focused histories
 - ii. Practice focused physical examination skills
 - iii. Practice diagnostic reasoning and test interpretation
 - iv. Learn basic procedural skills
 - e. Acute Care
 - i. Practice establishing rapport with new patients
 - ii. Take complete and problem-focused patient histories and examinations
 - iii. Observe and learn time-dependent encounter skills
 - f. Chronic Care
 - i. Build relationships with patients
 - ii. Learn about barriers to adherence to medications, attitudes, etc
 - iii. Practice taking a functional assessment
 - iv. Observe changes over time
 - g. Palliative and end of life care
 - i. Learn and practice basic communication skills
 - ii. Build patient-student relationships
 - h. Population / Community-based health care
 - i. Exposure to barriers to care
 - ii. Learn about healthcare resources
 - iii. Learn about limitations of the healthcare system.

To assess that student are meeting the program expectations and acquire the competencies needed for clinical practice, the following objective measurements are in place during the clinical year:

Preceptor Evaluations

- Mechanism of Assessment: Direct Observation
- Evaluations will be based on a pre-agreed set of criteria specific to each clinical rotation. Student must achieve a passing score of $\geq 80\%$ to successfully meet this requirement.

End of Rotation Examinations (EOR)

- Mechanism of Assessment: Multiple Choice Examinations and/or Oral Presentation
- Students are required to successfully complete the PAEA End of Rotation (EOR) written examinations at the end of each core rotation. Students are required to achieve a passing grade via a standardized scaled scoring system that will be explained at the time of testing. For the elective rotations, in lieu of the PAEA EOR Exam, students must provide an oral presentation on a topic pertinent to the rotation and achieve a passing score of $\geq 80\%$ to successfully meet this requirement. Failure of the case presentation will trigger the accompanying remediation policy and procedure.

Objective Structured Clinical Examination (OSCE)

- Mechanism of Assessment: Direct Observation / Simulation / Oral Examination
- Students must achieve an $\geq 80\%$ on each OSCE during the clinical phase. OSCE stations will be completed after each clinical rotation. Students who fail to achieve at least 80.0% on an OSCE are subject to the remediation policy and procedure.

Written Notes (Patient Documentation)

- Mechanism of Assessment: Evaluation of Documentation
- At least one written note will be required to turn in at the completion of each rotation. Notes are specific to each rotation and defined in the syllabus. Notes will be graded on the given rubric(s). Students must achieve a passing score of $\geq 80\%$ to successfully meet this requirement. Failure to pass a written note deliverable will trigger the remediation policy and procedure.

Article Appraisal Paper

- Mechanism of Assessment: Evaluation of article appraisal
- For each rotation, students will be required to submit an article appraisal as defined in each rotation syllabus. Submissions will be graded based on the given rubric(s). Students must achieve a passing score of $\geq 80\%$ to successfully meet this requirement. Failure to pass an article appraisal paper will trigger the remediation policy and procedure.

Reflection Paper

- Mechanism of Assessment: Evaluation of reflection
- For each rotation, students will be required to submit a written reflection paper as defined in each rotation syllabus. Submissions will be graded based on the given rubric(s). Students must achieve a passing score of $\geq 80\%$ to successfully meet this requirement. Failure to pass a reflection paper assignment will trigger the remediation policy and procedure.

Through these many measures, the program documents students are well prepared for clinical practice.

Attendance at Clinical Practice Experiences

A student is expected to be present at his/her assigned site on the days and during the times designated on the Program course schedule for the days and times specified by the preceptor for all scheduled days of the rotation. Except in the case of illness, injury, or emergencies, students must contact the Clinical Director before contacting the preceptor to request time off or any change to the published schedule. A student who does not complete the required number of hours for any rotation could receive a failing grade for that rotation and be required to remediate that entire course.

Scheduled Absence: A scheduled absence is one that is initiated by the Program. The Program will notify the preceptor in advance. Typically, a student is not required to make up the actual hours missed as a result of a scheduled absence but is responsible for completion of all activities and objectives of the rotation.

Excused Absence: In the event of an anticipated absence, the student must request an excused absence from the Clinical Director well in advance of the need to be away from the site. The student will make up the missed hours in coordination with the Clinical Director and preceptor.

Absences that are due to personal illness, illness or death of an immediate family member, inclement weather (see Inclement Weather Policy), or unavoidable mishaps (such as an automobile accident on the way to the rotation) are typically considered excused absences provided that the student communicates with the Clinical Director and the preceptor as soon as the situation allows. A letter from a physician or other appropriate professional familiar with the circumstances will be required to substantiate the reason. Missed rotation hours must be made up before the end of the semester and before the start of the next rotation, whichever comes first.

Unexcused Absence: An unexcused absence occurs when a student is tardy or fails to arrive at the appointed time, leaves prior to the scheduled departure time, or fails to show up at the site for a full day or more without prior permission and/or knowledge of the preceptor or the Clinical Director. Consequences will include rotation reassignment, failure of the rotation, professionalism charges, and delay or prevention of graduation.

Other Absences: Students must not plan or request absences from their clinical site due to vacation, outside work obligations, homework assignments, or any other responsibilities other than emergencies. Any tardiness or absence must be reported by the student to the Clinical Director.

Holidays: Students in the clinical year are not eligible for school holidays but must, instead, adhere to the holiday policy of the site.

Travel Time for Distant Rotations: Students who elect to do rotations that require air travel or other extensive travel plans are not guaranteed additional time from a previous or subsequent clinical rotation to accommodate such travel. Students must notify the Clinical Director before

finalizing any travel plans that cannot be changed without penalty. The Program is not responsible for reimbursement to the student for any penalties incurred when schedules are made without coordination with and approval by the Clinical Director. Early departure or late arrival at any clinical site due to travel issues could be considered an unexcused absence.

Removal from Site: If a situation arises that may result in a student being removed from a clinical site, the Clinical Director will conduct an investigation. This investigation may conclude that a student acted in a manner that justified removal from the site or may conclude that the student's behavior was justified. The Clinical Director has the right to remove a student from a site after consultation with the preceptor, or other appropriate party for any reason. Reasons may include failure to complete pre-rotation requirements, unprofessional behavior, request by site to remove the student, etc. Such removal may result in a non-passing grade for that course or dismissal from the program. In the event that the investigation found no wrongdoing on the part of the student, the student may be reassigned to a different clinical site without penalty.

Student Identification in Clinical Settings (A3.06)

PA students must be clearly identified in the clinical setting to distinguish them from physicians, medical students and other health profession students and graduates.

All students are required to wear a short white lab coat with the Program logo. They are also required to wear their Presbyterian College student ID and any ID provided by the clinical site in a clearly visible fashion. Students must also clearly always identify themselves as a physician assistant student. Students must never misrepresent themselves and may not use previously earned titles such as RN, MD, PhD, DC or any other credential except as “physician assistant student.”

Universal Precautions Policy (A3.08a,b,c)

Linens

- Handle, transport, and process used linens in a manner that:
 - Prevents skin and mucous membrane exposures and contamination of clothing.
 - Avoids transfer of pathogens to other patients and/or the environment.

Facial Equipment

- Wear either a surgical or procedure mask and eye protection (eye visor, goggles) or a face shield to protect mucous membranes of the eyes, nose, and mouth during activities that are likely to generate splashes or sprays of blood, body fluids, secretions, and excretions.

Hand Washing

- Hand washing (40–60 seconds): wet hands and apply soap; rub all surfaces; rinse hands and dry thoroughly with a single use towel; use towel to turn off faucet.
- Hand rubbing (20–30 seconds): apply enough sanitizing product to cover all areas of the hands; rub hands until dry.
- Before and after any direct patient contact and between patients, whether or not gloves are worn.
- Immediately after gloves are removed.
- Before handling an invasive device.
- After touching blood, body fluids, secretions, excretions, non-intact skin, and contaminated items, even if gloves are worn.
- During patient care, when moving from a contaminated to a clean body site of the patient.
- After contact with inanimate objects in the immediate vicinity of the patient.

Gloves

- Wear when touching blood, body fluids, secretions, excretions, mucous membranes, non-intact skin.
- Change between tasks and procedures on the same patient after contact with potentially infectious material.
- Remove after use, before touching non-contaminated items and surfaces, and before going to another patient. Perform hand hygiene immediately after removal.

Gown

- Wear either a surgical or procedure mask and eye protection (eye visor, goggles) or a face shield to protect mucous membranes of the eyes, nose, and mouth during activities that are likely to generate splashes or sprays of blood, body fluids, secretions, and excretions.

Prevention of Needle Stick and Other Sharps

- Use care when handling needles, scalpels, and other sharp instruments or devices.
- Use care when cleaning used instruments.
- Dispose of used needles and other sharp instruments in an appropriate manner.

Respiratory Hygiene and Cough Etiquette

- Cover nose and mouth when coughing/sneezing with tissue or mask, dispose of used tissues and masks, and perform hand hygiene after contact with respiratory secretions.
- Place acute febrile respiratory symptomatic patients at least 1 meter (3 feet) away from others in common waiting areas, if possible.
- Post visual alerts at the entrance to health-care facilities instructing persons with respiratory symptoms to practice respiratory hygiene/cough etiquette.
- Consider making hand hygiene resources, tissues, and masks available in common areas and areas used for the evaluation of patients with respiratory illnesses.

Waste Disposal

- Ensure safe waste management.
- Treat waste contaminated with blood, body fluids, secretions and excretions as clinical waste, in accordance with local regulations.
- Human tissues and laboratory waste that is directly associated with specimen processing must also be treated as clinical waste.
- Discard single use items properly.

Patient Care Equipment

- Handle equipment soiled with blood, body fluids, secretions, and excretions in a manner that prevents skin and mucous membrane exposures, contamination of clothing, and transfer of pathogens to other patients or the environment.
- Clean, disinfect, and reprocess reusable equipment appropriately before use with another patient.

Universal Precautions Summary for Health Care Workers

- Specimens, including blood, blood products, and body fluids, obtained from all patients must be considered hazardous and potentially infected with transmissible agents.
- Hand washing must be performed before and after patient contact, after removing gloves, and immediately if hands are grossly contaminated with body fluids.
- Gloves must be worn when hands are likely to come in contact with blood or body fluids.
- Gowns, protective eyewear, and masks must be worn when splashing, splattering, or aerosolization of blood or body fluids is likely to occur.
- Sharp objects ("sharps") must be handled with great care and disposed of in impervious receptacles.
- Needles must never be manipulated, bent, broken, or recapped.

- Blood spills must be handled via initial absorption of spill with disposable towels, cleaning area with soap and water, followed by disinfecting area with 1:10 solution of household bleach.
- Contaminated reusable equipment must be decontaminated using heat sterilization, or when heat is impractical, using a mycobactericidal cleanser.
- Pocket masks or mechanical ventilation devices must be available in areas where cardiopulmonary resuscitation procedures are likely.
- Health care workers with open lesions or weeping dermatitis must avoid direct patient contact and must not handle contaminated equipment.
- Private rooms are not required for routine care; select circumstances, however, such as the presence of concomitant transmissible opportunistic disease, may warrant respiratory, enteric, or contact isolation.

Incident Reporting

- The student is required to immediately report any injury or incident to the preceptor and to the Program. The student must follow the protocol established at the clinical site, which usually involves:
 - Decontaminate – vigorous flushing of mucous membranes, eyes and/or thorough washing of hands or the affected area.
 - Immediately seek medical attention for treatment of the injury. The student is responsible for seeking immediate treatment and the cost of all such treatments.
 - The student must immediately notify their preceptor (or designee).
 - The student must also immediately (within 24 hours) notify the program Clinical Director via email using this form: [Incident Reporting Form](#)
 - The student must notify his/her preceptor (or designee). The student must immediately (with 24 hours) fill out the Incident Reporting Form for personal use during follow up with a health care provider during a post-exposure evaluation. The student is to notify the Clinical Director of the incident so the clinical director can make necessary arrangements with the clinical site. The Clinical Director cannot provide post-exposure care to the student but will assist the student in maintaining follow-up and reintegration to the clinical rotation.
- Students wanting additional information may contact:
 - Clinician’s Post Exposure Prophylaxis Hotline – [1-800-448-4911](tel:1-800-448-4911) or <https://www.cdc.gov/sharppsafety/>
- Financial responsibility for treatment following an incident belongs solely to the student. For the purposes of this document, financial responsibility is defined as “the burden of compensation to all individuals and organizations that provided goods or services”. For healthcare services, this may be through the student’s insurance or through another compensation arrangement between the student and the provider of goods or services (A3.08c).

Forbidden Activities for Physician Assistant Students

Physician assistant students are NOT permitted to perform the following activities, even with supervision of a preceptor. Institutions and preceptors may further limit student activities and the preceptor is responsible for upholding these guidelines in addition to any practice or institutional policies at the clinical site. **Any student performing such procedures is subject to dismissal from the program.**

- Acupuncture or acupuncture anesthesia
- Angiography/arteriography/venography
- Catheterization (other than urinary or venous)
- Pregnancy termination / abortion procedures
- Psychiatric shock therapy
- Radiation therapy or chemotherapy
- Any anesthesia except local or regional anesthetics
- Elective sterilization procedures with no underlying medical condition

Selection of Clinical Sites (A3.03)

Students are permitted to request clinical sites; however, the Clinical Director will make the final decision regarding student placement. **Students are not required to arrange their own clinical sites.** The program cannot guarantee that students will be placed at a requested site. The academic needs of the cohort represent the highest priority in making decisions for clinical placement.

Patient Charting

During rotations, students may be expected to document in patient charts. These are legal documents and students must indicate that they are a physician assistant student when making entries in a patient chart or other documents within the institution that the student is instructed to complete. Students must seek guidance from their clinical preceptor on proper formatting. Student may use the format of “Student Name, P.A. – Student.” In addition, students share responsibility with the preceptor to ensure the preceptor sees the patient and countersigns all documents. For students who document history of present illness, physical examination findings, and/or medical decision making on patients with Medicare or Medicaid, the preceptor **MUST** re-document their own findings in the medical record. The re-documentation does not apply to past medical history, review of systems, or medications/allergies updates.

Patient Logging

Students are required to complete detailed patient logs as outlined by the program. Students must keep a log of patient encounters during each clinical rotation. The patient logs are designed to be updated at least daily. Students must log their patient encounters and clinical procedures within the web-based tracking system for each rotation. Students must complete their logging to meet this requirement and receive a grade as determined in the clinical rotation syllabus. The Clinical Director will provide training to students prior to their clinical rotations on patient and procedure logging. Students must note, case logging, while required for credit at the end of the rotation, does not contribute to assessing learning outcome achievement. Rather, case logging is a way for students to monitor their learning experiences during the clinical rotation.

Students as Clinical or Administrative Staff during SCPE Policy (A3.05b)

Students must not substitute for clinical or administrative staff during supervised clinical practical experiences. Students must report any potential conflicts to the Clinical Director, Program Director, or Office of the Provost.

Clinical Site Evaluations (C2.01)

To ensure students are prepared for clinical practice, a key element is the quality of the learning environment during clinical rotations. The program evaluates each clinical site's and preceptor's ability to provide required experiences and meet the learning outcomes for each clinical rotation through detailed initial and ongoing evaluations.

In addition to programmatic evaluation of clinical sites and preceptors, students are required to submit evaluations for each rotation. These evaluations provide students the opportunity to comment on their clinical experiences, rotation sites, and preceptors. These evaluations aid the program in evaluating clinical sites. These evaluations are detailed in each clinical rotation syllabus, and are as follows:

- **Student Mid-Rotation Self-Evaluation:** Students reflect on their own performance and learning at the midpoint of each clinical rotation. Students also have an opportunity to comment on their clinical experience, the clinical site, and the preceptor.
- **End of Rotation Student Evaluation of Site and Preceptor:** Students will evaluate the clinical site and preceptor on several different criteria. Students will have an opportunity to offer praise, criticism, suggestions, and other feedback concerning their clinical experiences.

As an additional part of the ongoing evaluation process, program faculty will conduct frequent on-site check-ins with the student and preceptor. This will allow for early identification of problems with the student, the preceptor, or the clinical site. During this visit, the faculty member will interview both the student and the preceptor and complete a visit form to be submitted to the Clinical Director. If the faculty member feels there is a concern, the faculty member will contact the Clinical Director to address the issue personally. Students must be aware that they are able to contact the program faculty or Clinical Director at any time if they are experiencing any problems with the preceptor or clinical site, or if the student feels the rotation experience is not providing adequate achievement of learning outcomes.

Student Services

College-Wide Services

Information about the following services and other services provided by Presbyterian College to all students are included in the undergraduate student handbook and on the College website at <https://www.presby.edu/doc/GarnetBook.pdf>

Students are encouraged to utilize these services as needed and may request more information and/or referrals from their Faculty Advisor. All of the following resources are subject to change and/or to limits on availability:

- **PC Cares Comprehensive Cross Functional Student Crisis Team**
 - <http://www.presby.edu/campus-life/counseling-wellness/helping-students/pc-cares/>
- **Counseling and Wellness Services**
 - <http://www.presby.edu/campus-life/counseling-wellness>
- **Student Health Services**
 - <http://www.presby.edu/campus-life/counseling-wellness/student-health-services>
- **Academic Success Office**
 - <https://www.presby.edu/academics/academic-resources-support/academic-success-office/>
- **Religious Life and Service**
 - <http://www.presby.edu/campus-life/religious-life-service/>
- **Campus Police**
 - <http://www.presby.edu/campus-life/campus-police/>
ON CAMPUS EMERGENCY: Dial 864.833.3949
- **Financial Aid Office**
 - <http://www.presby.edu/admissions/tuition-aid/>
- **Dining Hall Services**
 - <http://pcdining.campusdish.com/>
- **Library Services**
 - <http://lib.presby.edu/rooms-at-the-library>
 - <http://lib.presby.edu/home>
- **The Writing Center**
 - <http://www.presby.edu/academics/academic-resources-support/writing-center>

Student Identification Cards

Each student is provided a Program identification card. Identification cards are valid through the graduation date. Identification cards validate authorization for access to athletic events, dining hall, College facilities, etc. and must be presented when requested by appropriate College personnel.

Failure to present a valid card is sufficient reason to deny access to a facility or service, including dining services. Allowing others to use an identification card is a violation of college policy and will result in appropriate disciplinary action.

Students who require a new card because of loss, mutilation, or a change of status must immediately contact the Campus Police Department at 833-8301. A charge will be made for replacement of an identification card. Duplicate cards are issued weekdays between 9:00 – 11:00 a.m. and 1:00 – 4:30 p.m.

Vehicle Regulations

Students are extended the privilege to operate vehicles on the campus of Presbyterian College providing such vehicles meet with the registration and safety standards established by the state in which the vehicle is licensed. Rules, restrictions and limitations pertaining to vehicles are disseminated by the Campus Police Department. State and city violations are heard in city or magistrate courts. Vehicle registration is included in the tuition and fees for students; all vehicles parked on Program or Presbyterian College premises must be registered with the Campus Police Department.

Student Tutoring Resources

Students struggling academically in any course are encouraged to explore several possible avenues for assistance:

- Discuss your situation with Professor Leonardi, Academic Success form peer study groups
- seek formal tutoring
- approach the course director, faculty advisor, and/or the Academic Director for options.
- Contact the Academic Success Office

In addition to assistance in specific courses, resources on goal setting, time management, study skills, note taking, writing instruction, etc. are available and students can talk with their faculty advisor.

Accommodations for Students with Disabilities

Candidates for the Program are selected based on their academic, personal, and extracurricular dimensions. In addition, candidates must have the intellectual, physical, and emotional capacities to meet the requirements of the program's curriculum and of a successful medical career.

The Master of Physician Assistant Studies (MPAS) degree is a broad degree attesting to general knowledge in medicine and the basic skills required for the practice of medicine. Essential abilities and characteristics required for the completion of the degree require certain minimum physical and cognitive abilities, as well as sufficient mental and emotional stability to assure that candidates for admission, promotion, and graduation are able to complete the program and participate fully in all aspects of medical training. The Program intends for its graduates to become competent and compassionate physician assistants who are capable of entering clinical training and qualifying for medical licensure. The stated intention of a candidate to practice only specific areas of clinical medicine, or to pursue a non-clinical career, does not alter the School's requirement that all physician assistant students achieve competence in the full curriculum required by the faculty.

The Program has a responsibility to train competent medical professionals and scientists who demonstrate critical judgement, extensive knowledge, and technical skills. Although students learn under the supervision of faculty, students interact with patients throughout their medical school education. Patient safety and well-being are therefore critical factors in establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation. The necessary abilities and characteristics are referred to as technical standards. They are defined in several broad categories including: observation, communication, motor-function, intellectual-conceptual, integrative, and quantitative abilities; and social and behavioral skills. All candidates must adhere to universal precaution measures and meet safety standards applicable to medical settings and other professional activities. For the purpose of this document, impairment refers to any condition that interferes with an individual's ability to function in the capacity of a physician assistant student meeting all requirements of the program. Impairment may exist in one or multiple domains including: psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thoughts, processes, judgment, attentiveness, demeanor, and attitudes as presented in speech or actions, as well as any addiction to and/or physical dependence upon any chemical substance(s).

Presbyterian College will consider for admission any applicant who meets its academic and nonacademic criteria and who demonstrates the ability to perform the skills listed in this document, with or without reasonable accommodations, consistent with the Americans with Disabilities Act and the Rehabilitation Act. Candidates and current students who have questions regarding the technical standards, or who believe they may need to request reasonable accommodation(s) in order to meet the standards, are encouraged to contact The Office of Disability Services.

Definition of technical standards is required for the accreditation of U.S. physician assistant schools by The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The following abilities and characteristics are defined as technical standards, and are requirements for admission, retention, promotion, and graduation.

Equal Access to the Educational Program

The Program is committed to providing all students with opportunities to take full advantage of its educational and academic programs. The Program recognizes that students with documented disabilities may require reasonable accommodations in order to achieve this objective and/or to meet the technical standards.

Should, despite reasonable accommodation (whether the candidate chooses to use the accommodation or not), a candidate or student's existing or acquired disability interfere with patient or peer safety, or otherwise impede the ability to complete the program and advance to graduation, the candidate may be denied admission or may be separated, discontinued, or dismissed from the program.

It is the responsibility of a candidate or student with a disability, or a candidate who develops a disability that requires accommodations in order to meet these technical standards, to self-disclose that disability to the Office of Disability Services and request accommodations. Candidates or students must provide documentation of the disability and the specific functional limitations to the Office of Disability Services.

Candidates or students who fail to register with the Office of Disability Services or who fail to provide the necessary documentation to the Office of Disability Services shall not be considered to be claiming the need for, or receiving, accommodations under the federal or state disability laws. Students are held to their performance, with or without accommodation. No candidate will be assumed to have a disability based on inadequate performance alone. Accommodations are not applied retroactively, and a disability-related explanation will not negate an unsatisfactory performance.

Requesting Disability Accommodations

Candidates or students are not obligated to self-disclose their disability to the Office of Disability Services, other staff members, or faculty. Students with disabilities who wish to obtain accommodations, auxiliary aids and/or services, must, however, self-disclose that disability and direct their request(s) for accommodation(s) to the office of Disability Services.

<http://www.presby.edu/about/offices-services/office-of-the-provost/accommodations-for-disabilities/>

While students can disclose a disability and request an accommodation at any time during their enrollment, students are encouraged to disclose the need for accommodation(s) as soon as possible. Time for documentation review and arrangement of accommodation(s) is necessary and may take several weeks. Accommodations are not retroactive.

While the Program works in conjunction with the Office of Disability Services to coordinate reasonable accommodations, disability documentation and student's individual diagnoses remain confidential.

Temporary Disabilities (Illness & Injury)

Students must be aware that the College is not obligated to provide accommodations for students with temporary disabilities, illnesses, or injuries, but the College will attempt to do so when

feasible. For example, if a student misses a week of classes due to the flu, students are responsible to all materials during this time of missed classes.

As a courtesy, the Office of Disability Services will attempt to provide services that will allow students to access the physical campus as well as the academic curriculum to students who experience acute illness or injury. This may include elevator access or other temporary physical accommodations.

If the injury or illness necessitates handicapped parking accessibility, and/or campus transportation services, the student must contact the Office of Disability Services for assistance.

Process for Exercising Approved Accommodations

Historically, students with approved accommodations often do not request that these accommodations be honored for every assessment or in every subject. Therefore, students who have been granted approved accommodations for assessment through the PC Office of Disability Services are required to present a request for that accommodation in writing to each course director no later than 48 hours prior to the assessment for which the accommodation is being requested. A student who fails to request application of her/his accommodation at least 48 hours prior to a particular assessment will be granted ONE occurrence where s/he may REQUEST the accommodation in writing later than 48 hours prior to the assessment with no guarantees that the accommodation will be granted. Granting of the accommodation in this instance is solely at the discretion of the course director, as timing of the late request may not allow the course director enough time to facilitate the requested accommodation. Students should also understand that accommodations are different for different students, and a course director's ability to facilitate accommodations on short notice in all situations for all students is not equal and may not be possible.

Counseling and Wellness (A3.10)

Any student or faculty member who believed s/he or another student or faculty member is in immediate danger from medical or psychological problem must dial 911 immediately.

Some students are affected by personal crises, while other students experience stress or face other issues such as alcohol and substance dependency. For more information on this as well as other counseling services, please schedule an appointment with the Presbyterian College Director of Counseling Services in the Presbyterian College Health Center at <https://www.presby.edu/campus-life/counseling-wellness/>.

The phone number is: (864)833-8100.

For information for substance use or dependency a student may also contact the Gateway Counseling Center. The phone number is: (864)833-6500. This Center provides round-the-clock care for students 24 hours a day, seven days a week.

If any faculty, staff, or student member of the Program or College community is in need of non-emergent assistance or believes that another member is in need of non-emergent assistance, services may be accessed confidentially at

https://cm.maxient.com/reportingform.php?PresbyterianCollege&layout_id=4

Physical and Psychological Emergencies (A3.10)

A student who is reasonably believed to pose a danger to him/herself or others, for any reason including but not limited to physical or psychological difficulties, may be required to obtain professional evaluation and treatment. Failure to comply with this requirement can result in contact by the program with the student's emergency contact (spouse, parent, etc.), disciplinary action, suspension, enforced leave, and/or mandatory withdrawal from the College. If the dangerous behavior is not corrected in a timely and sufficient manner, medical leave may be imposed.

Procedures for Reporting Student Concerns

Students who have individual concerns involving a professor or instructor must speak directly to the course director. If the concern involves a course director, the student must bring the concern to the Academic Director. If the matter cannot be resolved at this level, or if the student feel that it was not handled satisfactorily, the matter must be taken to the Program Director. The matter will be reviewed by the Program Director for final determination.

Concerns regarding a fellow student should be addressed in a professional manner with that student directly unless there is an urgent circumstance affecting safety, class integrity, or violations of professionalism or the honor code.

In addition to the direct mechanism listed above, class officers may also bring matters to the attention of the Program Director. If an issue cannot be satisfactorily resolved by either this direct mechanism or through the Program Director, a formal written complaint may be filed with the Office of the Provost.

Nondiscrimination Policy (A1.02j)

Presbyterian College is an Equal Opportunity Employer and is an educational institution affiliated with the Presbyterian Church (USA). Consistent with this adherence to its Christian affiliation, the College reaffirms its commitment to equality of opportunity and pledges that it will not practice or permit discrimination in employment on the basis of race, color, religion, sex, national origin, or disability as provided by the college's policy or in any other fashion prohibited by law.

The Program has a policy on student services, including admissions and progression, that ensures nondiscrimination as defined by state and federal laws and regulations, such as on the basis of race, religion, gender, national origin, or disability.

Discrimination and Harassment Policy (A1.02j, A3.15f)

Any faculty, staff, student, student group or student organization found to have committed, to have attempted to commit, to have encouraged others to commit, or to have aided others in committing, any of the following acts is subject to the disciplinary sanctions set forth by Presbyterian College.

Violation of the harassment policy by students is also a violation of the Program Professional Code of Conduct and students may also be subject to disciplinary actions.

- Discriminating or engaging in harassment with respect to any member of the College community based on legally protected characteristics, including race, national origin,

- religion, creed, ancestry, citizenship, age, gender, sexual orientation, physical or mental disability, genetic information, or past or present service in the military.
- Engaging in harassment with respect to any member of the College community. “Harassment” means unwelcome conduct that is severe and/or pervasive enough to interfere with the ability of the target to work, learn, live in the community, perform assigned functions, or otherwise participate normally in the College’s programs and life.

Presbyterian College is committed to maintaining an atmosphere that is free from invidious discrimination based on protected characteristics, and of harassment of members of the College community. Any faculty, staff, student, or other member of the community who believes that he/she is the victim of discrimination or harassment, or has witnessed discrimination or harassment, is encouraged to report the conduct to the Vice President for Human Resources and Title IX. This includes harassment and/or discrimination by any member of the community, including staff and faculty, and is not limited to conduct by students. Retaliation against any person making such a report in good faith is prohibited.

A single incident or even a few incidents may not necessarily rise to the level of pervasiveness required to constitute harassment, but even a single severe incident can constitute harassment.

If sufficiently severe or pervasive, the following types of conduct can constitute harassment: lascivious or insulting jokes, degrading comments or gestures, inappropriate touching, display or transmission of offensive images. This list is illustrative only; other conduct may also constitute harassment.

The prohibition on harassment is designed to protect faculty, staff, and students from discrimination, not to regulate the content of speech. The offensiveness of a particular expression as perceived by some members of the College community, standing alone, is not sufficient to constitute harassment.

The foregoing definitions and comments apply to sexual discrimination, sexual harassment, and sexual violence – collectively, “Sexual Misconduct.” However, because of its concern for the issue and in compliance with federal law, Presbyterian College has additional policies and procedures concerning Sexual Misconduct, which are set forth under the heading “Sexual Misconduct” below. Any incidents that may constitute Sexual Misconduct can and must be reported to the Vice President for Human Resources and Title IX. Further resources from the College related to Title IX may be located at <https://www.presby.edu/about/offices-services/human-resources/title-ix/>

Sexual Misconduct Policy (A1.02j)

Any faculty member, staff member, student, student group, or student organization found to have committed, to have attempted to commit, to have encouraged others to commit, or to have aided others in committing, any of the following acts is subject to the disciplinary sanctions set forth in the Presbyterian College Code of Responsibility located at (<https://www.presby.edu/doc/hr/SexualMisconductPolicy.pdf>).

- Engaging in any form of discrimination, harassment, or violence of a sexual nature, or on the basis of sex or gender.
- Conditioning any form of College-related benefit, including any academic or workplace decision, on submission to or rejection of sexual advances or requests of a sexual nature (“Quid pro quo harassment”).

The general prohibitions in the Presbyterian College Code of Responsibility, including those prohibiting (and defining) discrimination, harassment, stalking, and harm to persons, apply to conduct of a sexual nature or that is motivated by sex or gender. However, because of the College’s concern for sexual misconduct in all forms, and because of the application of federal law, specifically Title IX of the Education Amendments of 1972, the College has a separate express prohibition of such sexual misconduct, and separate procedures for the handling of any disciplinary proceeding that involves an allegation of sexual misconduct.

The College’s prohibition on Sexual Misconduct extends beyond students to cover misconduct by all members of the College community, including faculty and staff. Anyone who believes they have been a victim of or a witness to Sexual Misconduct – including improper conduct by visitors to College premises or vendors – must report this to the Title IX Coordinator, who is the College’s Vice President of Human Resources. Any person who receives a report of Sexual Misconduct must relay this report to the Title IX Coordinator.

“Quid pro quo harassment” must also be reported to the Title IX coordinator. An example of quid pro quo harassment would be a promise to a student of a good grade in exchange for sexual favors.

If the Title IX Coordinator determines that an allegation of a violation of the Code of Responsibility located in the Garnet Book (<https://www.presby.edu/doc/GarnetBook.pdf>) involves alleged Sexual Misconduct, that allegation will be subject to the special procedures for Sexual Misconduct set forth in the Presbyterian College Code of Responsibility.

Grievances (A1.02j, A3.15g)

Any student filing a complaint or grievance (excluding complaints concerning sexual misconduct or where a student feels threatened) should first attempt to resolve the issue by consulting with the involved faculty or staff member.

Students who have individual concerns involving a teacher or course that are not of general interest to the class, must speak directly to the course director. If the concern might involve more than one individual in the course/class, the concern must be taken to the relevant student class officer(s) so that they might sample class opinion to determine whether the issue is a concern of the majority of the class.

If in the opinion of the class officer, the concern is valid, the class representative must bring the matter to the attention of the course director with the objective of resolving the issue at that level. If the matter is unable to be resolved at this level, the concern must be taken to the Academic Director or in the case of clinical learning, to the Clinical Director. If the solution proves unsatisfactory, the appropriate Program Director must be contacted concerning the matter. The matter will be reviewed and a recommendation and final determination will be made.

If there is still a concern, the student or class officer can directly contact the Office of the Provost.

Complaints concerning sexual misconduct must be reported immediately in accordance with the Sexual Misconduct Policy.

Actions Subject to Appeal and Appeal Procedures

The following *actions* are subject to appeal pursuant to the Program's Appeal Procedures:

- Appeal of *final* letter grade for a course
 - *(Students must first to seek a final letter grade appeal directly with their course director. Many times, these can be resolved directly by talking with the course director. However, if the student is not satisfied with the resolution, the student may appeal their final course grade using the following process)*
- Appeal of a Professional focused review
- Appeal of probation
- Appeal of dismissal from the Program

Appeal Procedure

Students enter the Appeal Process by filing a **Notice of Primary Appeal**.

Note: In extenuating circumstances, the Provost may adjust these procedures to ensure a fair and impartial review.

Notice of Primary Appeal

If a PA student wishes to appeal an action, the student must send a written **Notice of Primary Appeal**, which must include all documentation in support of the appeal, to the Program's Academic Director within thirty (30) calendar days after the date of the action.

At a minimum, the **Notice of Primary Appeal** must include:

- A statement of the action to be reviewed,
- A description of the modification or reversal sought by the student,
- A complete and concise description of any inaccurate, incomplete or erroneous fact(s), or incorrect interpretation of the Program’s policies and procedures on which the student believes the decision was based,
- Pertinent detailed supporting documentation,
- Any other relevant information the student wishes to have reviewed.

If a **Notice of Primary Appeal** is not received in writing by the Program’s Academic Director within thirty (30) calendar days from the date of the action, the initial action by the Program shall constitute final action, effective immediately with no further recourse.

Primary Appeal Review Panel

All **Notices of Primary Appeal** are initially referred to a five-member Primary Appeal Review Panel consisting of:

- Academic Director (Panel Chair)
- Clinical Director
- Admissions Director
- A PA Principal Faculty Member (assigned by the Program Director)
- A member of the Presbyterian College faculty (assigned by the Provost)
- Program Administrative Assistant (a Non-Voting/Non-panel participant to record meeting minutes)

No person shall be included on the Primary Appeal Review Panel if he or she:

- has a self-declared conflict of interest in the case
- is a party in a complaint

In the event of a conflict of interest, or the inability of a panel member to fulfil their obligation, the Provost will select alternate panel participant(s).

The Academic Director (or designee) shall forward to each member of the Primary Appeal Review Panel the **Notice of Primary Appeal** information provided by the student. In addition, the Academic Director will convene a meeting of the Primary Appeal Review Panel within seven (7) calendar days.

Deliberation, Decision, and Report of the Primary Appeal Review Panel

In developing its decision, the panel will consider the students **Notice of Primary Appeal** information, the particular facts or policies at issue, as well as any other information the student has noted in his/her **Notice of Primary Appeal**. The Primary Appeal Review Panel shall determine whether the Program’s action is supported by the evidence, and whether the action was taken in accordance with the Program’s policies and procedures. The Primary Appeal Review Panel may find it necessary to consult with other PA faculty, legal counsel, and other administrative officials within the institution regarding policy issues and precedent.

As a result of these actions, a written response to the Notice of Primary Appeal is generated:

- Confidential notes are kept of the appeals committee meeting.
- Activities: a brief summary of the activities of the panel pertaining to the case, including dates and contents of any meetings or conference calls, the purpose of these meetings or conference calls and the persons involved.

- Signatures: Electronic (or written) signatures of the final decision report.
- A final decision addressing the Notice of Primary Appeal is issued as a result of these deliberations and the student is provided with this decision.

The Primary Appeal Review Panel shall make one of the following decisions:

- Affirm the initial action;
- Modify the initial action in whole or in part; or
- Reverse the initial action.

The student will be notified of the Primary Appeal Review Panel decision by the Academic Director within fourteen (14) calendar days of the initial student submission of the **Notice of Primary Appeal**.

If the action being reconsidered is related to an appeal of final letter grade for a course, the decision of the Primary Appeal Review Panel is final and the appeal process is complete. The student may not request a Formal Appeal hearing by the Program.

If the appeal is for program probation or dismissal, the student may be permitted to continue taking classes/rotations while the appeal is in progress so that he/she does not fall behind the class. The decision to continue in the program pending appeal is based upon individual circumstances.

Final Appeal Review Panel

If, after reconsideration by the Primary Appeal Review Panel, the student remains dissatisfied with a decision relating to professionalism action, probation, or dismissal from the Program, the student may request a Notice of Final Appeal hearing before a Final Appeal Review Panel. Such a request must be received in writing by the Program Director within ten (10) calendar days of the student's receipt of the notification of the decision by the Primary Appeal Review Panel.

All **Final Appeals** are referred to a five-member Final Appeal Review Panel consisting of:

- Program Director (Panel Chair)
- Medical Director
- Provost (Panel Co-Chair)
- Institution faculty member #1 (assigned by the Provost)
- Institution faculty member #2 (assigned by the Provost)
- Non-Voting/Non-panel participant to record meeting minutes: Program Administrative Assistant

All **Final Appeals** will also consist of the following people with no additional parties (including parents, attorneys or other representatives of the student) are allowed to be present during the proceedings:

- The Academic Director (or alternate if there is a conflict of interest)
- The Student

No person shall be included on the Final Appeal Review Panel if he or she has a conflict of interest which may include:

- participation in the event that triggered the action,
- participation in the initial review panel

- has a self-declared conflict of interest in the case
- In the event of a conflict of interest, or the inability of a panel member to fulfil their obligation, the Program Director will select an alternate panel participant.

The Program Director (or designee) shall forward to each member of the Final Appeal Review Panel the students **Notice of Final Appeal** information provided to the Program. In addition, the Program Director will convene a meeting of the Final Appeal Review Panel within fourteen (14) calendar days.

Conduct of the Hearing before the Final Appeal Review Panel

The general process for this hearing consists of the following:

- Introductory statement by the Program Director and College Provost
- Oral presentation by the Academic Director, or designee presenting the grounds for the action (30 minutes).
- Oral presentation by the student (30 minutes).
- Appeals Panel executive session (60 minutes).
- Additional questions by the Appeals Panel to both parties.
- Closing statement by the Program Director and/or Provost (15 minutes).
- Closing statement by the student (15 minutes)
- Adjournment.

There will be **no** audio or video recordings of the session.

Deliberation, Decision, and Report of the Final Appeal Review Panel

In developing its decision, the panel will consider the students **Notice of Final Appeal** information, the particular facts or policies at issue, as well as any other information the student has noted in his/her **Notice of Final Appeal**. The Final Appeal Review Panel shall determine whether the Program's action is supported by the evidence, and whether the action was taken in accordance with the Program's policies and procedures. The Final Appeal Review Panel may find it necessary to consult with other PA faculty, legal counsel, and other administrative officials within the institution regarding policy issues and precedent.

The panel must develop a written report to include the following:

- Confidential program minutes are kept which records the activity of committee.
- Activities: a brief summary of the activities of the panel pertaining to the case, including dates and contents of any meetings or conference calls, the purpose of these meetings or conference calls and the persons involved.
- Findings: a statement responding to each of the issues brought forth in the students **Notice of Formal Appeal** letter
- Decision: the decision of the Final Appeal Review Panel.
- Signatures: Electronic (or written) signatures of the final decision report.

The Final Appeal Review Panel shall make one of the following decisions:

- Affirm the initial action;
- Modify the initial action in whole or in part; or
- Reverse the initial action.

The student will be notified of the Final Appeal Review Panel decision by the Program Director within forty-five (45) calendar days of the initial student submission of the **Notice of Final Appeal**.

The decision of the Final Appeal Review Panel is final and there is no recourse beyond this panel decision.

Student Confidentiality of Records (A3.18;A3.19)

It is the policy of Presbyterian College to provide for the protection of confidential information contained within student records against improper or illegal disclosure in accordance with the “Family Educational Rights and Privacy Act” (FERPA) of 1974.

Health Records (A3.19)

Student health records are not accessible by the faculty and staff of the Program. As stated on the Student Health Form (Appendix O), the information **MUST NOT** be sent to the program. Rather, it should be sent directly to Student Health of the College at

Presbyterian College Health Services Office
Attention: PA Student Health Forms
503 South Broad St.
Clinton, SC. 29325

Neither faculty nor staff are, in any way, granted access to student health information with the exception of immunization information as approved by ARC-PA for purposes of student and patient safety.

Directory Information

It is the policy of the College to compile non-confidential information that is classified by law as “directory information.” At its discretion, the College may or may not release this information. Directory information includes the student’s full name, address, telephone numbers, major field of study, participation in official activities and sports, dates of attendance, degree(s) awarded, awards and honors received, and in the case of athletic team members, weight and height.

A student who desires that directory information not be released without his/her prior permission or consent may preclude such release by notifying the Office of the Registrar. Information released on alumni may include the above, plus the date of graduation. The release of additional information contained in a graduate’s record will require a written authorization from the individual. A permanent authorization may be placed in the record at the discretion of the graduate.

Confidential Student Records

The following records are confidential student records:

- Admissions Records: Those records assembled by the Admissions Committee in the Program to provide for the screening and selection of students.
- Active Academic Records: Those academic records retained by the Office of the Registrar to account for the enrolled student's academic performance and status, to include official course records maintained by instructors.
- Inactive Academic Records: Those records retained by the Office of the Registrar that pertain to the academic performance of persons no longer enrolled at Presbyterian College.
- Financial Aid Records: Those records maintained by the Office of Financial Aid that relate to a student's eligibility for a receipt of financial assistance, except that information considered confidential to a parent.
- Disciplinary Records: Those records maintained by the Academic and Curriculum Committee in the Program that relate to a student's conduct.
- Public Safety Records: Those records maintained in the Office of Public Safety that relate to a student's contact with security and law enforcement officials.
- Financial Records: Those records maintained by the Business Office that relate to a student's financial account.
- Educational Partners: Personal information concerning students will be shared with educational partners of the Program (e.g. practice sites, clinical affiliates) on a need-to-know basis. All applicants for admission agree to the sharing of this information as part of their application for admission to the Program. This information may include but is not limited to: email addresses, telephone numbers, results of criminal background checks and drug/alcohol screenings, immunization records, and the last four digits of social security numbers.

Access to Confidential Information

It is the policy of the College that the release of confidential information from an official student record requires the prior written consent of the student except as provided for by law. It is the policy of the College that information contained in official student records will not be released to the parent(s) or guardian(s) without the consent of the student unless the student is a dependent of the parent(s) or guardian(s) as defined under section 152 of the Internal Revenue Code of 1986 or the student authorizes that release to the parent(s) or guardian(s).

Student Access to Records

It is the policy of Presbyterian College that students are allowed access to their official college records to ensure that information contained in official records is not inaccurate, misleading or otherwise in violation of their rights or privacy.

A student who wishes to review his/her student record will make a request directly to the person in charge of the office in which the record is maintained. A time for the review which is satisfactory to both parties will be announced by the person in charge of the file. If, during the review of the record, the student finds information or data that he/she believes is inaccurate, misleading, or

otherwise inappropriate, he/she must bring it to the attention of the person in charge of the office and request the desired correction. If the matter cannot be resolved between the student and the person responsible for the maintenance of the record, the student will submit a written request to the Program Director or Provost for a hearing on the disputed information. The request will contain sufficient justification to support a charge that erroneous or improper information is contained in the file.

It is the policy of the College that students may obtain non-notarized, machine duplicated copies of college documents contained in the official student records at no cost. Students who have outstanding financial obligations to the college cannot receive documents until all accounts are paid in full.

Safety and Security (A1.02g)

The safety and security of students, faculty, and staff is of utmost concern to the College and the Program. While on campus, the Program abides by the safety and security policies and procedures of the College. General safety information regarding emergency procedures, crime prevention, victim support, facility access, parking information, and forms is located at <https://www.presby.edu/campus-life/campus-police/>

Laboratory Safety

Purpose

The Program's intention is to make laboratory-based learning safe and applicable. The safety of students, staff, and faculty in laboratory environments is considered to be of paramount importance as part of laboratory instruction and learning.

General

- For all emergencies CALL 911.
- All laboratory safety instructions will be reviewed during new student orientation before skills lab instruction begins. Students will sign an attestation of receipt and understanding of the Student Bulletin.
- Students and faculty must follow safety directives at all times. Students and faculty may be removed from the lab for failure to follow these directives.
- "Horse play" (irresponsible or unsafe behavior) is forbidden.
- All accidents, injuries, unsafe or irresponsible behaviors, and unsafe or unusual situations are to be reported to a faculty member.
- Students will use professional conduct consistently during labs.
- Doubt about any procedure or technique must be raised and resolved BEFORE the procedure or technique is initiated.
- Please refer to the Universal Precautions section of the student bulletin for the protocols related to injuries, exposures, and incident reporting.

Food, Drink, Cosmetics, and Lab Attire

- Food and drink for ingestion are prohibited in the skills laboratory.
- Application of cosmetics in the skills laboratory is forbidden.
- Laboratory attire and adequate hygiene are addressed in the Professional Attire section of the Student Bulletin.

Housekeeping and Lab Equipment

- Each student must keep her or his work area neat and orderly.
- All spills must be reported and the area avoided until the spill is removed to avoid slips or falls.
- Broken or chipped glassware must not be used (inspect before using). Avoid attempting to catch falling glassware. Broken glassware is to be disposed of only in designated sharps containers in the laboratory.
- When not in use, electronic equipment must be powered down and disconnected from their electrical supply.

- Equipment is to be unplugged and stored properly at the end of a skills lab or instructional period before leaving the lab.

Sharps Handling

- Sharps include items such as needles, scalpels, sharp-edged instruments, broken glassware, and scissors.
- All sharps must be handled with care.
- Do not re-sheath needles.
- Never pass from person to person by hand. Use a receptacle or “clear field” to place them.
- Never walk around with sharps in your hand.
- Never leave exposed sharps lying around.
- Dispose of sharps in the designated sharps containers at the point of use (take a sharps container with you).
- Dispose of syringes and needles as a single unit; do not remove the needle first.
- Never overfill the sharps containers. All containers will be removed and replaced when filled to the designated line.

Emergency Alert System

Student safety is a top priority. In the event of a potential or actual disaster, criminal activity, or other emergency, students will be alerted quickly as part of the Presbyterian College community. Students can receive and review critical messages, policies, procedures, and Campus Police contact information and incident reporting forms through the emergency alert system.

To enroll:

Students are enrolled during orientation. This enrollment is conducted by the Campus Police department. Enrollment is based on student email address.

To download the Guardian application:

Students must visit the App store on their mobile device to download the Rave Guardian app. Students already enrolled in the Rave system will be automatically signed into the system by email address stored with Campus Police.

Each PA student will have access to PA-specific and campus-wide information through the various tabs in the app. Orientation to the app will be conducted by PC Campus Police during new student orientation. The app will continue to allow access to important safety and security information, including reporting and emergency contacts, throughout both the didactic and clinical phases of the program.

Off-Campus Learning and Service Experience Safety Policy

Students will participate in off-campus activities throughout the curriculum. While away from campus, students must continue to adhere to program policies concerning student safety and security as reviewed throughout the PC PA Student Bulletin.

Transportation

When traveling to and from campus to program-sanctioned experiences including clinical rotations, students are responsible for their own well-being and safety. Students must use good judgement when driving, carpooling, or using other systems of travel.

Addresses of all off-campus locations will be provided to the students to allow for safe and timely transportation planning.

Students will be given information on where to park for each off-campus site. Students must use good judgement concerning parking safety:

- Lock all doors and close all windows when leaving your car.
- Do not walk alone to/from parking areas at night. Plan to walk with another person ahead of time.
- Have keys ready when you approach your car. Lock doors immediately after entering your car.
- Store valuables out of site.
- In case of suspicious activity or incident, alert the appropriate security personnel immediately.

Clinical sites are evaluated for safety and security by the Clinical Director in conjunction with the College Campus Police. Individualized safety and security procedures for each site and general procedures for the clinical year are communicated by the Clinical Director.

Professional Liability Insurance Policy

Students will be provided malpractice liability coverage during their time as a student within the Program. Accepting payment or gifts can result in the loss of malpractice liability coverage for the student. Students are only permitted to operate within the confines of the defined clinical rotation and are not to accept any type of additional work (paid or unpaid), shadowing, or any other type of opportunity with the preceptor. Please note that this coverage does not extend to outside employment, summer internships, or internships independent of coursework.

The student must perform inside the scope of the clinical rotation to avoid potential conflicts with malpractice liability and to avoid disciplinary action within the program, including dismissal from the program. A student's malpractice liability coverage is only in effect on assigned clinical rotations provided by the Program, and students must abide by the policies and practices of the Program and College as well as the clinical site. Student coverage is immediately terminated upon graduation or dismissal from the program.

Student Organizations

Student organizations provide students opportunities to develop leadership skills, broaden social and professional perspectives, and contribute to the activities and initiatives of the Program. Anticipated outcomes of professional organizations are the sharing of ideas, values, activities, and cultures among faculty, staff, and students. Ultimately, active participation in student organizations benefits the Program, the student, and the profession. Membership and active participation in professional organizations is an expectation of the students enrolled in the program.

Student Organizations Purpose Statement

- Advocate for the profession as a unified group;
- Serve and educate the community;
- Develop students as professionals and leaders;
- Represent the Program;
- Provide networking and collaborative opportunities for students while exposing them to a variety of practice and career opportunities; and

Recognized Student Organizations

The following student organizations are recognized by the School:

- American Academy of Physician Assistants (required), AAPA
- South Carolina Association of Physician Assistants (required), SCAPA
- Christian Medical and Dental Association (optional), CMDA
- Presbyterian College Physician Assistant Studies Program Student Society (required)
- Presbyterian College Pre-Physician Assistant Club (optional)
- Pi Alpha National Society for Physician Assistants (nominated)

Students on academic alert or professional focused review will not be allowed to hold office in student organizations or represent physician assistant students on any College or program committees or any professional organization.

Physician Assistant Student Society

- The class will form a program student government and elect officers from the first-year class.
- Officers and elections will be discussed with the class by the student society faculty advisor.
- Any student interested in being an officer will need to submit a position application. Students will then choose the designated roles. The primary purpose of the student government is to represent the program at regional and national physician assistant events. Students can raise money and use it for charitable causes or conference attendance fees.
- The class president will be expected to lead the class with meeting and fundraising activities.
- The class president will need to notify the student society faculty advisor at least one week prior to meetings and activities.
- The faculty advisor has the right not to authorize activities and to be present at all meetings of the student society.
- The president or his/her designee will also be the SAAPA Assembly of Representatives (AOR) representative if that position is not elected. He or she will be required to attend the national conference for the annual meeting.
- Vice-president: will be the AOR alternate and will need to attend the national conference as well.
- Secretary: will record meeting minutes for all meetings and submit to program assistant. Secretary will also fill the role of Outreach Chair. This position serves as a liaison to coordinate activities and public relations efforts between their student society and external groups and works to promote the profession with these external groups. The Outreach Chair will need to coordinate all community activities with the Faculty Advisor.
- Treasurer: will be responsible for all finances of the student society. He/she will track the bank account following Student Life guidelines. Treasurer will also be the State Chapter Student Representative (SCSR) unless this position is separately elected.
- All costs for activities and conference attendance are up to the individual. Each position will be reviewed by faculty yearly. Each position may be renewed or open for new applications on an individual basis.
-

The Physician Assistant Student Society conducts business meetings monthly. Additional meetings may be called by the faculty advisor or president as needed.

Organizing Professional Service Learning Activities

The student organization must sponsor at least one community service activity per year (general community service or professional service learning).

Health Fairs and Screenings

Physician Assistant Students may be asked to participate in health fair and screenings performed by Presbyterian College. Any students or faculty participating in such events are governed by the policies set forth by the policies of the College.

Sponsored Events

All events must be discussed with and approved by the Faculty Advisor and the Academic Director. The Academic Director will review each request with the Academic and Curriculum Committee.

Fundraisers by the sale of goods must be in good taste and professional and have prior approval from the Academic Director. All student organizations must work together in a professional manner to insure fundraising efforts are spread out through the calendar year.

Alcohol Policy for Sponsored Events

No alcoholic beverages are allowed at student organization-sponsored events except for those events approved by the Program Director. Organizations and individuals that host an event on or off campus at which alcohol will be present may be held responsible for the actions and well-being of their members and guests. The location of the event must have an appropriate alcohol license deemed appropriate by Presbyterian College. Off campus locations must be approved accordingly by the Academic Director. Events serving alcoholic beverages conducted on-campus must use PC Dining Services, the vendor contracted by Presbyterian College, for bartending services. BYOB is not allowed at on-campus events.

The College expects any group of students, either formally or informally organized, to conform to the laws of South Carolina. Presbyterian College expects those students who are under age 21 to refuse an alcoholic beverage if one is offered. The expectation for off-campus BYOB events is that only those persons of legal age will bring alcohol. At any organization-sponsored social event, students and guests shall be required to show photo identification to the designated monitor and comply with all event policies.

If alcoholic beverages are present, non-salty food items and non-alcoholic beverages must be available throughout the event. Social events may not include any form of “drinking contests” in its activities or promotions. Common containers of alcohol may not be used (e.g. kegs). No alcoholic beverages may be awarded as prizes or incentives. Advertisements, posters or invitations from student groups that are intended for public viewing may not mention or depict alcohol or use terms referring to alcohol such as beer or happy hour.

To promote personal responsibility and self-governance, organizations that sponsor social events shall assume the responsibility of enforcing these guidelines. The sponsoring student organization shall designate at least two students to serve as monitors for the event. The monitors must not consume alcoholic beverages before or during the event. Monitors must “ID”, comply with event policies, issue wrist bands to those of age, and register the organizational members and their guests at the entrance, and they shall assist those responsible for the event. Hosts and monitors are responsible for assisting in making arrangements for the safety of those who appear to be impaired.

Campus safety officers and staff members may visit registered events periodically to check with the persons responsible for the event, primarily to offer assistance. If a violation of the law or College policy is observed, the officer will issue a violation and report the incident to the appropriate College official.

Fundraising

All fundraising efforts must support, and not compete with, the College's overall efforts to secure funding for annual operating needs, capital projects, and endowed funds. The Office of Advancement is responsible for coordinating the cultivation, solicitation and stewardship of donors for the Program and, therefore, oversees all fundraising appeals to any Presbyterian College constituents: alumni, students, faculty, staff, friends, local businesses, foundations, corporations, and parents of students and alumni. The fundamental principles that guide efforts are that Presbyterian College's overall interests take precedence over the special interests of individual departments, organizations, teams, clubs, or other groups; and that all fundraising on behalf of Presbyterian College must be in compliance with Sec. 501(c)(3) of the Internal Revenue Code, which governs non-profit tax-exempt organizations.

If a fundraising activity is deemed unsuitable by the College or the student society faculty advisor, it will not be approved.

Student organizations are not tax-exempt entities and may NOT solicit external monetary donations. Gifts and donations to student organizations are not tax deductible. If gifts-in-kind are received (e.g. guest speaker pays for lunch for members attending his/her talk), the student organization should write a "thank you" note but cannot imply that the donation is tax deductible. Donations for student travel must be remitted to the student society faculty advisor, not to a student organization. Such gifts will be used to augment Presbyterian College student travel funds and are tax deductible.

When fundraising for charity, all requests for donations, publicity, and print materials must disclose the intended charity and the percentage of profit to be remitted to the charity. The name and contact information of the sponsoring student organization must also be included. Donors not purchasing goods and making monetary gifts must write checks directly to the charity. For monetary gifts, the student organizations raising money must provide a receipt to the donor indicating the charity, the amount donated, and the value of any goods received in return for the donation. Copies of said receipts or a list of donors must be remitted to the charity. It is the charity's responsibility to provide tax information to the donor. Acknowledgment of the donation may be provided by the student organization, but the acknowledgment must not infer that a gift was received by Presbyterian College or the organization. Student organization funds or program funds must not be used to offset the costs of a fundraising event for charity; instead the donation to the charity must be based on the net revenue of the fundraiser. The amount donated and the results of the fundraiser must be reported in terms of net revenue, or the actual amount donated. The total dollar amount raised must not be reported without disclosing the actual amount donated.

Student organizations must demonstrate responsible giving/fundraising by evaluating the charity before raising money for the charity. If available, a charity rating must be provided with the Intent to Solicit form. Charity ratings may be obtained from Charity Navigator at

<http://www.charitynavigator.org/>. If the selected charity is not listed with Charity Navigator, the student organization must provide documentation that the financial health of the organization, accountability and transparency, and outcomes of the intended charity have been investigated. Each student organization may conduct one fundraiser per year for philanthropy. A student organization is not allowed to schedule a Dress Down Day to raise money for the organization's chosen philanthropy.

The student society faculty advisor must approve all fundraising efforts before any fundraising is initiated or external entities contacted. Approval must be granted before any supplies may be ordered, materials sent to printers, etc.; therefore, requests must be submitted well in advance of the proposed fundraiser.

Financial Policies and Procedures for Student Organizations

Presbyterian College and student organizations run on a fiscal year budget (July 1 – June 30).

Student organizations maintain a checking account at a local bank. The Academic Director, organization faculty advisor, and treasurer must be listed on the account. Monthly bank statements must be remitted to the faculty advisor of the relevant organization. Monthly budget reports must be presented to the student organization membership.

An EOY financial report must be prepared annually and remitted to the Faculty Advisor by May 15. The annual financial report also must be presented to the membership. The annual financial report must include

- Beginning and ending balance in the organization bank account
- Fundraising information including date, items sold, net amount generated, use of funds raised (e.g. donation, food for member meetings, etc.).
- Revenue by category (i.e. fundraiser for organization, membership dues, etc.)
- Expenditures by category (i.e. fundraiser expenses, affiliate membership dues, food/supplies for membership meetings, food/supplies for events, etc.)

Funds may be requested for the following types of expenses:

- Supplies for community service, professional service learning, community outreach, etc.; or
- Printing for presentations, fundraising events, community service, membership drive, member handbooks, etc.

Outreach and External Relations

All outreach and external relations by student organizations must strive to represent Presbyterian College and the Program accurately and positively. Language, graphics, and presentations must be professional. Presentations must be well-conceived and polished before delivered to external constituents. When speaking to news sources, always indicate that your views are your own. Do not speak for the College, Program, or any national organization. Presbyterian College logos and brands are property of the College and the use of Presbyterian College logos or brands on goods for sale, communications, or publications must be approved by the Office of Communications

prior to distribution. Student organizations must adhere to the communications approval process to ensure that the materials distributed are professionally presented and consistent with the Presbyterian College brand. Adulteration of the brand or logo is not permitted.

Reports

Student organizations must collect the following information throughout the year and provide it to their faculty advisor within 5 days of the last final exam for the semester.

- Dates and attendance at membership and leadership meetings
- Event/activity information including date, description, attendance, community impact (e.g. collected goods, number of persons served, etc.)
- Beginning and ending balance in the organization bank account
- Fundraising information including date, items sold, net amount generated, use of funds raised (e.g. donation, food for member meetings, etc.)
- Revenue by category (i.e. fundraiser for organization, membership dues, etc.)
- Expenditures by category (i.e. fundraiser expenses, affiliate membership dues, food/supplies for membership meetings, food/supplies for events, etc.)

General Program Policies

Tuition, Fees, and Refund Policy (A1.02k, A3.14f)

Payment of Tuition and Fees

Fees may be calculated by referring to the tuition and fee schedule listed on the website ([Tuition Summary](#)). Current Tuition and Fees are listed and updated as of publication of this version of the PC PA Student Bulletin. Refer to the website for the most updated information on Tuition and Fees.

All charges are due and payable on the schedule published by the Business Office. Circumstances that prevent a student from adhering to these dates must be discussed with the Business Office. Students attending school under grants, loans, or G.I. Bill must confer with the Business Office concerning payment of fees. Failure to make proper payments, unless otherwise cleared with the Business Office, will result in dismissal from the College. The College will not issue grades, grant degrees, or furnish academic transcripts until all financial obligations have been satisfied and all College property returned.

Room and Board

Students are responsible for arranging and paying for all aspects of room and board and costs during their didactic and clinical phases. Students must notify the program staff by the end of the first week of each clinical rotation as to the address and full contact information for the student.

Student Transportation

Students enrolled in the Program have a variety of curricular and extra-curricular obligations off campus including service learning activities, clinical educational assignments, community outreach, advocacy, and professional development activities. For this reason, students are responsible for securing access to personal transportation. Presbyterian College is not responsible for any aspect of student-arranged transportation.

Tuition Refund Schedule (A1.02k)

Students must consult the Business Office on College processes for tuition refunds should the need arise. If a student withdraws/drops a class, all books and equipment must be returned. **The \$1,500 non-refundable acceptance fee will not be considered for a tuition refund.**

Physician Assistant Tuition Summary

\$94,000 comprehensive tuition and fees for the program⁸

Items Included within the Tuition & Fees

- All Required Textbooks/Journals
- Virtual Computer-based dissection software
- Lab Coat with College embroidered logo and student name
- Scrubs with College embroidered logo and student name (2 pairs)
- Usage of a Professional Instrument Kit
- Background Check Costs
- Drug Screening Costs
- Parking Fee
- Graduation Fee
- Use of Microsoft Office 360© while a PC student
- AAPA Student Membership
- SCAPA Student Membership
- CMDA Student Membership (optional)
- Student Certifications (subject to change):
 - BLS
 - ACLS
 - Bloodborne Pathogens Training and Universal Precautions
 - NIH Stroke Scale Certification
 - HIPAA for Healthcare Workers Compliance
 - Aseptic Techniques
 - Compliance, Ethics, and Fraud for Health Care Workers
 - Abuse and Neglect
 - Operating Room Protocols
 - TB Prevention
 - Patient and Family Education
- PACKRAT Testing Fees
- Anatomy & Physiology Materials
- PAEA EOR Exam Fees
- PANCE Board Review Materials
- Laptop privacy screen
- Software usage of clinical tracking software, ExamSoft
- All Library Resources, Turning Point, and Sim Man simulation center
- Student Professional Liability Insurance during the program⁹

⁸ All tuition, fees, and included items are projected/estimated costs and are subject to change at any time.

⁹ Students enrolled in the Presbyterian College Physician Assistant Studies Program have professional liability coverage provided by the College for those activities that are a direct result of student learning, to include participating in experiential learning. Please note that this coverage does not extend to outside employment, summer internships, or internships independent of College Physician Assistant coursework. Students may also elect to carry additional supplemental professional liability insurance.

Tuition Deposit

A \$1,500 non-refundable tuition deposit is required of accepted students to indicate the intent to matriculate in Presbyterian College Physician Assistant Studies Program. A student must remit the deposit by the deadline stated in his/her acceptance letter to retain his/her proffered seat in the class.

Payments of Tuition and Fees

All charges are due and payable on the schedule published by the Business Office. Circumstances which prevent a student from adhering to these dates should be discussed with the Office of Student Accounts. Students attending school under grants and/or loans should confer with the Office of Student Accounts concerning payment of fees. Students attending school under the G.I. Bill may discuss payment of school fees with the Office of Student Accounts. These students must also submit all required paperwork to the College's VA Certifying Official. Failure to make proper payments, unless otherwise cleared with the Office of Student Accounts, will result in dismissal from the College. The College will not issue grades, grant degrees, or furnish academic transcripts until all financial obligations have been satisfied and all College property returned. Policies and procedures for Leave of Absence, Short-Term Leave, and Withdrawal can be found in the PA Student Manual.

Refund Schedule (A1.02k)

Refunds for Withdrawal from All Classes – If withdrawal occurs during the first 60% of the semester, all aid that is not earned will be returned to the aid program involved. Refunds will be calculated on a per diem basis tied to the semester calendar. If a credit balance results from the adjustments to tuition, fees, room, board, and financial aid, a refund will be disbursed. Students who withdraw in the final 40% of the semester will receive no reduction in charges. An administrative fee of \$100 will be charged on all withdrawals.

- If a student withdraws/drops a class, all books and equipment must be returned.
- \$1,500 non-refundable acceptance fee will not be considered for a tuition refund.

The student's account will be credited only after the proper withdrawal forms have been filed with the Registrar and the exit interview is completed. Students must contact the Registrar's Office to officially withdraw from the school. Students who discontinue class attendance without officially completing the withdrawal procedure will be responsible for the full amount of applicable tuition and fees and all active courses graded with a grade of "F".

Additional Expenses Not Covered within Tuition & Fees (see table below for estimated costs)

- Students are required to maintain their own health insurance.¹⁰

¹⁰ All Physician Assistant students are required to have adequate health insurance coverage throughout the program. It is the responsibility of the student to adequately research the cost of insurance while in the program as the College does not provide health insurance for students. Students must furnish evidence of having the insurance prior to enrollment and must provide documentation at the beginning of each academic year. Students are required to sign a statement indicating their understanding of maintaining personal health insurance at all times and failure to do so may

- Students are required to have a laptop with Microsoft Office software (Microsoft Office 360© provided while a PC student).
- Students are required to have various immunizations according to CDC recommendations.¹¹
- Student housing, transportation, room, board, and all other living expenses¹²

Housing

Off-campus housing is available in the surrounding area. Students must arrange for off-campus housing individually. Room and board are not included in tuition since off-campus housing is not provided by Presbyterian College.

Financial Aid

For financial aid information, please view the [financial aid page](#) for Physician Assistant Studies Program students at Presbyterian College.

Scholarships

The Program does not offer scholarships.

result in dismissal from the program. Students are personally liable for all health/medical costs incurred while attending the College.

¹¹ Students are required to have various immunizations (listed elsewhere in this Bulletin). These expenses are not included in tuition & fees and the student is responsible for calculating costs and having the required immunizations.

¹² Students are responsible for arranging their own housing accommodations, transportation, and any expenses associated with travel to and from campus, to and from clinical rotation experiences, and travel expenses for conferences.

Summary of Estimated Expenses

Summary of Estimated Expenses*

TUITION

Tuition for Class Starting October 2020 (Class of 2022)

	Resident	Non-Resident
Year 1	\$53,400	\$53,400
Year 2	\$40,600	\$40,600
Total Tuition	\$94,000	\$94,000

ROOM, BOARD, AND TRAVEL EXPENSES NOT COVERED IN TUITION & FEES (ESTIMATED)⁵

	1st Year	2nd Year
Rent and Utilities (\$850/month)	\$10,200	\$10,200
Meals	\$4,800	\$4,800
Transportation	\$3,500	\$5,500
Miscellaneous Expenses (Internet, Phone)	\$1,680	\$1,680
Total Estimated Room and Board Expense	\$20,180	\$22,180

TECHNOLOGY RELATED EXPENSES NOT COVERED IN TUITION & FEES (ESTIMATED)

	1st Year	2nd Year
Laptop Computer (required) PC or MAC computer, Wi-Fi capable, at least 250GB storage, 4GB RAM, and Extended battery life	\$1,500	
Printing Costs	\$200	\$200
Total Estimated Technology Expense	\$1,700	\$200

OTHER REQUIRED FEES AND EXPENSES NOT COVERED IN TUITION & FEES (ESTIMATED)

	1st Year	2nd Year
Health Insurance	Student To Estimate	Student To Estimate
Immunizations	Student To Estimate	Student To Estimate
Health Screening	Student To Estimate	Student To Estimate

TOTAL SUMMARY OF TUITION, FEES, GENERAL AND REQUIRED EXPENSES (ESTIMATED)

	1st Year	2nd Year
Total Tuition and Fees	\$53,400	\$40,600
Total Estimated Room, Board, and Travel	\$20,180	\$22,180
Total Estimated Technology Expense	\$1,700	\$200
Total Estimated Expenses	\$75,280	\$62,980
Total Costs (excluding health insurance and immunizations)		\$138,260

Health Insurance Policy

Students enrolled in the Program are required to have health insurance in force at all times and must be able to demonstrate proof of such coverage upon request by the Program. Students are responsible for the costs of their own health insurance and health care. Students must maintain this insurance for the duration of the program with no lapse in coverage. Students must understand their graduation may be delayed and/or they may be dismissed from the program for failure to continuously maintain health insurance during the entirety of the program.

If a student becomes aware of a lapse, or potential lapse, in their health insurance they are required to notify the Academic Director immediately. Noncompliance may result in professional disciplinary actions.

Faculty as Student Health Care Providers Policy (A3.09)

Any individual who is in any capacity as faculty (clinical, principal, lecturing, or otherwise on paid or unpaid status) must not act as health care providers for the program students except in an emergency situation such as a life-threatening condition. Students are to be directed to their primary care provider, emergency department, or other health care provider.

Student Technology

Students enrolled in the Program are required to provide their own properly working laptop that will properly function with the Program's modern, updated software. Students will be held financially responsible for any damage as a result of misuse or abuse of any school property or property leased by the Program and issued to the student. Loaned technology must be returned to the Program upon withdrawal or deceleration. All students are also required to purchase a web-enabled mobile device of their choice.

Students must download software for examinations from ExamSoft. The technical requirements for the laptop are located at the following website:

Mac

<https://examsoft.force.com/etcommunity/s/article/Exemplify-Minimum-System-Requirements-for-Mac-OS-X>

Windows

<https://examsoft.force.com/emcommunity/s/article/Exemplify-Minimum-System-Requirements-for-Windows>

Tablet devices (e.g., iPad, Google Fire, Android tablet) are not supported for examinations. Students may elect to purchase these devices and/or smartphones as web-enabled mobile devices. It is the sole responsibility of the student to purchase and maintain a laptop that meets the minimum system requirements of ExamSoft and the program.

Required Immunizations and Health Screening Policy (A3.07a)

Students admitted to the Program are required to have updated immunization records. Students will not be permitted to begin the Program without providing documentation of completion of the immunization guidelines and submission to the program before enrollment. All information will be considered confidential and stored in a secure database with CastleBranch, a health records maintenance vendor. Health Screening ([Appendix O](#)) must be completed and submitted directly to CastleBranch; ***DO NOT send health screening information to the Program.*** All vaccination records and test results must be certified by a health care provider, including the health care provider's signature, name, and clinic information (either on official letterhead or marked with the clinic seal). Unofficial or un-certified records will NOT be accepted. Students are required to show proof of immunity (titers) or vaccination records and incur all costs for the following immunizations and TB screening prior to matriculation:

- **Measles, Mumps, Rubella (MMR):** 2 live vaccinations must have been administered after January 1, 1957 and after the age of 12 months. If MMR documentation is not available, students must be vaccinated for measles, mumps, and rubella before enrollment (two doses, four weeks apart per CDC guidelines). Please note that additional measles, mumps, and/or rubella titer(s) may be required by some hospitals before practice experiences can be completed at their sites.
- **Tuberculosis Screen:** An intradermal Mantoux tuberculin skin test (TST) preceding matriculation/orientation. Students with a history of a positive TST or BCG vaccination must have a clinical assessment by a healthcare practitioner that includes patient history, TB symptom check, and a TST or interferon gamma release assay (IGRA) blood test or chest X-ray, as appropriate.
- **Diphtheria, Pertussis, Tetanus:** Students must provide documentation of Tdap vaccination as an adult. If Tdap was administered more than 8 years prior to matriculation, students must also provide documentation of a tetanus-diphtheria booster within the last 8 years. Tetanus vaccinations are valid for a maximum of 10 years and students must demonstrate immunity through their anticipated graduation date prior to enrollment.
- **Varicella (chicken pox):** Documented administration of two doses of varicella vaccine OR laboratory evidence of immunity OR diagnosis of either chicken pox or shingles based on documented verification by a health-care provider will be required.
- **Hepatitis B:** Proof of immunity must be demonstrated via hepatitis B titer. If the titer is negative, then students must receive the 3-dose (Engerix-B or Recombivax HB) hepatitis B vaccination series followed by serologic testing 1 – 2 months after the last dose. Documentation of the completed 3-dose series must show initiation at least 3 months prior to the matriculation date with the final dose scheduled within 3 months of starting the program.

Clinical sites require annual updates of certain immunizations or tests. Updates of the following immunizations and tests must be provided to the Program by the stated deadline:

- Influenza: Documentation of annual vaccine by November 1 of the clinical year
-

- Tuberculosis: Documentation of annual TB screening through TST, IGRA (recommended for students with a history of BCG vaccination), and/or chest X-ray with clinical assessment (recommended for students with a history of a positive TST); Annual screening must be completed by the assigned date prior to commencing SCPEs. Failure to update TB screening or documentation will result in a delay to beginning the second year of the program.

Future updates and additional immunizations may be required in order to place students on clinical rotations and will be disseminated to students by the Clinical Director. Below are additional provisions regarding immunizations, health insurance, and professional liability insurance:

- Students who were not vaccinated for varicella but contracted chicken pox as a child must demonstrate immunity via a positive antibody titer.
- Students with chronic diseases are strongly encouraged to be closely managed by their health care providers.
- Students must keep a copy of their immunization records, health insurance, and professional liability insurance as appropriate in their possession while enrolled in the Program. Students and/or the Program may be required to provide copies of these documents to preceptors or other designated clinical education site officials when they are assigned to off-campus clinical training locations.
- Female students are advised that pregnancy is a contraindication to administration of certain vaccinations and must consult their health care provider for specific and additional information regarding vaccine administration.
- For more information about the above vaccinations and TB screening recommended for those in a healthcare setting, students may visit the Centers for Disease Control webpage at <https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>. Although the program does not offer international rotations at this time, in the event of future international rotations students may be required to attain additional immunizations. Information will be provided by the Clinical Director in the event of an international rotation to conform to CDC recommendations.

Vacation/Holiday Policy

Please refer to the Program's academic calendar for observed holidays during the didactic phase. Holidays are not observed during the clinical phase, with the exception of those listed on the Program's clinical year calendar. Students must be at their clinical site during all appropriate preceptor hours. The Academic Director and Clinical Director, working with the Program Director, may implement additional vacation/holidays depending on the PA program curriculum and the college holidays. Clinical year students may be required to adhere to the schedule of their clinical site and work on days that the clinical site operates, even if the College and Program are closed.

Inclement Weather Policy

When Presbyterian College or the Program has canceled or delayed classes due to weather, announcements are made over local television and radio stations. These announcements inform students and employees when the College or program will open. Students may also check the College web site or call the switchboard for this information. The College attempts to have a

recording on the switchboard and information on the web site by 7 a.m. on mornings when there are widespread public-school closings. Students may also elect to receive text messages on a mobile phone or email messages of emergencies and weather closings. To register your mobile phone and/or email, please go to <https://www.getrave.com/login/presby>.

When the College is "closed," it means that "classes are cancelled" for the day. If the message indicates a "delay" instead of a "closure," there will be no class meetings prior to the delayed class time. If the College opens *during* a scheduled class, students must report to class for the remainder of the class period (e.g. you would report to a 9 – 11 am class at 10 am if the College delays opening until 10 am).

If inclement weather occurs when a student is to report to a clinical practice site and the site is closed, the student is excused from clinical activities for that day only. However, the student must immediately inform the Clinical Director via email notification about the closure.

Mandatory make up class time or additional work will be determined by the Academic Director. Typically, class will be made up during normal gaps between classes. This may include earlier, later, or weekend hours. Students are expected to be present for make-up classes and responsible for any make-up work.

Certification

Upon acceptance to the Program, students are expected to participate in and maintain current certifications (e.g., basic life support) and training in HIPAA and OSHA requirements governing blood borne pathogens. Training opportunities will be provided by the Program and each student is required to achieve a passing grade for each training. In the event a student is unable to attend an offered training, he/she must schedule his/her own training and cover any required costs. The student must complete the necessary training and any certification within 30 days of the originally scheduled class training.

Physician Assistant Certification and Licensure

To become a certified PA (PA-C), one must pass the Physician Assistant National Certifying Exam (PANCE), a computer-based, multiple-choice test comprised of questions that assess basic medical and surgical knowledge. In addition, students must obtain state medical board registration/licensure. **A PA may not begin working as a Physician Assistant in most states until he/she has successfully passed the Physician Assistant National Certifying Examination AND has been licensed/registered by the state in which they practice.** There may be exceptions for certain state licensures or for federal employment, such as the military. Failure to complete all necessary steps may constitute practicing medicine without a medical license.

Students are responsible for ensuring they obtain all required licenses and certifications. Presbyterian College is not responsible for registration or licensing; the student is solely responsible for all such requirements and verifying they have the proper authorizations to practice medicine.

Students Working for the Program (A3.15e);(A3.04; A3.05a)

Teamwork and collaboration are an important part of the learning experience. Students are neither required nor permitted to work for the program. In addition, students are not to substitute for instructional faculty (e.g. providing formal classroom lectures or providing clinical experiences). Additionally, students are not to provide administrative support to the program. Students will have varying degrees of prior medical experience. However, lectures, structured clinical experience, and overall instruction are the responsibility of the faculty and not students. Students must report any potential conflicts to the Program Director or to the Provost.

Student Employment While Enrolled in the Program Policy (A3.15e)

Students are strongly cautioned against being employed while enrolled the program. This is a very rigorous program requiring a full-time commitment to academic achievement. Therefore, students attempting to be employed while enrolled in the program are at an increased risk of failure.

Student Shadowing Outside Program-Sponsored Rotations

Student shadowing during Program breaks (e.g., December holidays) is neither recommended nor supported by the Program in any way and is an unsanctioned endeavor by the student. Any student who elects to pursue shadowing during Program breaks must understand the following:

- that s/he is, in no way, supported by the program in this endeavor.
- that s/he will, in no way, be covered by the Program malpractice policies, benefits, and privileges related to matriculation at the College or the Program.
- that s/he is expressly forbidden from
 - wearing any article of clothing (e.g., scrubs, white coat), nametag, or other item identifying the student as a Program or College student.
 - introducing him/herself as a physician assistant student.
 - otherwise representing him/herself as a physician assistant student.
 - representing in any way that s/he is affiliated with the College during this unsanctioned shadowing.

Student Travel Reimbursement

The Program encourages students to actively participate in local, state, regional, and national professional organizations. The College will enroll each student in the American Academy of Physician Assistants (AAPA) and the South Carolina Academy of Physicians (SCAPA) at no cost to the student. Students are also encouraged to attend the national AAPA conference (with prior approval from the Academic Director). Students are responsible, however, for material covered in all syllabi, as well as their own expenses for the conferences and extremal activities.

Conference Attendance Policy

Students may be excused from clinical rotations to attend the national AAPA (American Academy of Physician Assistants) conference. It is expected that the class president or designee attend as a student delegate. Students need proof of conference attendance for approval. Any change to the policy remains at the discretion of the Program Director.

APPENDICES

Following are a group of forms and attestations. Many of them will be completed at orientation or on an as-needed basis. Students will be given further instruction on completing these forms when they are needed.

Appendix A: Code for Ethical and Professional Conduct (B4.03e, 4.02e)

Demonstrate Concern for the Welfare of Patients

- Recognize when one's ability to function effectively is compromised and continuing without assistance could potentially cause patient harm. In such cases, one must get relief or help.
- Recognize the limits of student involvement in the medical care of a patient.
- Act within the legal scope of practice for a physician assistant student and his/her training in provision of information or care.
- Act under supervision of a licensed practitioner and seek supervision whenever necessary.
- Do not use alcohol or other drugs in a manner that could compromise himself/herself or patient care.
- Do not promote one's self at the expense of the patient.

Show Respect for the Rights of Others

- Comply with all aspects of HIPAA privacy regulations including, but not limited to:
 - Treat patients and their families with respect and dignity both in their presence and in discussion with others.
 - Maintain confidentiality of patient information.
 - Respect the patient's dignity and privacy.
- Deal with faculty, preceptors, staff, peers, and any members of a health care team in a respectful manner.
- Treat all persons encountered in a professional capacity equally and with respect regardless of ability, age, race, ethnicity, religion, gender, sexual preference or socioeconomic status.

Exhibit Trustworthiness

- Be truthful in all communication. Failure to comply shall be considered lying as defined in the Honor Code.
- Admit errors in a timely manner and do not knowingly mislead others.
- Do not misrepresent him/herself as a physician, physician assistant, or other health professional.
- Accurately acknowledge the source of all information reported. Failure to comply shall be considered plagiarism as defined in the Honor Code.

Act Responsibly with a Sense of Duty

- Participate responsibly in the care of the patient to the best of his/her ability and with appropriate supervision.
- Undertake clinical duties as requested, complete such duties to the best of one's ability, and seek help when needed.
- Follow through on commitments. This includes being present, prepared, and prompt for classroom, clinical, service, and professional duties or meetings.

- Notify the responsible person if something interferes with his/her ability to perform clinical or academic tasks effectively.

Maintain a Professional Demeanor

- Maintain a neat and clean appearance, and dress in attire that is accepted as professional by following the Professional Attire Policy.
- Be thoughtful and respectful when interacting with patients and families.
- Strive to maintain composure during times of fatigue, professional stress, or personal problems.
- Avoid offensive language, gestures, or inappropriate remarks.

Guidelines for the Ethical Conduct for the PA Profession

Note: This document has been changed from the original for the purposes of applying to a Physician Assistant Student. The entire document can be found at: <https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>

Statement of Values of the Physician Assistant Profession

- Physician assistants hold as their primary responsibility the health, safety, welfare, and dignity of all human beings.
- Physician assistants uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice.
- Physician assistants recognize and promote the value of diversity.
- Physician assistants treat equally all persons who seek their care.
- Physician assistants hold in confidence the information shared in the course of practicing medicine.
- Physician assistants assess their personal capabilities and limitations, striving always to improve their medical practice.
- Physician assistants actively seek to expand their knowledge and skills, keeping abreast of advances in medicine.
- Physician assistants work with other members of the health care team to provide compassionate and effective care of patients.
- Physician assistants use their knowledge and experience to contribute to an improved community.
- Physician assistants respect their professional relationship with physicians.
- Physician assistants share and expand knowledge within the profession.

These duties are pledged with sincerity and upon my honor.

Dated: _____ Signature: _____

Print Name: _____

Appendix B: PA Professional Oath Form

I pledge to perform the following duties with honesty and dedication:

- I will hold as my primary responsibility the health, safety, welfare and dignity of all human beings.
- I will uphold the tenets of patient autonomy, beneficence, nonmaleficence and justice.
- I will recognize and promote the value of diversity.
- I will treat equally all persons who seek my care.
- I will hold in confidence the information shared in the course of practicing medicine.
- I will assess my personal capabilities and limitations, striving always to improve my medical practice.
- I will actively seek to expand my knowledge and skills, keeping abreast of advances in medicine.
- I will work with other members of the health care team to provide compassionate and effective care of patients.
- I will use my knowledge and experience to contribute to an improved community.
- I will respect my professional relationship with the physician.
- I will share and expand knowledge within the profession.

These duties are pledged with sincerity and upon my honor. ¹³

Dated: _____ Signature: _____

Print Name: _____

¹³ The Student Academy of the American Academy of Physician Assistants (SAAAPA) developed the oath, which was adopted by their Assembly of Representatives.

Appendix C: Receipt of Student Bulletin Form (A3.02)

I acknowledge that my signature confirms that I have received a copy of the current physician assistant student bulletin titled, "PC PA Student Bulletin." I understand that I am responsible for all the information contained in this bulletin and I will be expected to conform to these guidelines and policies during my entire education. Failure to comply may result in suspension or termination from the Presbyterian College Physician Assistant Program. I understand that some policies are subsequent to change and I am subject to the policies of the most current bulletins for Presbyterian College.

Dated: _____ Signature: _____

Print Name: _____

Appendix D: Release of Health Information Form

I, _____, hereby grant the Presbyterian College Physician Assistant Program the ability to provide the health care training facility (preceptor and administrative personnel) the required health and immunization status from my medical record as stated within the rules, regulations, and contractual affiliation agreement of the facility and Presbyterian College. My signature below acknowledges my understanding and agreement to provide the above stated information.

Dated: _____ Signature: _____

Print Name: _____

Appendix E: Disclosure Form

The Presbyterian College Physician Assistant Program meets the standards set forth by the Accreditation Review Commission on Education of the Physician Assistants (ARC-PA) and the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC).

As a student of the College, I understand and agree that I will engage in timely surveys on my development as a physician assistant.

I understand and agree to allow Presbyterian College to use all of my evaluation criterion information for the use of continued evaluation of the program. This material includes, but is not limited to, admission criteria, didactic and clinical phase performance measures, Physician Assistant National Certification Exam (PANCE) and any other instrument.

I hereby grant permission to the College to photograph and/or videotape me. I also authorize the College to use and/or permit others to use the aforementioned images/videos for educational, academic integrity, informational, and promotional purposes without compensation.

The college may also photograph, video, and/or audio record me during examinations and these recordings may be used as evidence for any cases of expected violation of any College or Program policies (i.e. Honor Code violations).

I hereby grant permission to the College to submit my immunization records and drug/alcohol screen results to clinical sites as appropriate.

Dated: _____ Signature: _____

Print Name: _____

Appendix F: Participation of Students as Human Subjects Form

Functional anatomy and physical diagnosis are best learned through the study of living subjects. Firm foundations laid early in physical diagnosis will prevent uncomfortable floundering and error in clinical areas involving real patients. For this reason, we require the participation of our students as living subjects, as well as examiners (in an interchangeable fashion), during selected courses during the Didactic and Clinical Phases.

The experience of working with such real live patients is the only way to achieve a genuine learning experience in advance of actual, less structured clinical situations. We expect all students in this program to participate willingly in all aspects of physical exam practicum in a professional, cooperative manner aimed at the best possible learning experience for each student.

Generally, students learn these examination techniques and skills in teams of two or three with the guidance of an experienced instructor. Students are required to come to these laboratory sessions prepared to partially disrobe. Students also agree to practice comprehensive examinations on both genders to successfully complete the program. Failure to practice skills on both genders may result in dismissal from the program.

Thus, when working on the lower extremities, both male and female students must come prepared by wearing athletic shorts. With the upper limb, thorax and abdomen, male students must simply shed their shirts; women must wear a sports bra, halter, or other appropriate tops beneath easily shed shirts. Students must maintain this clothing in their lockers.

It must be understood that this participation does not include the genitalia and breast examinations. The students learn to examine and evaluate these anatomical areas using simulators and with professional patients.

It must also be understood that we expect all students to participate in these learning activities by dressing as outlined above and by submitting to inspection and palpation by their classmates.

By signing below, I hereby affirm that I understand this policy and agree to abide by it.

Dated: _____ Signature: _____

Print Name: _____

Appendix G: Statement of Confidentiality Form

I, _____, hereby acknowledge my responsibility under federal applicable law and the affiliation agreement between the clinical training facility and Presbyterian College to keep confidential any information regarding facility patients, as well as all confidential information of the facility. I also agree, under penalty of law, not to reveal to any person or persons except authorized clinical staff and associated personnel any information regarding any patient, and further agree not to reveal to any third party any confidential information of the facility.

Dated: _____ Signature: _____

Print Name: _____

Appendix H: Technical Standards Attestation Form (Student Edition)

Technical standards establish the skills necessary for satisfactory completion of physician assistant training. A candidate for the Master of Physician Assistant Studies (MPAS) must meet these standards without exception. In the event an applicant is unable to fulfill these technical standards prior to or any time after admission, with or without reasonable accommodation, the student will not be allowed to enter or progress within the program.

Candidates for the PA program must possess ability, aptitude and skills as outlined below:

1. Observation: The candidate must be able to:
 - Observe demonstrations and experiments in the basic sciences, visual presentations in lectures and laboratories, laboratory evidence and microbiologic cultures, microscopic studies of microorganisms, and tissues in normal and pathologic states.
 - Observe a patient accurately at a distance and close at hand.
 - Use the sense of vision, somatic sensation, and smell as part of the observation process.
2. Motor: Candidates must have sufficient motor skills and coordination to:
 - Execute the movement required to provide patient care such as palpitation, auscultation, percussion, and other diagnostic maneuvers
 - Execute movements required to provide general care and emergency treatment to patients. These skills require coordination of gross and fine muscular movement, equilibrium, and sensation.
 - Manipulate equipment and instruments necessary to perform basic laboratory tests and procedures required to attain curricular goals (e.g. needles, stethoscope, ophthalmoscope, tongue blades, intravenous equipment, gynecologic speculum, and scalpel)
3. Communication: A candidate must be able to:
 - Communicate effectively and efficiently in oral and written forms with all members of the healthcare team.
 - Be able to speak, hear, and observe patients in order to elicit information, perceive nonverbal communications, and describe changes in mood, activity, and posture.
 - Utilize speech, reading, writing, and computers as part of the communication process.
 - Communicate effectively and sensitively with patients and families.
4. Intellectual-Conceptual, Integrative and Quantitative Abilities: Candidates must be able to:
 - Comprehend three-dimensional relationships and the spatial relationship of structures.
 - Collect, organize, prioritize, analyze, and assimilate large amounts of technically detailed and complex information within a limited time frame. This information will be presented in a variety of educational settings, including lectures, small group discussions, and individual clinical settings
5. Behavioral and Social Attributes: Candidates must have:
 - Emotional health, maturity, sensitivity, intellectual ability, and good judgment needed to complete all responsibilities associated with the diagnosis and care of patients
 - The ability to tolerate physical, mental, and emotional stress associated with training and the profession.
 - Qualities of adaptability, flexibility and be able to function in the face of uncertainty.
 - Sufficient interpersonal skills to interact positively with people of all ages, races, genders, socioeconomic and culturally diverse backgrounds.
6. Physical Demands: The candidate must have:
 - The physical ability to learn and implement the various technical skills required by the program.
 - An adequate range of body motion and mobility, with or without accommodation, to perform the following essential functions: prolonged periods of sitting, occasional bending and stooping, and the ability to lift and carry books and other items such as medical instruments weighing up to ten (10) pounds, with or without accommodation.
7. Ability to Practice Medicine: The candidate must demonstrate:
 - The cognitive capacity to make appropriate clinical diagnoses and exercise reasonable medical judgments and to learn and keep abreast of medical developments;
 - The ability to communicate those judgments and medical information to patients and other healthcare providers, with or without the use of aids or devices, such as a voice amplifier.
 - The physical capability to perform medical tasks such as physical examination and surgical procedures, with or without the use of aids or devices, such as corrective lenses or hearing aids.

I hereby signify that, to the best of my knowledge, I am able to meet the technical standards as outlined in this document. If I am unable to fulfill these technical standards at any time before or after admission, with or without reasonable accommodation, I understand that I will not be allowed to progress in the program.

Dated: _____

Signature: _____

Print Name: _____

Appendix I: Professional Performance Evaluation (PPE)¹⁴

Physician Assistant Student Department of Physician Assistant Studies Presbyterian College

The Department of Physician Assistant Studies *Professional Performance Evaluation Form (PPE)* was developed to assess the professional behavior and attitudes of physician assistant students through a formal, written feedback process that compliments regular feedback provided by faculty advisors to their student advisees.

Procedure:

- Form must be completed by the faculty advisor, but may be utilized to indicate student performance problems during both the didactic or clinical phases.
- Faculty advisors are to meet regularly with each advisee and complete the PPE.
- It is important that substantive commentary be included in the comments section, especially if there are/were professional performance problems.
- Faculty advisors must be prepared to offer specific examples that justify all ratings, especially needs “improvement” or “unsatisfactory” performance ratings.
- Obtain the necessary signatures (with professional credentials after them) and specify the date of completion.
- Each faculty member is responsible for notifying the Program Director and Academic Director immediately if a student receives an “Unsatisfactory” score in any area.
- The completed documents will be given to the Academic Director and stored in the student’s files
- Under no circumstance is the form to be filed without having been reviewed and signed by both the advisor and advisee).
- **For the final assessment, just prior to graduation - each parameter must be evaluated as “Outstanding” or “Satisfactory” in order for a student to graduate the program.**

Ordinarily, the advisor meets with each advisee to complete a professional performance form on the schedule outlined above. If, however, a student is having professional performance problems, it may be necessary to complete the form on more than an annual basis. If necessary the Program Director can meet with faculty and any advisee about whom a faculty member is concerned.

¹⁴ Adapted from a form developed by the Department of Physician Assistant Education, Stony Brook University

**Professional Performance Evaluation (PPE)
Physician Assistant Student
Department of Physician Assistant Studies
Presbyterian College**

Student: _____ Evaluation Date: _____ Advisor/Evaluator:

1 = Unsatisfactory	2 = Needs Improvement	3 = Satisfactory	4 = Outstanding
---------------------------	------------------------------	-------------------------	------------------------

Check Rating:

1	2	3	4	
				Reliability and Responsibility
				Strives for the highest standards of competence in skills and knowledge
				Takes personal responsibility for own learning
				Fulfills course/clerkship responsibilities in a reliable manner
				Fulfills administrative responsibilities in a reliable manner, e.g., submitting course evaluation and patient logging
				Assumes personal responsibility for choices
				Is on time for learning activities
				Submits assignments on time and in professional format
				Maintains confidentiality standards and is HIPAA compliant
				Ethical, e.g., identifies/reports unprofessional behavior, truthful
				Committed to ethical principles of the PA profession
				Adheres to institutional policies and procedures
				Adheres to negotiated decisions
				Uses professional language and is mindful of the environment
				Self-Improvement and Adaptability
				Able to accept and offer constructive criticism
				Incorporates feedback to make positive behavioral change
				Recognizes limitations of own knowledge and seeks help when necessary
				Asks questions in a constructive manner
				Demonstrates respect, empathy and compassion for patients and colleagues
				Adapts well to change
				Maintains professional appearance and hygiene
				Maintains composure during adverse interactions or situations
				Committed to ongoing professional development
				Relationships with Students, Faculty, Staff and Patients
				Able to effectively relate to patients, peers, and colleagues
				Honors the choices and rights of others
				Respects faculty and their teaching endeavors
				Understands and respects cultural differences
				Uses appropriate verbal and non-verbal communication
				Resolves conflicts in a manner that respects the dignity of every person involved
				Listens attentively
				Responds to the needs of others without regard to self-interest
				Exhibits the attributes of a team player
				Contributes to creating an atmosphere conducive to learning and the practice of medicine

Comments and suggestions/correction plan offered by advisor and/or student:

Appendix J: Remediation Form

Presbyterian College Physician Assistant– Formal Individualized Remediation Plan

Student Name:

Start Date:

End Date:

Item	Description	Notes / Plan
Characterization of the lapse or performance improvement needs (check all that apply)	<input type="checkbox"/> <i>Pre-existing academic issue (i.e. learning disability)</i> <input type="checkbox"/> <i>Specific testing issue (i.e. severe test anxiety)</i> <input type="checkbox"/> <i>Insufficient working knowledge base</i> <input type="checkbox"/> <i>Insufficient communication skills</i> <input type="checkbox"/> <i>Insufficient physical examination skills</i> <input type="checkbox"/> <i>Insufficient clinical reasoning</i> <input type="checkbox"/> <i>Poor organization / time management skills</i> <input type="checkbox"/> <i>Extenuating psychological or medical condition</i> <input type="checkbox"/> <i>Non-verbal learning issue (i.e. socially awkward)</i> <input type="checkbox"/> <i>Attitudinal / behavioral issues</i> <input type="checkbox"/> <i>Other (describe)</i>	
Goal(s)	<i>Describe in terms of specific competency(ies) that need to be developed based on the characterization of the lapse(s) described above.</i>	
Requirements: <i>Educate</i>	<i>Activity(ies) for learner</i>	<input type="checkbox"/> <i>Refer student to Student Counseling and/or external Counseling</i> <input type="checkbox"/> <i>Refer student to Private PA Tutor / Consultant</i> <input type="checkbox"/> <i>Professional Performance Evaluation Form (attached to this plan) :</i> <input type="checkbox"/> <i>Organizing Your Study Time</i> <input type="checkbox"/> <i>Improving Your Listening Skills</i> <input type="checkbox"/> <i>Taking Better Lecture Notes</i> <input type="checkbox"/> <i>How to Predict Test Questions</i> <input type="checkbox"/> <i>Preparing for Tests</i> <input type="checkbox"/> <i>Test-Taking Skills</i> <input type="checkbox"/> <i>How to Remember for Tests</i> <input type="checkbox"/> <i>Memory Tricks</i> <input type="checkbox"/> <i>Great Ways to Study</i> <input type="checkbox"/> <i>DynaMed Plus (or other) Assignment(s) of (specify):</i> <input type="checkbox"/> <i>Access Medicine Assignment(s) of:</i> <input type="checkbox"/> <i>1x1 Faculty Coaching of:</i> <input type="checkbox"/> <i>1x1 Physician or PA Coaching of (clinical rotation skills remediation):</i> <input type="checkbox"/> <i>Peer Coaching of:</i> <input type="checkbox"/> <i>Other:</i>

Requirements: <i>Behavior/Performance Change</i>	<i>SMART objectives</i> 1. 2. 3. 4. 5. <i>Time</i>	<i>Specific Measurable Achievable Realistic</i>	<i>Specific Objectives: Measurement / Metric: Achievable (Y/N):</i> <input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i> <i>Realistic (Y/N):</i> <input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i> <i>Date for Completion of the Remediation:</i>
Requirements: <i>Monitoring</i>	<i>Who, frequency, expectations for follow-up meetings</i>		
Consequences for incomplete success	<i>See PA Student Bulletin – Remediation Policy</i>		
Consequences for relapse	<input type="checkbox"/> <i>Failure of module / exam</i> <input type="checkbox"/> <i>Failure of course</i> <input type="checkbox"/> <i>Removal from program</i>		

Course Instructor/Faculty Advisor Signature/Date _____

Academic Director Signature/Date _____

Student Signature/Date _____

“I have read and understood the content and terms of this remediation plan. I understand what is expected of me and what I need to accomplish in order to successfully complete it.”

Date for Remediation Completion Assessment:

Remediation Completion Assessment (to be completed after remediation process outline above)

- Student successfully completed the remediation*
- Student **DID NOT** successfully complete the remediation*

Course Instructor/Faculty Advisor Signature /Date _____

Academic Director Signature/Date _____

Developed based on a lecture by Bar-on, Singh, Wahi-Gururaj, "One Size Does Not Fit All: Learner-Centered Remediation Plans." University of Nevada School of Medicine. Also, based upon Kalet A, Chou C. Remediation In Medical Education. [Electronic Resource]: A Mid-Course Correction [e-book]. 2014. Available from: THOMCAT: James H. Thomason Library Catalog, Ipswich, MA. Accessed August 11, 2017.

Appendix K: Incident Reporting Form

Report any incident including injury, property damage, or other concern:

1. Immediately following the incident, call the Clinical Director
2. Follow up by immediately completing and faxing or emailing this form to paprogram@presby.edu

PLEASE PRINT CLEARLY

INFORMATION ON PERSON SUBMITTING THE REPORT			
Name:			
Address:			
Phone numbers:	Home:	Work:	
	Cell:	E-Mail:	
INFORMATION ON THE INCIDENT			
Nature of the activity:			
Place of the activity:			
Date of the incident:		Time of the incident:	
Exact location of the incident:			
Name of Leader in charge at the time:			
Description of incident:			
Witness Name:	Cell Phone:	Work Phone:	
Witness Name:	Cell Phone:	Work Phone:	
COMPLETE ONLY IF THIS INCIDENT WAS REPORTED TO THE POLICE			
Police Station Name, Number:			
Police Station Address:			
Name and Phone Number of Officer in Charge:			

INFORMATION ON INJURED PERSON		
Name:		Birth date:
Address:		
Phone Numbers:	Home:	Work:
<p>Please describe nature of injury or property damage (use a separate sheet if necessary) Be sure to include information on:</p> <ul style="list-style-type: none"> • Nature of the injury – punctures, scratch, bite, etc. • Extent of injury – depth, amount of blood or fluid potentially injected or on exposed surface • Name and medical record number of patient whose blood or fluid the student was exposed to and any pertinent information known about the patient; if the source is HIV+, the stage of disease, viral load, and antiretroviral resistance information, if known and if permitted to disclose. • Personal protective equipment worn at the time of the exposure • Decontamination/first aid provided at time of incident 		
Complete if applicable:	Name of doctor consulted:	Phone:
Complete if applicable:	Name and address of hospital or clinic:	Phone:
	Signature:	Date:

Appendix L: Student Advising Form

Presbyterian College Physician Assistant

Note: Use in conjunction with [Appendix K](#): Remediation if there are remediation issues. Both are to be used together and stored in the student file.

Student Name: _____ Advisors Name: _____ Date: _____

Item	Description	Notes / Plan
Characterization of the nature of the meeting (check all that apply)	<input type="checkbox"/> Routine (once per semester) <input type="checkbox"/> Academic Performance <input type="checkbox"/> Behavioral / Professional Issue <input type="checkbox"/> Personal Issue <input type="checkbox"/> Career Counseling <input type="checkbox"/> Insufficient clinical reasoning <input type="checkbox"/> Other (describe)	
<u>Routine Advising Checklist:</u> Faculty Advisor to cover all items in this section with the student for routine advising appointments.	<input type="checkbox"/> Academic Record / Grades to date <input type="checkbox"/> Clinical Skills <input type="checkbox"/> Attendance / Punctuality <input type="checkbox"/> Interpersonal / Team Skills <input type="checkbox"/> Leadership <input type="checkbox"/> Dependability <input type="checkbox"/> Professionalism <input type="checkbox"/> Initiative <input type="checkbox"/> Ask student if they have improvement suggestions <input type="checkbox"/> Ask student what they enjoy about the program	
Action Items from Meeting	<input type="checkbox"/> None <input type="checkbox"/> Initiate Remediation Plan (complete Appendix: Remediation Form) <input type="checkbox"/> Other (specify to the right)	

Faculty Advisor Signature/Date _____

Academic Director Signature/Date _____

I have read and understood the content and terms of this advisement plan. I understand what is expected of me and what I need to accomplish in order to successfully complete it.

Student Signature/Date _____

Appendix M: Disciplinary Action Form

Presbyterian College Physician Assistant– Formal Individualized Disciplinary Action Plan

Student Name: _____

Start Date: _____

End Date: _____

Item	Description of Alleged Activity	Detailed Description of Alleged Activity
Characterization of the issue prompting disciplinary action (check all that apply)	<input type="checkbox"/> Lying <input type="checkbox"/> Cheating <input type="checkbox"/> Stealing <input type="checkbox"/> Plagiarism <input type="checkbox"/> Receiving unacknowledged aid <input type="checkbox"/> Deceit <input type="checkbox"/> Failure to enforce the Academic Honor Code <input type="checkbox"/> Discourteous behavior toward a fellow student <input type="checkbox"/> Disrespectful behavior toward faculty or staff <input type="checkbox"/> Attitude/ behavioral issues <input type="checkbox"/> Other (describe)	
Referral	<input type="checkbox"/> PC Honor Council <input type="checkbox"/> PC Campus Police <input type="checkbox"/> Other	
Behavior Change	<input type="checkbox"/> Specific Objectives: <input type="checkbox"/> Measurement / Metric:	
Monitoring	<input type="checkbox"/> Who, frequency, expectations for follow-up meetings	
Consequences of Future Disciplinary Actions	<input type="checkbox"/> Consequences of subsequent disciplinary actions may include referral to the PC Honor Council, referral to PC Campus Police, suspension for a defined period, and expulsion.	

Faculty Advisor Signature/Date _____

Academic Director Signature/Date _____

Student Signature/Date _____

“I have read and understood the content and terms of this disciplinary plan. I understand what is expected of me and what I need to accomplish in order to successfully complete it.”

Appendix N: Program Completion Form

Evaluation of Student Preparedness for Graduation from the Program

Student Name: _____

Student GPA: _____

YES

NO

Approved for graduation from program and board eligible:

Applied for Graduation	Passed each course with a "B-" or better	Passed each SCPE with a "B-" or better	Passed Summative exam with an 80% or better	Passing all components of the Clinical Summative	Adherence to behavioral, ethical, and procedural requirements

Joseph Weber, DHSc, MPAS, MBA, PA-C, Sr. Chaplain
Program Director and Associate Professor

Date

Amanda Stevenson-Cali, PA-C, MPH
Academic Director and Assistant Professor

Date

If NO, indicate specific concerns and comment on plan to prepare student for graduation:

Appendix O: Student Health Screening Form

STUDENT HEALTH SCREENING FORM

A. TO BE COMPLETED BY THE STUDENT:

Student's Full Name

First Middle
Last

Date of Birth ___/___/___ Sex _____

Email _____ Cell Phone (____) _____ Home Phone (____) _____

Contact Information in the event of an emergency or serious illness:

Name	Relationship	Best Phone #
------	--------------	--------------

Family Healthcare Provider Information (please include name and phone number)

Provider's Name: _____

Phone: _____

B. REPORT OF PHYSICAL EXAMINATION

TO THE EXAMINING CLINICIAN: The information supplied will not affect the student's status at Presbyterian College; it will be used only by the student if s/he needs a physical examination for purposes of her/his education. The information will not be available to any member of the faculty or staff.

Student's Name _____

Height _____ Weight _____ Blood Pressure _____ Pulse _____

Systems	Normal?	Explanation
Head, Ears, Nose, Throat		
Respiratory		
Cardiovascular		
Gastrointestinal		
Hernia		
Eyes		
Genitourinary		
Musculoskeletal		
Metabolic/Endocrine		
Neuropsychiatric		
Skin		
Is there loss or impaired function of any paired organ?		

Please answer the following: Any explanations or general comments may be listed below or attach a sheet with further information.
Recommendations for physical activity Limited _____ Unlimited _____

Explanations or Comments:

C. HEALTH CARE PROVIDER SIGNATURE OR STAMP REQUIRED.

Clinician's Name (please print) _____

Address: _____ Phone _____ Number _____

Signature of Clinician: _____ Date _____

This information is confidential and will NOT be visible to any member of the PC Faculty or Staff.

D. STUDENT

Submit this **completed** form confidentially to:

Presbyterian College Health Services Office
Attention: PA Student Health Forms
503 South Broad St.
Clinton, SC. 29325

DO NOT send this form to anyone at the PA Program for any reason.

Appendix P: Online Learning, Attire and Appearance, and Virtual Meeting Etiquette

This addendum is intended to supplement the PC PA Studies Bulletin (the Bulletin). It addresses conditions that may be different from the Bulletin as a special case for online, remote instruction. It is not meant to supplant any part of the Bulletin when students are attending class in the classroom setting or while on campus.

Attire and Appearance

Scrubs are preferable; however, you may wear business casual attire. It is inappropriate for you to wear only part of your scrub set (e.g., scrub top only, or business casual shirt with shorts). If you are discovered to be wearing inappropriate attire during the course of the online class, you may be subject to disciplinary action in the form of a professionalism violation.

Your physical and grooming appearance must be the same as if you were attending class in person. For example, it is expected that all students are well-groomed and professional-appearing at all times. Hair must be neat. Facial hair is permitted, but must be professional and well-groomed.

Virtual Meeting Etiquette

Etiquette for virtual meeting is important to maintaining the professional environment expected from every medical professional. Below are some specific items to consider:

- The virtual classroom is a professional environment that should mimic the traditional classroom as much as possible in order to provide a stable teaching environment for learners.
- Be seated for class at a desk, table, or surface conducive to work.
- Ensure that your face is visible on the camera and the room is well-lighted.
- Avoid 'active backgrounds' such as moving in a vehicle, ceiling fans, and other people or animals walking through the frame as much as possible. Consider the use of virtual backgrounds to minimize distraction, avoiding virtual backgrounds that include movement.
- Avoid talking to others on the phone or in the room. Even while on mute, this is distracting, and would not be allowed in the classroom.

Appendix Q: Review of Clinical Policies Form (A3.01)

I acknowledge that my signature confirms that I have attended the review of Clinical Policies session.

In addition, I understand that I am responsible for all the information presented in the session as well as all information located in the Presbyterian College Physician Assistant Bulletin located at, <https://www.presby.edu/doc/pa/PCPA-StudentBulletin.pdf>. I also certify, I have an understanding of the Presbyterian College Preceptor Orientation Handbook located at, <https://www.presby.edu/doc/pa/Preceptor-Handbook-PC.pdf>.

Failure to comply may result in suspension or termination from the Presbyterian College Physician Assistant Program. I understand that some policies are subsequent to change and I am subject to the policies of the most current bulletins for Presbyterian College.

Signature: _____

Print Name: _____

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