STUDENT HANDBOOK 2014

For the Class of 2016
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1. INTRODUCTION
This Student Handbook is designed to provide both the potential and matriculated student with information about the educational program leading to a Master of Science in Physician Assistant Studies as well as standards and expectations for students to remain in good standing and successfully complete the program. It should be viewed as an adjunct to Shenandoah University’s Graduate Catalog, which contains specific information regarding the university and related policies. The information herein is subject to periodic revision, and these changes will be relayed to students in a timely manner. It is ultimately the student’s responsibility to be aware of all requirements and to work closely with an advisor to ensure these requirements are fulfilled.

2. OVERVIEW OF THE PROFESSION AND PROGRAM
Physician assistants (PAs) are health-care professionals who practice as part of a team with a physician. PAs exercise autonomy in decision-making and provide a wide range of diagnostic and therapeutic services with physician supervision. The role of the PA includes provision of primary and specialty care in medical and surgical practices located in rural, urban or suburban areas. PA practice is patient-care centered but may include education, research and administrative duties. (Adapted from AAPA, 2013)

The Shenandoah University Physician Assistant Program is a graduate entry-level professional course of study enabling individuals who hold baccalaureate degrees to become PAs. The program is designed to prepare graduates for primary-care practice with emphasis on service to medically underserved populations and the team approach to the delivery of health care. The program integrates graduate-level critical thinking and analysis, problem solving, scientific inquiry, self-directed learning and the effective use of modern technology for professional practice that includes elements of research, leadership, education and continued enhancement of the physician assistant profession.

3. PURPOSE AND GOALS
The purpose of The Physician Assistant Program is to graduate competent professionals who are well prepared for the demands of modern professional practice in a rapidly changing health-care environment. The curriculum goals were developed based upon the AAPA/PAEA/NCCPA/ARC-PA “Competencies for the Physician Assistant” document, standards for educational programs contained in the “Accreditation Standards for Physician Assistant Education,” the program’s Mission Statement and the needs of the PA profession. In the PA program curriculum, knowledge, skills and attitudes are considered to be critical elements of professional practice and are addressed in the following curricular goals.

The graduate of The Physician Assistant Program will demonstrate the following:

A. Entry-level proficiencies necessary for high quality, cost-effective practice as a primary care physician assistant in a dynamic health care delivery system.

B. An understanding of the principles of scientific inquiry and research design as well as the ability to apply these principles to read critically and interpret the literature and enhance the delivery of health care.

C. An ability to incorporate the basic principles of education and teaching-learning into programs that benefit the patient, the patient’s family and the community.

D. Attitudes and skills that exemplify a commitment to personal growth and development, and to the growth and development of the profession.

E. Attitudes and skills that demonstrate sensitivity to cultural and individual differences.

F. An ability to assume a leadership role in professional activities and organizations that advance the physician assistant profession.
G. A health care team and community-oriented approach to the delivery of health care utilizing up-to-date technology for the benefit of the patient, the patient’s family and the community.

4. MISSION STATEMENT
The mission of the Shenandoah University Division of Physician Assistant Studies is to provide a comprehensive educational program in a collaborative and supportive environment to develop highly skilled, well-educated, compassionate primary care oriented physician assistants who are capable of providing high quality, patient-centered health care in a variety of settings.

5. CORE VALUES OF THE PA PROGRAM
We believe physician assistants should:

   A. Practice competently, ethically, and cost-effectively.

   B. Serve where needed, both domestically and globally.

   C. Demonstrate sensitivity to cultural and individual differences.

   D. Commit to continued personal and professional growth through lifelong learning.

   E. Contribute to the profession and humankind through leadership, teaching and active scholarship.

   F. Promote wellness and personal responsibility for maintaining health.

   G. Advocate for a team approach to health-care delivery.

   H. Promote and uphold the physician assistant profession and its ideals.

   I. Enrich patients and communities through service and a broad-based humanistic approach to the practice of their profession.

6. CURRICULUM DESIGN
The curriculum design, offered in didactic and experiential components, is based upon the concepts of adult-centered learning and professional education, which focus on mastery of knowledge, skills and attitudes required by the graduate to practice effectively as a PA. The didactic curriculum offers multiple modalities for learning, which include self-directed study, recitation, lecture, integrated clinical cases and laboratory experiences. These modalities assist students in developing the necessary skills to be self-directed life-long learners and effectively apply what they learn in the clinical setting. The clinical curriculum provides core primary care and other learning experiences where students apply knowledge and skills in patient care settings under the supervision and mentoring by licensed health care providers.

7. PROGRAM DELIVERY MODEL
The Physician Assistant Program is offered on a full-time basis only. The length of the program is eight semesters (30 months). The delivery model is designed to prepare students for a rapidly changing health care environment where simple memorization of facts and figures is insufficient for effective clinical practice. Delivery of content includes face-to-face, asynchronous online, and video-teleconferencing. Learning is accomplished through independent study and preparation, lecture and discussions, small-group case-based exercises, and practical application. Interprofessional learning opportunities are integrated throughout the curriculum. As adult learners, it is expected that students will actively engage in independent study, inquiry and clinical rotations outside the classroom to augment learning and to maximize effectiveness of classroom and laboratory contact time.

Since the PA program will use computer technology in the delivery of the curriculum, all PA students must be computer literate. The Shenandoah University PA program has implemented a technology program, which provides a laptop computer, a mobile learning device, and technology support. Participation in this program is mandatory.
Students are expected to adjust their non-curricular demands in order to complete the degree requirements. Employment is not recommended while attending the PA program.

8. NON-DISCRIMINATION POLICY
Shenandoah University is committed to complying with all federal, state and local laws on matters of discrimination, and the university shall maintain an environment that is free from harassment or discrimination on the basis of sex, race, color, religion, national or ethnic origin, age, physical or mental disability and sexual orientation.

9. RULES, REGULATIONS AND PROCEDURES OF THE DIVISION OF PHYSICIAN ASSISTANT STUDIES
In addition to the rules and regulations contained here within, students are expected to adhere to the rules and policies of Shenandoah University and also to the rules, regulations and policies of any other institution or facility where they may be assigned. Any conflicting policies must be reported to the Program Director. All information herein is subject to change with timely notification to students in writing.

10. DEFINITIONS
A. Preceptor or clinical instructor is the physician, PA, or other licensed health-care provider who generally is an employee of the hospital, clinic or other health-care setting and is responsible for the supervision and evaluation of the students while they are participating at a clinical rotation.

B. A program required course is one listed in the program’s course sequence and deemed to be integral to the students’ preparation for the physician assistant profession.

11. NAME, ADDRESS AND EMERGENCY TELEPHONE NUMBER
Any change in name, address, telephone number, or emergency phone number must be reported to the program secretary, in writing, immediately. This is in addition to reporting changes to the Registrar’s Office. Refer to the Clinical Year Guidelines for second year requirements.

12. ADVISORS
A. Students enrolled in the PA Program will be assigned an advisor.

B. The role of the advisor is to: a) meet with the students on a regular basis, b) assist the student directly or refer to an appropriate University resource when student issues arise that are either academic or nonacademic.

C. Students are required to meet with their advisor during orientation week and encouraged to meet with their advisor each semester. Additional meetings for a given semester may be set at that time or by appointment as the need arises. In some cases, (e.g. academic difficulties) the student may be required to meet with his/her advisor.

13. TRANSPORTATION/HOUSING/COMMUNICATIONS
A. The clinical curriculum of the program is offered at hospitals and other clinical facilities primarily throughout the region. However, students may be assigned to rotations outside the immediate commuting area. Students must provide their own reliable transportation to clinical sites and classroom activities and must have a valid driver’s license. Students are responsible for their own housing during all phases of the program. The program will attempt to assist with identification of housing when a student is assigned to a remote clinical site but this cannot be guaranteed.

B. A significant amount of communications to students is handled via email, Google Apps, or the web-based course software (e.g. Blackboard). Students are required to check their email at least every 48 hours, and course announcements on a regular basis and no less than three (3) times per week. This is especially important during the clinical year when students are not on campus.
In addition, during the clinical curriculum students must log onto Typhon on a daily basis to access clinical education and evaluation materials and to record patient encounters.

C. Shenandoah University PA students must maintain access to high-speed internet throughout the entirety of their educational program.

14. HEALTH/HEALTH INSURANCE

A. Every student is required to present to the Wellness Center evidence that she/he is in good health and free from communicable disease prior to matriculation in The PA Program and prior to beginning the first assignment to the clinical year. In most cases this includes, but is not limited to, a physical examination, up-to-date immunizations, or immunity against tetanus, diphtheria, pertussis, polio, mumps, measles, rubella, varicella and Hepatitis B, and TB skin test (two-step). Forms and procedures are provided by the Wellness Center upon acceptance to the program. Students must meet the health requirements of each clinical site before beginning a rotation there. Some clinical sites may impose additional requirements beyond those listed above (e.g. more frequent TB testing and follow-up on positive TB tests). Immunization requirements are reviewed annually to be consistent with the recommendations of the Centers for Disease Control as well as the general requirements of clinical affiliates. Students will be provided more detailed health requirements during general orientation and at pre-clinical orientation sessions.

B. Certain medical problems as determined by the student’s health care provider and Shenandoah University policies might preclude a student’s placement in a clinical facility. Questions concerning this should be referred to the Program Director or the Director of the Wilkins Wellness Center.

C. Medical or surgical conditions (including pregnancy) that arise while a student is enrolled in the program must be reported to the Medical Director or Program Director. In some cases the program may need to adapt the course/curriculum requirements to ensure the safety of students. In no case will program requirements pre-empt the directions of a student's personal health care provider. Also see Section 41 - Technical Standards.

D. Students are required to maintain comprehensive health insurance coverage and submit verification of this to the Wellness Center. The University offers a health insurance policy. Enrollment forms are made available to all matriculating students as part of the orientation. If a student fails to maintain health insurance coverage, the University reserves the right to secure the University health insurance on behalf of the student and add the premium charge to the student’s account.

15. APPEARANCE

Personal appearance must be compatible with that of a health care professional. PA students must appear acceptable to patients, physicians, and other health care professionals. The following guidelines are designed to develop a professional image throughout the time at the Shenandoah University Physician Assistant Program. Violations of the dress code will be referred to the Program Director and/or Program Review Panel. Students are required to wear nametags while in the Winchester Medical Center complex including the cafeteria.

Didactic Year

A. During the didactic phase the following guidelines apply:
   1) Each student is required to dress appropriately for a graduate-level professional learning environment.
   2) A clean, odor-free, and wrinkle-free appearance is expected.
   3) Attire is expected to be business casual. A conservative approach must be used when deciding how much of the body to expose or highlight via clothing that reflects the contours of the body.
   4) Dress must be seasonally appropriate.
5) Classmates are charged with counseling each other when individuals do not reflect favorably upon their peers or the Program.

6) Dress for the laboratory must conform to standards for health care (e.g. no open-toe shoes) for safety purposes.

7) Dress for practical examinations, clinical education, or any event where professional appearance is expected must conform to the current standards in the Clinical Year Handbook. This includes wearing clean, neat and properly fitting lab coats.

8) The dress code will foster a sense of professionalism and personal accountability.

B. Students dressed inappropriately will be excused from classes or clinical training and asked to report to the Program Director. Repeated violations of the dress code are subject to disciplinary action.

C. The Instructor/Course Coordinator for the class reserves the right to change the dress code for his/her course in consultation with the Program Director.

D. The Program Director, in consultation with the faculty, staff and students, may call for occasional “dress-up” or “dress-down” days.

Clinical Year and First Year Clinical Experiences
A. During your clinical phase or first-year clinical experiences, professional dress is expected with a clean, well-kept short white lab coat with Shenandoah University identification tag and PA Program approved name tag while on clinical sites. Additional guidelines regarding appearance are found in the Clinical Year Guidelines manual. Generally, dress and appearance during the clinical aspects of the program are more stringent than that in the didactic phase. For example, males are to wear shirts and ties with dress pants.

B. Nails must be clean and well-trimmed. Nail polish will not be worn during the surgical rotation. Makeup and jewelry should not be worn in excess. No perfume or cologne should be worn during clinical rotations due to potential allergies for some patients. Visible tattoos and body piercings are not considered appropriate in the clinical setting. Earrings and hair should be worn in a manner that is safe for patient care and conveys professionalism.

   1) A clinical site may impose additional requirements and may recommend suspension if a student is non-compliant.
   2) Dress code for Rotation Seminars is consistent with didactic phase, unless otherwise communicated by the Director of Clinical Education.

16. OUTSIDE EMPLOYMENT
A. Students enrolled in The PA Program are cautioned regarding accepting employment. The intensity and continuity of the program is such that employment may detract from course responsibilities. Students should also realize that during the clinical year they may be on call for evening, night, or emergency duty and that some rotations involve changing shifts frequently.

B. Students enrolled in The PA Program will not be required to work for the PA Program.

C. A conflicting work schedule will not be considered just cause for a change in rotation assignment or schedule.

D. Employment will not be considered an acceptable excuse for violation of the attendance policy outlined in Section on Attendance.

E. Since it is imperative that the program be able to contact the student at all times, a copy of the student's work schedule and a phone number where he/she can be reached must be filed with the program secretary.
F. Employment should not interfere with a satisfactory level of student performance in program activities.

G. A potential conflict of interest may occur when a clinical training site is also the student’s place of employment. In such cases, the student will be reassigned. In no cases will a student’s training overlap with employment. In no cases will a student be permitted to substitute for a bona fide employee during his/her clinical training.

H. When a student is employed outside the program, he/she must not identify himself/herself as a physician assistant student or wear identification as such.

17. ATTENDANCE
A. Regular class attendance is expected. If illness or emergency should necessitate a brief absence from class, the student should confer with his/her instructors upon return. However, early notification is encouraged. When absent from class or clinical rotations for more than one day, written verification is required and must be filed with the program secretary. In the case of illness, the verification must be from the student’s health care provider. When absent for a week or more due to prolonged illness, students must consult the Program Director or Associate Director. Students having problems with class work because of a prolonged absence should confer with the instructor. Instructors have the prerogative to establish additional attendance requirements through the course syllabus.

B. Attendance at clinical rotations and first-year clinical experiences is expected and any unexcused absence will be considered inappropriate. Excessive absence or tardiness, excused or unexcused, will be referred to the program director or program review panel as appropriate.

C. To provide each student with the best clinical training and experience possible, the program may assign a student to a rotation site or to duties that involve variable hours including evening shifts, night call or weekends. Travel may be required to reach rotation sites and classes. Students are expected to participate fully in all rotation and class activities. Some clinical assignments may be at a distance, making daily commuting undesirable or unpractical. In these cases, the program will make every attempt to assist with arrangements for temporary housing (may be a “call room” at a hospital) but ultimately it is the student’s responsibility to secure and finance his/her own housing.

D. During the clinical year, each student will be permitted a total of eight (8) personal days of absence and not more than two consecutive days. Attendance for rotation seminars is mandatory (also see course syllabus). Absences of 1 to 4 hours are considered half-days and absences of greater than four hours will be considered a full day absences. Personal days may be used in the case of illness, personal commitments or job interviews and must be submitted at least 48 working hours prior to requested day off except in cases of illness. Request forms must be filed as per the clinical manual. If a student misses more than three (3) days during a 5-week or five (5) days in a 8-week rotation, or more than two (2) days of PA-579, he/she will receive a failing or incomplete grade (at the discretion of the Director of Clinical Education) and may be required to repeat the entire rotation. Additional information regarding attendance requirements and processes are found in the Clinical Year Guidelines.

E. Chronic absence or tardiness will be considered unprofessional conduct and referred to the Program Review Panel or Program Director for review. The Panel may recommend dismissal from the program.

18. LEAVE OF ABSENCE
A. In the event that a matriculated student in the PA Program encounters a situation that requires a prolonged absence from the program, that student may either withdraw from the program or request a leave of absence. A request for a leave of absence must be submitted in writing to the Program Director with sufficient information to explain the situation. In the event that the student
is ill or otherwise indisposed, the written requirement may be waived, or the Program Director may initiate the action independently.

B. If the request for leave is deemed reasonable and appropriate for the circumstance, and if the student is in good academic standing at the time, the Program Director, in consultation with the program faculty, may grant the leave. Otherwise, the Program Director may, at his/her discretion, deny the leave, recommend that the student withdraw from the program, or may recommend that the student be dismissed from the program. Conditions will be determined individually according to the merits of each case.

C. A student who is granted a leave of absence is expected to complete all missed work upon return to the program. This may mean that a student may have to withdraw from courses (if allowed by Shenandoah University), reregister, and take the courses from the beginning upon return to the program.

D. Generally a student will not be granted a leave of absence for a period of time longer than 12 calendar months. See Graduate Catalog sections on Continuous Enrollment and Withdrawal.

E. The Program Director, in consultation with the program’s Promotions & Retention Committee, may recommend that a student take a leave of absence to complete certain remedial work that is deemed necessary to allow the student to succeed in the program.

F. If a leave of absence is granted for a period of time equivalent to two or more semesters, the student must notify the Program Director, in writing, of intent to return. In cases where the leave of absence is for medical reasons, the student must also provide documentation from his/her health-care provider verifying that the medical/surgical condition has resolved and that the student is cleared to return to studies. Unless prior arrangements are made with the Program Director, this notification must be accomplished prior to the beginning of the semester preceding the return if the program is expected to guarantee that a space will be available for the student.

G. When a student’s leave of absence is one semester or more, the program may require the student to repeat the criminal background check and/or urine drug screen as a condition to rematriculate. This will be at the student’s expense.

H. Upon return to the program, the Program Director may require the student to demonstrate clinical competencies (e.g., history, physical examination techniques, and surgical skills) and/or take a didactic phase proficiency exam. The student must receive a 75% or higher in both of these evaluation procedures in order to proceed to clinical rotations. The student may also be required to repeat courses and participate fully in program activities with the new cohort.

I. Should the student wish to enroll in a course, while on leave of absence, that would be applied to the elective requirement for the program, they would do so as a visiting student and require approval from the Program Director.

J. Upon return to the PA Program, the student will be subject to any revisions or additions to the Program curriculum, policies or procedures.

19. WITHDRAWAL
A. Withdrawal from a course generally requires the approval of the Program Director and must be submitted on the appropriate form, which may be obtained from the Registrar’s Office.

B. Within the add/drop period (generally six calendar days of the beginning of the semester), withdrawal from courses will not be noted on the transcript of credit. The notation of “W” will appear on the transcript of credit if the student withdraws before the date listed on the academic calendar (normally prior to four weeks before end of term). A student unable to complete a semester for reasons totally beyond his/her control such as an emergency medical condition, may
petition the Program Director in writing for permission to withdraw from the class late. See the Shenandoah University Academic Calendar for specific information on each term.

C. Since withdrawal from a course affects a student's academic progress, the Promotions & Retentions Committee will review such actions.

D. A student may voluntarily withdraw from the program at any time.

E. Should a student drop any program-required course in any one semester, that student will be considered as withdrawing from the program unless the student submits justification for the Program Director to interpret the action otherwise.

F. Unofficial withdrawal from one or more courses in the curriculum will be considered as student failure, and the student may be dismissed from the program.

G. Any student who withdraws or is dismissed from the program must follow the stated application procedures to be considered for re-admission. Applicants for re-admission are evaluated once annually along with new applicants.

20. SUSPENSION

A. If in the judgment of a member of the faculty of The PA Program, a situation has occurred or is about to occur that would jeopardize in some fashion the student, patients, other students, the program or its affiliates, the Program Director may immediately suspend a student from any PA course for a period no longer that 48 hours (excluding weekends).

B. The Program Director may extend that suspension until appropriate investigation and resolution can be reached.

C. If the Program Director, in consultation with the clinical affiliate, determines that the student is unable to participate in the clinical phase of the program without endangering the safety of patients, staff or others, the student's case will be referred to the PA program’s Promotions & Retention Committee or Program Review Panel for further recommendations which may include dismissal from the program.

21. PROMOTION AND RETENTION

A. A student must satisfactorily complete all of the prescribed program sequence (see Pages 27-18) to qualify for promotion. The Program Director, in consultation with the program’s Promotions & Retention Committee, shall determine what constitutes satisfactory performance.

B. Since graduates are expected to enter a professional life involving significant responsibilities to other people, maintenance of a sound academic transcript is not sufficient, per se, to remain in good standing in the program. At the end of each semester, the Program Director and Promotions & Retention Committee will review the performance record of each student. Not only are didactic grades and other academic work evaluated but also a student's clinical performance, patient interactions, professional attitudes and demeanor.

22. TRANSFER AND CREDIT FOR EXPERIENTIAL LEARNING

A. The Division of PA Studies will consider requests for up to 12 semester hours (or equivalent quarter hours) of transfer credit into the curriculum. In order to be considered, courses must be graduate-level and have been successfully completed with a grade of “B” or better at an accredited institution of higher learning within the past three years. Courses will be considered for transfer only if they are directly applicable to the established physician assistant program curriculum, as determined by the faculty after thorough review of all appropriate documents (application, transcripts, recommendations and personal request).
B. If the request for transfer is from another physician assistant educational program, it must be from another graduate-level program in which the student is in good standing, and with the specific recommendation of the Program Director, Dean, or other appropriate official. The faculty will determine satisfaction of program course prerequisites for transfer students from other PA programs on a case-by-case basis. Candidates not accepted as a transfer student may apply to the program during a regular admission cycle.

C. The program does not offer academic credit for experiential learning. However, matriculated students with appropriate documented experience may request the instructor of record to accept the experience in lieu of a specific course requirement. The faculty member has the option of accepting the experience, accepting the experience but requiring a competency evaluation, or denying the request. If the course requirement is waived without examination, the weighting of other course requirements will be adjusted accordingly.

23. PROGRAM GRADING SCHEME
Grading policies for program courses (lecture and/or laboratory) will be determined by the faculty and noted on the course syllabi. Further information on grading and the quality point system is in the Graduate Catalog.

24. ACADEMIC STANDING
A. In order to complete The PA Program, a student must register for and pass each course set forth in the program’s curriculum outline including passing proficiency examinations (see next section), or earn credit acceptable to the Program Director and the faculty for any course not taken as a resident in the program (e.g. transfer courses). In addition, a student must be in good academic standing after completing the proscribed program. The following guidelines will be used by the Promotions & Retention Committee in arriving at a recommendation to the Program Director. The Promotions & Retention Committee consists of all full-time faculty members and the Medical Director of the Program and is chaired by the Director of Didactic Education or the Director of Clinical Education for the didactic and clinical portions respectively. The Program Director serves ex-officio.

B. To remain in good academic standing in The PA Program, a student must be able to demonstrate:
   1) Cumulative grade point average of at least 3.0.
   2) A minimum of a “C” grade in all of the courses listed in the PA program Course Sequence.
   3) Satisfactory grades (i.e., “Honors”, “High Pass”, or “Pass” or the equivalent) for each clinical rotation as well as the cumulative grade (“A,” “B,” or “C”) for each preceptor evaluation.
   4) Satisfactory evidence of good interpersonal relations and professional conduct.
   5) A passing grade on the didactic and clinical phase proficiency examinations. (See next section.)

C. The Promotions & Retention Committee meets at the end of each term to review the progress of each student in relation to the criteria identified above as well as the student’s general performance within the program. Recommendations are forwarded to the Program Director. Failure to achieve all the criteria listed above shall be adequate grounds for probation or dismissal of the student from the program for academic deficiencies.

D. A student who does not complete the first year of the program in good academic standing will be required to complete appropriate remedial work before receiving permission to participate in clinical rotations.

E. If a student fails or earns a “D” in any PA program required course, his/her case shall be presented for review to the Promotions & Retention Committee. Upon their recommendations and with the concurrence of the Director, the student may be:
   1) Allowed to repeat the course or portions of the program
2) Dismissed from the program

A student who receives two or more D grades in any one semester forfeits the opportunity to repeat and will be dismissed.

F. The Promotions & Retention Committee, shall immediately consider dismissal of a student from the program on grounds of academic deficiencies if the student does one or more of the following:
   1) Fails (earns a letter grade of "F") in a program required course.
   2) Earns two or more unsatisfactory preceptor evaluations. A clinical evaluation that includes unsatisfactory performance in any of the professional conduct sections of the preceptor evaluation will be sufficient grounds for dismissal from the program irrespective of the quality of grades.
   3) Earns a letter grade of "D" in two or more PA required courses.
   4) Fails to achieve a minimal cumulative grade point index of 3.0 at the conclusion of two consecutive semesters.
   5) Fails to demonstrate good interpersonal relations and professional conduct.
   6) Fails to achieve a passing grade on the didactic or clinical phase proficiency examinations. (See next section.)

G. A student admitted under probationary status whose cumulative GPA falls below 3.0 following completion of the first semester will be subject to dismissal.

H. Decisions of the Promotions & Retention Committee will be sent to the student in writing.

I. Should a student dispute a decision of the Promotions & Retention Committee, he/she may submit a written petition to the Program Director requesting a reconsideration of the action, submit additional information, and appear before the Director in person to explain his/her case. Should the student wish to appeal the Program Director’s decision, the student has at his/her disposal due process through the Shenandoah University Grievance Procedure. Further information is available in the Graduate Catalog and the Shenandoah University web site.

J. In reviewing a student's performance, the Promotions & Retention Committee may discover deficiencies in the student's background that are causing difficulty. Additional course work may be required to prepare the student to succeed. The program required for this particular student, therefore, may encompass more than two years given in the curriculum outline. This may result in additional expense to the student for repeated courses or specially designed remediation courses.

K. Continuance in the program requires that students meet all the criteria set forth in the Section on ACADEMIC STANDING. Students who are unable to meet program requirements and are dismissed can reapply. Applicants must follow the stated application procedures to be considered for re-admission. Applicants for re-admission are evaluated once annually along with new applicants.

25. SUMMATIVE EXAMINATIONS

Didactic Phase Summative Examination

Near the end of the didactic phase of the program, at a time and date designated by the faculty, a didactic phase proficiency examination will be administered to all students. The examination will consist of written and practical portions and is designed to be a summative evaluation reflecting the content of the didactic phase of the program. The pass level is set at 60% for the written component and 70% for the practical component. However, the faculty reserves the right to apply a curve. Both components of the examination (written and practical) must be passed independently of each other. The didactic phase proficiency examination is a required component of PA-532. Therefore, failure to pass the proficiency examination will result in a failing grade for that course.
Failure of the examination will result in one or more of the following based upon the overall score and prior academic performance:

A. Delayed progression to the clinical phase of the program.

B. Modifications to the clinical rotation schedule.

C. Independent study and opportunity to retest. Examination retake opportunities will be strictly held to the pass levels identified above with no curve applied.

D. Repetition of all or portions of the didactic curriculum.

E. Academic probation or dismissal.

**Clinical Phase Summative Examination**

Near the end of the clinical phase of the program, at a time and date designated by the faculty, a clinical phase proficiency examination will be administered to all students. The examination will consist of written and practical portions and is designed to be a summative evaluation reflecting the content of the entire program. The pass level is set at 65% for the written component and 75% for the practical component. However, the faculty reserves the right to apply a curve. Both components of the examination (written and practical) must be passed independently of each other. The clinical phase proficiency examination is a required component of PA-603. Therefore, failure to pass the proficiency examination will result in a failing grade for that course.

Failure of the examination will result in one or more of the following based upon the overall score and prior academic performance:

A. Delayed graduation, delayed application of state licensure, and/or ineligibility to take the national certification examination.

B. Independent study and opportunity to retest. Examination retake opportunities will be strictly held to the pass levels identified above with no curve applied.

C. Repetition of all or portions of the curriculum.

D. Academic probation or dismissal.

**Retaking Summative Examinations**

Performance on the didactic or clinical phase proficiency examinations and overall academic performance (i.e., course grades) will be considered by the Promotions & Retention Committee when determining sanctions including probation or dismissal for poor academic performance. Students are normally permitted one opportunity to retake the proficiency exams (written or practical) without an appeal. If a student is unable to successfully pass a proficiency examination component after one retake, he/she may petition (in writing) the Promotions & Retention Committee to permit one additional retake. The petition must be forwarded within 48 hours of notice of failure and include rationale for the request. The Promotions & Retention Committee will recommend approval or disapproval within 72 hours of receipt of the petition. A student who is granted approval will be delayed from progression in the program until the retake can be scheduled and will be subject to additional fees to cover the cost of retesting. The student will be required to also demonstrate a remediation plan that addresses deficiencies prior to scheduling the retake examination.

**26. ACADEMIC PROBATION**

A. Students placed on academic probation shall sustain certain restrictions on privileges within The PA Program. These restrictions shall be maintained until the student acquires good academic standing.

B. Students serving as class-elected representatives to the program committees or in student leadership positions must be in good academic standing. Any student placed on academic
probation must waive the privilege of serving as a committee member or in other leadership positions. Elected alternates or another elected class member will serve as the representative to the committee until probationary status is removed.

C. Students on academic probation do not have the privilege of requesting a leave of absence, except for verifiable personal or medical reasons.

D. Extended absences from coursework or clinical assignments due to attendance at national conferences, state conferences, medical missions, SU sponsored travel (e.g. GCP or GEL programs), or other such professional sessions must be approved by the Promotions and Retention Committee for students on academic probation.

27. CLINICAL PREREQUISITES
   A. Permission to enter the clinical phase of the program is granted by the Promotions & Retention Committee with consultation of the Director of Clinical Education.

   B. In order to be granted permission to enter the full clinical phase of training, students must:
      1) Be in good academic and professional standing as defined in the Section 24 on ACADEMIC STANDING and Section 34 on PROFESSIONAL CONDUCT.
      2) Participate in the liability/malpractice insurance program (see Section on MALPRACTICE INSURANCE).
      3) Present evidence of good health and up-to-date immunizations and TB testing (see Section on HEALTH/HEALTH/INSURANCE) and health insurance.
      4) Be certified as having satisfactorily completed Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS), by an accredited organization. This certification must be valid through the end of the clinical training period.
      5) Satisfactorily complete the first-year program courses.
      6) Pass the didactic phase proficiency examinations (see Section 25 on Summative Examinations).
      7) Complete the criminal background check and urine drug screening processes.*
      8) Complete training modules on HIPAA and Universal Precautions.
      9) Pre-requisites #2, 3, 4, 7 and 8 above are required prior to ALL required clinical experiences.
     10) The PA program reserves the right to impose additional requirements as the need arises. Notice will be provided through communication by the Program Director or Director of Clinical Education in writing or at a pre-clinical orientation session.

* Note: Clinical affiliated agencies may restrict access to students with felony convictions on their records or a positive drug screen. In the event that the University is unable to place the student for these reasons, the student will be required to withdraw from the program. Additional policies related to the urine drug screen are in the Clinical Manual. The Program reserves the right to require periodic random drug screens for cause.

28. MALPRACTICE INSURANCE

Physician Assistant students are required to participate in the liability insurance program approved by Shenandoah University while they are involved in clinical training (first year clinical exposure and clinical rotations). There is an annual fee, which will be posted to the student's account.

29. IDENTIFICATION
   A. Physician assistant students must be readily identifiable at all times. In all clinical areas or places where other health professionals or patients are likely to be met, a program approved nametag identifying the wearer as a PA student and a Shenandoah University student ID card must be properly worn and visible. In addition, the VH Buddy Badge must be worn where applicable. When meeting another health professional or a patient, a PA student must introduce him/herself as a PA student and do so with sufficient clarity to insure that the other person understands.
Shenandoah University policy requires that all students carry their Shenandoah University badge while on the campus. Some clinical sites may require additional identification.

B. Students employed in or volunteering in health-care fields or settings are not permitted to identify themselves as PA students while serving in another capacity unless an official Shenandoah University Physician Assistant Program event.

30. SELECTION OF CLINICAL SITE
Assignment of a student to a clinical site will be determined by the Director of Clinical Education. The Director of Clinical Education will provide information regarding clinical site selection and scheduling via written communications and informational sessions prior to the clinical year. Every attempt will be to communicate assignments several weeks in advance. However, changes may be required due to unforeseen circumstances and students are urged to remain flexible. In no cases are students permitted to trade assignments with other students. While the program permits students to suggest preceptors and training sites to the Director of Clinical Education, they are not required to provide their own clinical training sites. Requests for clinical training opportunities at locations remote from Shenandoah University will be considered on a case-by-case basis. In general, the following criteria will be used: student’s progress in current courses, academic and professional standing, and quality of the clinical training site. Additional information and request forms will be provided in the Clinical Manual or Blackboard or Google Site.

31. CONSTRAINTS ON CLINICAL ACTIVITY
A. Physician Assistant students must not make a diagnosis or carry out any diagnostic or therapeutic procedure or administer therapy without specific and appropriate direction or supervision of the clinical instructor or preceptor. See Clinical Year Guidelines for additional information on clinical activity constraints and reporting of incidents. Students are not permitted to serve as replacements for staff or residents while participating in the clinical training phase of the program.

B. The clinical preceptor must be on-site during the student’s clinical assignment. This does not preclude the utilization of another qualified health care provider as a substitute preceptor. In addition, some clinical sites may use more than one preceptor due to the nature of the practice (e.g. Emergency Medicine). In all cases, the Director of Clinical Education must be notified in advance of the substitute or alternate clinical preceptor.

C. Students are required to log patient encounters during the clinical phase of the program on a Shenandoah University Physician Assistant Program approved electronic platform. Students are responsible for accurately recording the data requested. Failure to log or falsification of the log will be subject to either an academic or professional conduct review with potential sanctions. Furthermore, students must recognize that the log data must not include patient identification. Clinical logging data, in the aggregate may be requested by authorized credentialing agencies to determine clinical practice privileges.

D. Students are cautioned to use discretion when using mobile devices while on clinical training and must follow the policies of the clinical site. In no case should anything that would identify a patient be entered into the student’s personal device. Additional guidance is found in the Clinical Manual.

32. RULES RELATED TO THE PHYSICIAN ASSISTANT PROGRAM FACILITIES
A. Copy Machine. All copy requests will be handled by the PA program secretary and will be limited to program educational or business purposes. Requests of an urgent nature should be hand delivered with a note with instructions (# of copies, stapling, etc.). Non-urgent requests are to be submitted to the PA program secretary and will generally be completed within one working day. All requests must conform to the U.S. copyright laws and restrictions relative to fair use.
B. **Printer.** The student printer is located in Room 4156. Students are encouraged to take advantage of laptops by taking notes on the computer, saving to disk and not printing paper copies. Printing is done through the WEPA system.

C. **Cell Phones.** Cellular phones must be turned off or placed in non-audible mode during class or lab sessions. Emergency calls will be relayed immediately. The following numbers can be used for emergency contacts 540-542-6208 or 540-545-7381.

D. **Study Room.** The PA program has developed a comprehensive reference library of textbooks, computer-based learning and audio-visual materials. Because of the limited copies, no materials are to be removed from the PA Studies Center. Additional educational resources are available in the Health Professions Library.

E. **Fax.** The PA program fax number is 540-542-6210. Generally, the fax machine is not available for student use but requests will be considered under special circumstances.

F. **General Clean-Up.** Although the program utilizes a cleaning service, it is important that each student take a role in ensuring trash is placed in containers and the facilities are straightened up after use. Please turn off lights if you are the last to leave a room. Each class is responsible for developing and maintaining a cleaning schedule for the student lounge area, refrigerator and microwave. Please ensure leftovers are removed from the refrigerator in a timely manner. General guidelines for the laboratory will be provided at a later date.

G. **Personal Effects.** The program is not responsible for personal effects. Please keep your valuables stored in your assigned locker. You are responsible for providing your own lock. A lost and found box will be kept at the receptionist desk.

H. **Safety.** Please ensure that all aisles and halls remain clear. Place book bags etc. in your locker or under the desk. A coat rack is available in the hall near the student lounge. Avoid stretching extension cords across aisles in the classroom. See additional guidelines on Page 32.

I. **Fire.** No open flames are permitted. In case of any emergency, immediately notify a member of the staff or faculty. In life threatening emergencies, dial 536-4444. We are located in Medical Office Building Two, Suite 430.

J. **Smoking.** Smoking is prohibited in all university buildings, including residence halls and rooms. Smoking is defined as the lighting or burning of any pipe, cigar, cigarette or other tobacco product. Shenandoah University is committed to providing a safe, healthy and pleasant learning and work environment for its students and employees. Smoking is prohibited within 30 feet of all building entrances. In addition, no smoking is permitted on the Winchester Medical Center campus.

K. **Parking.** Students are required to purchase a Shenandoah University parking permit and also register their automobile through Valley Health. Students may only park in areas designated by the program. Students found parking in unauthorized areas, particularly patient parking, will be subject to disciplinary procedures.

33. **STUDENT RECORDS/REFERENCE REQUEST**

A. **Directory Information.** Student files and academic information are kept in strict confidence. No student information except directory information or that required by law is released without permission of the student. For students in the PA Program, directory information is defined as name, address (including email address), telephone number, date of birth, previous institution(s) attended, major field of study, degree(s) conferred and dates of attendance. Directory information will not normally be released unless a written request is filed with the Division of Physician Assistant Studies’ office. Student’s consent for release of directory information is assumed unless a written request is filed. Information other than directory information will not be released to external agencies or individuals without the express written permission of the student.
(or graduate). The record release form used by the Division of Physician Assistant Studies can be found on Page 30 and on the web site (www.su.edu/pa).

B. A student may request to review his/her own academic file by filing a written request. See Page 29.

34. INAPPROPRIATE BEHAVIOR AND UNPROFESSIONAL CONDUCT
A. Students must conduct themselves in a professional manner at all times and be constantly vigilant of the need to inspire confidence on the part of patients and the staff observing their performance. In many ways the student's opportunities to learn, and later, to obtain employment will depend on his/her success in achieving this goal. Each student needs to be aware that his/her behavior will reflect on the program as a whole, one's classmates, and how subsequent classmates are accepted or treated at a rotation site. If a student is restricted from clinical placement due to inappropriate behavior or unprofessional conduct including posting to the Internet, he/she will be required to withdraw from the program due to the inability to complete the clinical curriculum.

B. Students are not permitted to use cell phones during class time or during clinical rotations unless the instructor or preceptor grants specific permission. Cell phones and pagers must be operated in the non-audible mode during all formal program activities. The only exception to this rule is that pagers provided by the clinical site for "on-call" should be operated as instructed by the preceptor.

C. Evidence of unprofessional conduct considered as such by a member of The Physician Assistant Program faculty or staff may be referred to the Program Director. (See Section 36). Unprofessional conduct includes, but is not limited to, the following (1-16 and Sections D and E):

1) Any form of dishonesty including, but not limited to, plagiarism, cheating on quizzes or examinations, lying, submitting false attendance reports, or falsifying medical records.
2) Chronic absenteeism or tardiness.
3) Use of profane, vulgar, abusive, obscene, or threatening language (verbal or non-verbal) of any sort while participating in program or University activities.
4) Illegally obtaining, possessing, selling, or using prescription/illegal substances.
5) Using or being under the influence of drugs or alcohol while participating in any program activity or while present in any facility where program activities occur.
6) Failure to maintain strict confidentiality of patient records or patient encounters.
7) Uncooperative, hostile, negative, or disrespectful attitudes manifested toward patients, instructors, University or medical staff, visitors, or fellow students as manifested in person or otherwise including social media sites.
8) Failure to respond in a timely manner to faculty or staff communications.
9) Conviction of a felony or offense involving moral turpitude while a physician assistant student.
10) Unprofessional appearance and/or dress.
11) Failure to adhere to these Rules, Regulations and Procedures or to the Rules and Policies of Shenandoah University (as outlined in the Shenandoah University Student Handbook), or the spirit in which they are offered.
12) Violation of the Shenandoah University Honor Code (see Shenandoah University Student Handbook).
13) Failure to conform to the professional conduct standards in a faculty member's syllabus or in the Clinical Year Guidelines manual.
14) Failure to conform to the regulations, policies, or procedures of a clinical affiliate or their associated agencies.
15) Being an accessory to any of the violations of professional conduct as described above (1-14).
16) Students who are witnesses or have knowledge of any of the above are strongly urged to contact a PA program faculty member or the Program Director.
D. Classroom Use of Electronic Devices: The unauthorized and/or distracting use of electronic devices will not be tolerated in the classroom. Electronic devices include, but are not limited to, computers, iPads, cell phones, and pagers. Examples of unauthorized use include: "Instant-Messaging"; inappropriate internet browsing/surfing; playing games; texting or talking on cell phones; e-mailing. Students are expected to turn off audio notification for cell phones and pagers. A student who engages in distracting or unauthorized use of electronic equipment in class is considered to be in violation of the Shenandoah University Physician Assistant professional standards and will be asked to immediately leave and report to the Program Director. Being dismissed from class will count as an absence. Further sanctions will be applied for repeat offenses.

E. Student behavior policies described above apply to both in-person and electronic forms of interactions including email, social networking sites, and other media. Further guidelines are provided in the School of Health Professions’ Social Media Policy.

F. Any student charged by law enforcement authorities of a potential crime must file a Student Criminal Charge Report within 72 hours or be subject to disciplinary action or suspension. (See Page 37). Depending on the offense and student’s placement within the curriculum sequence, the Program may require a leave of absence.

35. REPORTING TO AGENCIES UPON GRADUATION
Students should understand that any academic or professional conduct sanction (e.g. probation) received while in the PA Program will be reported to credentialing agencies or licensing boards upon request. Students agree that when they authorize a faculty member to complete a credentialing form, application for license or letter of reference, they are consenting to release of this information.

36. DISCIPLINARY PROCEDURES
A. Matters of professional conduct will initially be discussed between the appropriate faculty member, the Program Director, and the student. Generally, a verbal warning is given for the first offense if it is considered to be minor. If the situation is not resolved, reoccurs or if similar behavioral issues are observed, a written reprimand will be issued. In cases where the behavioral issues are considered to be major or ongoing, the student will be referred to the Program Review Panel for a hearing and sanctions, if deemed appropriate.

B. If in the judgment of the Program Director or the student, the problem cannot be resolved, the matter may be brought to the attention of the Program Review Panel composed of the following individuals: the Program Director and one faculty member selected by the Director who is not directly involved in the case, and one student. The Panel will hear charges or complaints and interview the persons involved. A student may elect to waive the Review Panel hearing and request resolution through the Program Director. Decisions regarding probation, dismissal, or other disciplinary sanctions will be forwarded to the student by the Program Director.

C. Should a student dispute a decision of the Program Director, he/she can submit a written petition to the Academic Review Board commissioned by the Vice-President of Academic Affairs.

D. Violations of the Shenandoah University Policies as described in the Student Handbook or the Shenandoah University Honor Code may be subject to additional sanctions.

E. Shenandoah University Academic Honor Code policies and procedures are found on the SU web site.

37. INDEBTEDNESS
All financial indebtedness incurred at Shenandoah University must be paid in full before the Master of Science in Physician Assistant Studies is awarded. Students with outstanding debts to Shenandoah University may be prevented from registration in subsequent semesters. This does not include student educational loans secured through the financial aid office.
38. EXPECTATIONS FOR PAPERS
A. Unless otherwise noted in the course syllabus, all papers submitted for credit in The PA Program are expected to be of graduate-level quality and conform to the following:

All written assignments must be typed or word-processed using a font style and size (10-12 point) that is easily read. Do not use script fonts. Use double-spacing, one-inch margins and appropriate pagination. Include a cover page with at least the following: title of paper or assignment, course name, student name(s), and instructor’s name. Check papers thoroughly for grammar and spelling.

Written assignments will be graded according to the following standards:
1) Use of citations and references: All papers must include researched and referenced ideas unless the assignment is designated as reflective or otherwise. Students are expected to use a variety of sources to support their ideas including current periodicals and books. Citations and references must be made using AMA style (see the American Medical Association Manual of Style, 10th edition or APA Style (see American Psychological Association Publication Manual, 6th edition). Papers will be evaluated according to the breadth and quality of outside resources. Students are urged to exercise caution to avoid plagiarism by ensuring direct quotes or other’s ideas are appropriately cited.
2) Use of critical thinking and analysis: Papers must include evidence of critical thinking and analysis. Students are expected to demonstrate the ability to synthesize multiple perspectives, to apply theory and research findings to their analysis and conclusions, and to suggest new approaches to the problem or topic. This means that simply reporting or summarizing other works, although necessary, is insufficient.
3) Clarity of thought: Students must demonstrate clarity of thought. A logical progression of ideas that support the arguments and positions must be evident.
4) Technical quality: Papers must be edited and free from basic spelling and grammatical errors. A neat and organized appearance is expected. Cover papers must include title, course name and number, instructor’s name, student’s name and date submitted. A complete bibliography is required. In addition, it is expected that the paper sufficiently address the topics/requirements provided for the assignment, which will be more fully described in the course syllabus.

39. EVALUATION PROCEDURES
A. All examinations, including proficiency examinations, must be taken at the date and time scheduled by the course instructor or Program Director. In cases of extenuating circumstances, the student may petition for delayed or early examination. Approval is not automatic and is at the discretion of the faculty member in consultation with the Program Director.

B. On examination days, only the following items are permitted in the classroom: pencils, ear plugs or headphones, covered beverage, student identification card, and laptops (for electronic examinations). Do not bring notes, book bags, books and the like to the classroom. During examinations, students are expected to respect the need for a quiet and distraction free environment. This includes avoiding candy wrapper noise and minimal movement in the classroom. Students are encouraged to use the restroom before the examination begins. If a restroom break is necessary, raise your hand to receive the proctor’s permission to leave the room. Only one student is permitted to leave at a time. For test security purposes, there will be no restroom breaks permitted after the first student completes the examination and leaves the classroom. If a question occurs regarding the examination, raise your hand the proctor will come to your seat, do not leave your seat. Students are expected to be in their seats and ready to begin the exam at the appointed time.

C. Students arriving late to an examination will be permitted to take the examination within the time frame remaining of the exam (i.e. they will not be allotted additional time to complete the exam). However, access to take the examination will not be permitted once the first person has
completed the examination.

D. Students entitled to special testing accommodations by Learning Resources and Services must make arrangements with the course instructor a minimum of five days in advance.

E. Grades for each examination will normally be distributed (in person or electronically) within a two-week period from the day the examination is given. Examinations will not be returned in order to maintain security of test items. Students will be made aware of the specific times when the tests will be available for review or group reviews will be conducted. Examinations cannot be reviewed beyond that time period. Students are also encouraged to use a faculty member’s regular office hours for test review.

F. Graded assignments (e.g. research papers, article critiques etc.) will normally be distributed within a two-week period from the due date. In most cases, graded assignments will be returned to the student, however in some cases the assignment will be placed in the student’s file. In all cases, grades and feedback will be provided through the mechanism outlined by the course director/instructor.

G. Specific information regarding review of examination/quiz performance and feedback will be determined by the course instructor and outlined in the syllabus. Mechanisms for addressing discrepancies on examinations will be provided in the course syllabus.

H. Should a discrepancy arise regarding the evaluation of a written assignment, the student needs to submit, in writing, justification as to why they believe a discrepancy exists. In some cases, the instructor may require the student to provide outside references. A student may petition the Program Director for a second review by another faculty member (to be selected by the Director) if he/she feels the assignment was graded unfairly. The request must be made in writing with an explanation of why the student feels the second review is being requested. A clean copy of the assignment and requirements as outlined in the syllabus must be attached to the request. The student must agree to accept the grade for the second review even if that grade is lower.

I. Students with an authorized excuse may be allowed to miss examinations on a case-by-case basis. An authorized excuse must be submitted in writing to the course director/instructor. Final grades will be withheld without documentation of authorized excuse for the absence in question. Anyone missing an examination without an authorized excuse will be given a zero (0) for that exam. This grade will be factored into the cumulative score.

J. All make-up exams will be administered within one week from the day the original exam is given unless there are approved, extenuating circumstances (e.g. extended illness). Failure to make up an exam within this time period will result in a zero (0) score to be factored in to the cumulative grade. Arrangements to schedule a make-up examination are the responsibility of the student and must be made through the course director/instructor.

K. Decisions of the course instructor regarding individual test items and make-up examinations are final. However, the student may appeal to the Program Director if he/she feels there are compelling reasons. Decisions regarding course grades and academic standing may be appealed as outlined in Section 24.0 of the Physician Assistant Program Student Handbook as well as the University appeal process.

40. ACADEMIC HONOR CODE*

All students enrolled in the PA Program are required to abide by the Shenandoah University Honor Code. The academic code of the Physician Assistant Program requires that students individually and collectively:

A. Will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
B. Will do their share and take an active part in seeing to it that others as well as themselves uphold the academic code.

Examples of conduct that have been regarded as being in violation of the Honor Code include:

- Copying from another’s examination paper or allowing another to copy from one’s own paper
- Unpermitted collaboration
- Plagiarism
- Giving or receiving unpermitted aid on a take-home examination
- Representing as one’s own work the work of another
- Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted

*Note: adapted in part from Honor Code - Stanford University Office of Judicial Affairs: http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm*

41. TECHNICAL STANDARDS

The technical standards for admission establish the expectations and abilities considered essential for students admitted to The Physician Assistant Program in order to achieve the level of competency required for graduation and practice. All students admitted to the PA program are expected to be able to continually demonstrate the abilities specified below at matriculation and throughout the educational program.

Physician Assistant Program students:

A. Must have the mental capacity to assimilate and learn a large amount of complex, technical and detailed information; to solve clinical problems; and to synthesize and apply concepts and information from various disciplines in order to formulate diagnostic and therapeutic plans;

B. Must have the ability to maintain composure and emotional stability during periods of high stress;

C. Must have the ability to communicate effectively and sensitively with patients from different social and cultural backgrounds and develop effective professional rapport with patients and co-workers;

D. Must have the ability to record examination and diagnostic results clearly, accurately and efficiently, in verbal, written and electronic formats;

E. Must have adequate sensory function to fulfill minimum competency objectives for palpation, percussion and auscultation necessary to perform a physical examination;

F. Must possess sufficient postural control, neuromuscular control and hand-to-eye coordination to use standard medical/surgical instruments and possess sufficient control of the upper extremities to meet the physical requirements for training and for performing a safe physical examination and procedure;

G. Are expected to learn and perform common diagnostic and therapeutic procedures (e.g., blood drawing, suturing) and interpret the results;

H. Are expected to have the degree of coordination of motor skills necessary to respond to emergency situations quickly and appropriately;

I. Must be able to safely operate a motor vehicle in order to transport oneself to educational experiences off campus;

J. Are expected to participate in program scheduled learning and assessment activities that may occur between the hours of 6 am and 9 pm;

K. Are expected to fully participate in clinical rotations that operate during all times of the day/night.
Applicants are urged to ask questions about the program’s technical standards for clarification and to determine whether they can meet the requirements with or without reasonable accommodations. Questions may be directed to the Program Director or Director of Learning Resources and Services. Revealing a disability is voluntary; however, such disclosure is necessary before any accommodations may be made in the learning environment or in the program’s procedures. Information about disabilities is handled in a confidential manner. Reasonable accommodations will be made to comply with the Americans with Disabilities Act. These require program and institutional approval. Requests for accommodations must be submitted in writing, allowing sufficient time prior to matriculation for action on these requests. Candidates who feel that they may not meet the technical standards are encouraged to contact the Program Director to discuss and identify what accommodations, if any, can be made by Shenandoah University so that the candidate might be able to meet the standards.

42. GRADUATION
In order to participate in the December Graduation and Awards Ceremony a student must fulfill all of the following requirements:
   A. Be in good academic and professional standing as defined in the Shenandoah University Physician Assistant Student Handbook;
   B. Completed no less than 78 of the 86 credits towards the Master of Science in Physician Assistant Studies, and;
   C. Have an approved plan to complete the remainder of the curricular content within 12 weeks of the Graduation and Awards Ceremony.

43. OTHER SITUATIONS
   A. Any other situation or condition not spoken to in these RULES, REGULATIONS AND PROCEDURES should be brought to the attention of the Program Director. Each will be considered independently according to the merits of the case. As far as possible each will be dealt with in a manner comparable to similar conditions described in this document.

   B. These RULES, REGULATIONS AND PROCEDURES may be amended from time to time. Any change will be initiated by the Program Director but will be subject to approval by the appropriate University officials.

44. APPENDICES.
Pages 27 – 65
### SU Division of Physician Assistant Studies

#### Course Sequence

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TITLE</th>
<th>CREDITS</th>
<th>COURSE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 1</td>
<td>Medical Physiology &amp; Genetics</td>
<td>3</td>
<td>PA-504</td>
</tr>
<tr>
<td></td>
<td>Neuroscience</td>
<td>1</td>
<td>PA-507</td>
</tr>
<tr>
<td></td>
<td><strong>SUBTOTAL</strong></td>
<td><strong>4</strong></td>
<td></td>
</tr>
<tr>
<td>Fall 1</td>
<td>Introduction to the Physician Assistant Profession</td>
<td>1</td>
<td>PA-511</td>
</tr>
<tr>
<td></td>
<td>Anatomy for Physician Assistants I</td>
<td>4</td>
<td>PA-508</td>
</tr>
<tr>
<td></td>
<td>Medical Interview &amp; Physical Assessment I</td>
<td>2</td>
<td>PA-515</td>
</tr>
<tr>
<td></td>
<td>Medical Interview &amp; Physical Assessment Lab I</td>
<td>1</td>
<td>PAL-515</td>
</tr>
<tr>
<td></td>
<td>Introduction to Clinical Medicine &amp; Pharmacology</td>
<td>4</td>
<td>PA-521</td>
</tr>
<tr>
<td></td>
<td>Diagnostic Tests &amp; Procedures I</td>
<td>1</td>
<td>PA-530</td>
</tr>
<tr>
<td></td>
<td><strong>SUBTOTAL</strong></td>
<td><strong>13</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Spring 1 | Anatomy for Physician Assistants II         | 4       | PA-509     |
|          | Medical Interview & Physical Assessment II  | 2       | PA-517     |
|          | Medical Interview & Physical Assessment Lab II | 1       | PAL-517    |
|          | Clinical Medicine I                         | 6       | PA-570     |
|          | Pharmacotherapeutics I                      | 4       | PA-544     |
|          | Diagnostic Tests & Procedures II            | 1       | PA-531     |
|          | **SUBTOTAL**                               | **18**  |            |

| Summer 2 | PA Clinical Skills                          | 1       | PA-519     |
|          | PA Clinical Skills Lab                      | 1       | PAL-519    |
|          | Healthcare Systems and Issues in Healthcare  | 1       | PA-513     |
|          | Primary Care Practicum I                    | 2       | PA-579     |
|          | **SUBTOTAL**                               | **5**   |            |

| Fall 2   | Clinical Medicine II                        | 5       | PA-670     |
|          | Pharmacotherapeutics II                     | 4       | PA-644     |
|          | Diagnostic Tests & Procedures III           | 1       | PA-532     |
|          | Epidemiology, Research & Interpreting the Medical Literature | 3       | PA-614     |
|          | Humanities for the PA Profession            | 2       | PA-611     |
|          | Women's Health                             | 2       | PA-671     |
|          | **SUBTOTAL**                               | **17**  |            |

| Spring 2 | Clinical Rotations *                        | 10      |            |
|          | Rotation Seminar I                         | 1       | PA-600     |
|          | **SUBTOTAL**                               | **11**  |            |

| Summer 3 | Clinical Rotations *                        | 5       |            |
|          | Rotation Seminar II                         | .5      | PA-601     |
|          | **SUBTOTAL**                               | **5.5** |            |

| Fall 3   | Clinical Rotation *                         | 2.5     |            |
|          | Community Preceptorship Clinical Practicum  | 4       | PA-690     |
|          | Capstone Seminar                           | 1       | PA-603     |
* Sequence of clinical practica will vary by student.
**Additional requirement. Each student is required to take at least one 3 credit professional graduate-level elective course that is interdisciplinary in nature. Scheduling will be determined by the student based on course availability and consultation with advisor. Generally graduate courses with the HP prefix will be approved. However, students may select other graduate courses to fulfill the elective with the approval of their advisor.

Breakdown of clinicals

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Care Clinical Practicum I (PA-579)</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Primary Care Clinical Practicum II (PA-680)</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Primary Care Clinical Practicum III (PA-681)</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Primary Care Clinical Practicum IV (PA-682)</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Emergency Medicine Clinical Practicum (PA-683)</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Surgical Clinical Practicum (PA-685)</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Inpatient Care Clinical Practicum (PA-687)</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Elective Clinical Practicum (PA-689)</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Community Preceptorship Clinical Practicum (PA-690)</td>
<td>8 weeks</td>
</tr>
</tbody>
</table>

TOTAL = 47 weeks
Shenandoah University Division of Physician Assistant Studies

Record Review Request

I ________________________________ (print name) request to review my
records as a student in The Physician Assistant Program. I understand that I may review my record within
the Division facilities, but I may not remove any documents from the record.

Procedure:

• Submit this request to the Program Director.

• You will be notified by email of your appointment to review your record by the Program
  Secretary, generally within 48 hours. He/She will make the record available to you to review in a
  secure location.

• Return the record to the Secretary.

• In order to review some examination documents, a faculty or staff member may need to be
  present.

______________________________
Student Signature  Date

______________________________
Program Director Signature  Date

Date request received: __________________________________________

Date to review the record: ________________________________________

Time of appointment: ___________________________________________
Shenandoah University Division of Physician Assistant Studies

Release of Information for Reference

TO:

I am applying for employment. In furtherance of my application, I authorize the Shenandoah University Physician Assistant Program (and its faculty, agents or employees) to release to the interested entities listed below or their agents any information concerning my academic achievement, abilities, competence, character, qualifications or any information relevant to my employment as a physician assistant. I release from any liability all individuals, entities and representatives who, with this expressed written consent, provide information about me at the request of the listed entities.

Please check below:

☐ Potential Employer
☐ State Licensing Board
☐ Hospital Credentials Committee
☐ School
☐ Other, describe:

Please forward reference letter to the following:

Full Name and Title:

Complete Address:

City: State: Zip:

Date Needed: Handling Instructions: Mail Directly

Briefly write any information you wish the referee to include in the reference letter or special instructions for handling:

________________________________     ___________________________________
Signature of Student/Graduate     Printed Name of Student/Graduate

________________________________     ________________________________
Date     Witness

4/12/06
I hereby authorize Shenandoah University Division of Physician Assistant Studies to release personal information checked below to clinical affiliates and physician assistant organizations they deem to be in my interest including but not limited to: the American Academy of Physician Assistants (and its constituent chapters), the Virginia Academy of Physician Assistants and the National Commission on Certification of Physician Assistants. I release from any liability all individuals, entities and representatives who, with this expressed written consent, provide information about me.

Please check below all items which may be released:

☐ Name
☐ Dates of Attendance
  ☐ Address (local)
  ☐ Address (permanent)
☐ Age/Date of Birth
☐ Place of Birth
☐ Social Security Number
☐ Email address (SU)
☐ Phone (please write preferred): _______________________

_______________________________________
Signature of Student

_______________________________________
Printed Name of Student

_______________________________________
Date

_______________________________________
Witness

Please note: Students wishing educational information released including but not limited to grade point average and academic standing for purposes of scholarships etc. must file an additional written release.
Routine office hours are 8:00 AM – 5:00 PM, Monday-Friday. Access during class days is from 5:00 AM – 9:00 PM only. On weekends and holidays, hours of access are limited to between 9:00AM – 9:00PM.

Access is limited to currently enrolled students in the PA program. Others, without routine access to the suite, are subject to being detained by VHS Security personnel.

When entering the suite, the door must never be propped open for any reason. After 9:00PM, you cannot access the lobby elevators to return to the suite.

If using the suite after normal work hours you must enter and leave by the back door only. Do not exit via the reception area.

When leaving the suite, turn off the lights and check carefully that any appliances, computers, or audiovisual equipment are turned off.

If using the classroom, skills lab, or lounge space after hours, keep the entire area clean and ready for routine business the following day. Appropriately dispose of papers and trash, clean the kitchen area, etc.

VHS Security 536-4175
Emergency  536-4444
Shenandoah University Policies and Links

You will find the documents below on the Shenandoah University Web page (www.su.edu – Campus Life & Academics) or Shenandoah University Student Portal on Blackboard. Should you have any difficulty locating these documents, please contact the program secretary.

- Inclement Weather
- Graduate Catalog
- Shenandoah University Physician Assistant Student Handbook
- Academic Honor Code
- Institutional Computing Policy
- Academic Calendar (Note: PA program schedule may differ)
I, the undersigned, have read, understand and agree to comply with the Student Handbook on RULES, REGULATIONS, AND PROCEDURES of the Physician Assistant Program. The Rules, Regulations, and Procedures were explained to me, and I acknowledge that I am subject to any of the disciplinary actions that may be brought against me. I am aware of my rights as a student which were explained to me. I have been given a copy of the Student Handbook and understand that I may ask questions at a later date if I need further clarification of its content.

Student’s Name (Print) ________________________________
Signature___________________________________________
Date_______________________________________________
Shenandoah University
Health Professions Programs

Limitations Related to a Criminal Record

A student may be admitted to a Health Professions program at Shenandoah University even if a felony or misdemeanor has been committed. However, there may be instances where a student will not be admitted to a clinical setting depending on the guidelines of the clinical affiliate, may not be permitted to take the examination for licensure/certification, or may be denied practice privileges by a state regulatory agency based upon results of a criminal background check required of all students.

Your signature regarding the statement below does not constitute an acknowledgment of a previous felony or misdemeanor. However, it is imperative you understand potential limitations of a criminal record on future educational and employment opportunities.

My signature below represents that I have read the aforementioned explanation and understand that I may not be admitted to a clinical setting, may not be permitted to take the examination for licensure/certification, or may be denied the opportunity to practice should I have a history of any felony or misdemeanor. I understand that if I am denied access to clinical training facilities by affiliates of the University, I may be dismissed from the educational program for inability to fulfill the educational requirements of the curriculum. I also understand that misrepresentation of information requested by the University in order to process a background check may result in termination from the program. Furthermore, I understand that I may be dismissed from the health professions program if the background check performed on my behalf by the University or its agents indicates a record of conviction of a barrier crime as listed on Attachment A or other serious crime that results in an inability to place me in an adequate setting for clinical/educational training. I acknowledge that the university is not liable and is not responsible for refunding tuition and/or fees if I am not eligible for licensure or clinical experiences.

_______________________________  ________________________________
Student Name (Print)      Program

_______________________________  ________________  ________________
Student Signature     Date                  SU Student ID

Rev: 3/19/14
Attachment A - Barrier Crimes

Conviction of Murder or Manslaughter
  Malicious Wounding
  Abduction
  Abduction for Immoral Purposes
  Assaults and Bodily Woundings
  Robbery
  Carjacking
  Threats of Death or Bodily Injury
  Felony Stalking
  Sexual Assault
  Arson
  Drive By Shooting
  Use of a Machine Gun
  Use of a Sawed-Off Shotgun in a Crime of Violence
  Pandering
  Crimes Against Nature Involving Children
  Incest
  Taking Indecent Liberties with Children
  Abuse and Neglect of Children
  Failure to Secure Medical Attention for an Injured Child
  Obscenity Offenses
  Possession of Child Pornography
  Abuse or Neglect of Incapacitated Adults
  Employing or Permitting a Minor to Assist in an Act Constituting an Offense
  Delivery of Drugs to Prisoners
  Escape from Jail
  Felonies by Prisoners
  Burglary

Any Felony Violation Relating to Possession or Distribution of Drugs

Adapted from VHS CBC Policy
Shenandoah University School of Health Professions

Student Criminal Charge Report

Shenandoah University Health Professions students who acquire criminal charges must report the charges within 72-hours or immediately upon return to school, whichever comes first. Charges to be reported include, but are not limited to, misdemeanors, including serious traffic violations, and any felony offenses. Charges must be reported in writing to the student's dean or director.

When the legal process is completed, it is the student’s responsibility to notify his/her dean or director of the outcome within 72-hours or immediately upon return to school, whichever comes first.

Failure of student to report any new criminal charges when they occur (as outlined above) may result in dismissal.

Date of Charge(s)  ______________________
Criminal Charges(s)  ______________________

☐ Misdemeanor
☐ Felony
☐ Other (explain)  ______________________

Jurisdiction (City, County, State where incident happened)  ______________________
Explanation of Charge(s)  ______________________

Court Date (if applicable)  ______________________  SSN  ______________________
Student’s Name (please print)  ______________________
Student’s Signature  ______________________  Date  ______________________
Signature of Director  ______________________  Date/Time  ______________________
Shenandoah University School of Health Professions

Urine Drug Screen Disclosure & Consent

Background

The purpose of the SU Health Professions drug screen policy is to provide a safe working and learning environment for patients, students, clinical and institutional staff and property in the clinical programs of the Shenandoah University School of Health Professions (SUSHP). Healthcare accreditation organizations mandate that hospitals and other health care agencies require students who participate in the care of patients be subject to the same standards as their employees. Accordingly, submitting a negative urine drug screen is a condition for participation in some clinical/fieldwork components many of the School of Health Professions programs. Students in these programs have been notified in advance of the requirement for urine drug screening through admissions informational materials (web and written forms), orientation sessions and student handbooks.

Disclosure & Consent

I have received a copy or have had the opportunity to review an electronic copy of the SU School of Health Professions’ Drug Screen Policy and Procedures. I understand that I must participate in the urine drug screen program as condition for placement in facilities used for my clinical education and that I will not be permitted to continue in my health career program if I elect not to participate. The date and time for the test will be determined by program officials and I will not receive more than 72 hours notice. I further understand that I am responsible for the cost of the urine drug screen test and any follow-up tests that are required and that the charges (currently $35.00 for basic test) will be billed to my student account. Furthermore, I understand that if my urine drug test is positive for illicit or controlled substances for which I do not have a legal prescription from a licensed health care provider, that I will be subject to disciplinary procedures or other sanctions including potential dismissal from Shenandoah University.

Print Student Name: __________________________ Student ID#: __________________

Signature: ___________________________ Date: ___________________________
Shenandoah University School of Health Professions

Bloodborne Pathogen Student Exposure Policy

Policy

It is the policy of Shenandoah University to ensure the safety of clinical students from unnecessary exposure to bloodborne communicable diseases through education on universal precautions and immunization; and to implement procedures when accidental exposure occurs in order to minimize risk of contracting disease.

Definitions

For the purposes of this procedure, the term “clinical faculty” will mean the individual who provides instruction and direction at the site where clinical services are provided. Other terms considered synonymous include: preceptor, (approved) clinical instructor, and field work educator. The term “clinical coordinator” will mean the Shenandoah University faculty or staff member assigned responsibility for directing the clinical curriculum. Other terms considered synonymous include: field work coordinator and director of clinical education.

Procedure

1. Students must immediately report any occupational exposure to blood or body fluids to their clinical faculty.
2. The clinical faculty will ensure that the student cleans/flushes wound, mucous membranes, eyes, or otherwise provide necessary palliative measure to the contaminated area at the time of exposure.
3. The clinical faculty initiates process to determine the source patient’s HIV, HBC, or HCV status and to evaluate whether the source and/or exposure are considered high risk. Confidentiality to the student and patient will be maintained according to HIPAA during this process.
4. The clinical faculty will complete an incident report and any other documentation required by the agency where the student is assigned. The student shall contact the clinical coordinator within 24 hours to report the incident; and immediately contact the Director of the Wilkins Wellness Center at 540-665-5483 to discuss evaluation and a treatment plan. The student will be responsible for all costs associated with the follow-up treatment.
5. The clinical faculty will inform the clinical coordinator of the policy for the host institution in which the injury occurred and treatment performed according to the host institution’s policy.
6. If the exposure occurred in an institutional setting, the Infection Control Officer of that facility will determine the follow-up course of treatment per their policy, including documentation of the incident.
7. If the exposure occurred in a clinic setting not associated with a licensed hospital and there is no policy, the Director of the Wilkins Wellness Center will determine if the exposure requires follow up with a medical professional according to the CDCs standards.
8. The clinical coordinator will assist the student in completing the Bloodborne Exposure Worksheet which will be faxed a copy to the Wilkins Wellness Center at 540-665-5576 within 48 hours of the occurrence. The worksheet will remain in the student’s permanent medical record. The clinical coordinator will ensure a copy is placed in the student’s clinical file.
9. Copies of any lab results shall be sent directly to the Director of the Wilkins Wellness Center in a sealed envelope marked confidential. The record will remain in the student’s permanent medical record and only be released to a third party with written consent and original signature of the student.
10. Student will meet with SU clinical coordinator to review universal precautions and be advised on how to minimize risk of exposure. Other educational interventions may be implemented if a student demonstrates a pattern of exposure. This may include suspension from clinical training activities or sanctions determined to be appropriate by the educational program.
11. Student will be offered counseling services through Wilkins Wellness Center.
Shenandoah University School of Health Professions

Bloodborne Pathogens Student Exposure Worksheet

To be completed by the student immediately after an exposure is reported

Student’s Name ____________________________ SU ID Number __________________
Program of Study ___________________________ Clinical Faculty __________________
Date of Incident ____________________________ Time of Incident: _________________
Clinical Site Location ___________________________________________________________

1. Description of Incident and type of exposure: Include activity at time of exposure (e.g. needle stick while removing vacutainer needle from barrel after blood drawn, part of body exposed type of device, severity or depth of injury.

______________________________________________________________________________

2. Treatment of Exposed Area: Include actions taken (e.g. washed wound with soap and water or attach emergency room sheet, and timing of actions (e.g. washed within 3 minutes of exposure).

______________________________________________________________________________

3. Source/Patient: Did the host institution document the incident? Yes No

4. Was the source or patient known? Yes No

5. Risk Status of Source Patient: “Was the patient a high risk patient” (e.g. IV drug abuse, unprotected sex with multiple partners, immunosuppressed) or record “not known” per record.

Yes No

6. Patient Test Results/Test Ordered: Include names of all blood tests performed in the past and tests ordered on the patient at the time of exposure (e.g. HBsAg, HIV antigen, anti-HCV or Western Blot), dates and results of said tests. Include the lab or hospital name or record “never tested” or “test not ordered”.

A. HBsAg Date ___________ Result __________________
B. Anti-HCV Date ___________ Result __________________
C. HIV antigen Date ___________ Result __________________
D. Previous test results Date ___________ Result(s) ________________

Fax to: Director of the Wilkins Wellness Center at 540-665-5576 Date Faxed: ______________
Health Professions Clinical Coordinator notified: _____Yes _____No Date/Time__________
Shenandoah University School of Health Professions

Bloodborne Pathogens Student Exposure

I, ____________________________, I consent to having my blood drawn to serology testing due to a reported exposure of a bloodborne pathogen exposure.

I, ____________________________, was offered prophylaxis for a bloodborne pathogen exposure by the hospital’s infection disease department or Shenandoah University’s Wilkins Wellness Center.

I, ____________________________, was offered prophylaxis for a bloodborne pathogen exposure by the hospital’s infection disease department or Shenandoah University’s Wilkins Wellness Center. I have declined the prophylaxis treatment and understand the consequences of declining treatment.

Signature: _____________________________________________ Date ___________________
Print Name ____________________________________________

Post Exposure Labs Test Tracking

Blood drawn Date ________________ Time ________________

Counseling provided Date ________________ Time ________________

Results reported to patient Date ________________ Time ________________

Referred to ID physician (If applicable) Date ________________ Time ________________
Explanation of Terms

1. Exposure
   a. Type
      1. A percutaneous injury (e.g. needle stick or cut with a sharp object) involving blood, tissue, or other body fluids.
      2. Contact of a mucous membrane or non-intact skin (e.g. chapped, abraded, or dermatitis with blood, tissue, or other body fluids).
      3. Contact of blood, tissue, or other body fluids with intact skin when the duration of contact is prolonged.
   b. Body Fluids Associated with HIV
      1. Blood, semen, vaginal secretions, or other body fluids including saliva contaminated with gross blood that have been implicated in the transmission of HIV infections (excluding tears, sweat, nonbloody urine of feces, or human breast milk).
      2. Cerebrospinal, synovial, pleural, peritoneal, pericardial, or amniotic fluids, which have an undetermined risk for transmitting HIV.
   c. Body Fluids Associated with HBV or HCV.
      1. See HIV Body Fluids listed above.
      2. Saliva, sputum, or vomitus.

2. Post Exposure Prophylaxis
   Students who need Post Exposure follow-up will be sent to an Infectious Disease physician as soon as possible for counseling and treatment protocols. Student will also maintain contact with the Wilkins Wellness Center.

3. HIV High Risk Sources
   a. Infected patient with initial acute infection
   b. Infected patient with terminal illness
   c. Infected patient with high viral load
   d. Intravenous drug user
   e. Hemophiliac (blood or blood products prior to 1985)
   f. Homosexual/bisexual
   g. Unprotected sexual contact with multiple partners
   h. Sexual partner of any situation listed above

4. HBV and HCV High Risk
   a. Include all the HIV High Risk Sources above
   b. Hemodialysis patients
   c. Transfusion recipients (prior to 1985 or recipients of multiple recent transfusions)

5. High Risk Factors for Transmission of Any Bloodborne Pathogens
   a. Device is visibly contaminated with blood
   b. Procedure where device was place directly in a vein or an artery
   c. Deep injury to the body
   d. Injury from a hollow bore needle
   e. Exposure involving a large volume of blood
1. Student is provided policy and signs disclosure and consent form which is filed.
2. Educational program receives request for drug screening prior to placement of student in clinical or other experiential setting.
3. Student notified and provided directions (attached) to American Diagnostics (a division of OneSource) on 1849 West Plaza Drive, Winchester, VA 22601.
4. Student informed that charge will be applied to SU student account.
5. Student reports to American Diagnostics within time frame established by program representative (generally the Clinical Coordinator).
6. Student provides name, student identification number and name of educational program when he/she checks in to American Diagnostics.
7. Urine sample collected.
8. American Diagnostics processes sample and follows-up as needed (e.g. MRO consult).
9. Reports are forwarded to Wilkins Wellness Center.
10. Wilkins Wellness Center enters results into Datatel and files results in student’s medical record.
11. Program representative/coordinator views results via Datatel and takes appropriate actions – placement if results negative (no drugs identified) or consultation with dean/director if results positive and appropriate action taken (see Drug Screen Policy).
12. OneSource bills Shenandoah University Business Office, providing student name, ID and program name.

Approved: HPC (2012)
Shenandoah University School of Health Professions

Drug Screening Policy and Procedure

Background
The purpose of this policy is to provide a safe working and learning environment for patients, students, clinical and institutional staff and property in the clinical programs of the Shenandoah University School of Health Professions (SUSHP). Healthcare accreditation organizations mandate that hospitals and other health care agencies require students who participate in the care of patients be subject to the same standards as their employees. Accordingly, submitting a negative urine drug screen is a condition for participation in some clinical/fieldwork components many of the School of Health Professions programs. Students in these programs are notified in advance of the potential requirement for urine drug screening through admissions informational materials (web and written forms), orientation sessions and student handbooks.

Policy
1. **Applicability and timing**. As noted above, submission of a negative drug screen is a requirement for admission to some clinical/fieldwork sites. Repeat testing may also be required. Failure of drug test (positive result for illicit substance), or refusal to cooperate with any aspect of this policy, or any health system policy on substance abuse, will result in disciplinary action up to and including dismissal, or denial of progression in the program of study. In no case will a student be reassigned to another clinical agency on the basis of refusal to participate in drug screening.

2. **Cost** The student shall be responsible for paying any and all associated costs of urine drug screening. A School of Health Professions approved testing site will provide testing and students will be notified of the cost and procedure in advance by the Clinical Coordinator or other program representative.

3. **Use and care of information on drug screening** Test results will be confidential with disclosure of results provided only to persons (generally the dean, director or clinical placement coordinator) involved in evaluating qualifications for clinical placement or the academic standing within the program of study. Negative results may be shared with clinical affiliate agencies in order to comply with their requirements for clinical placements. Because of the mandate to comply with health system policies, disciplinary actions (e.g. immediate suspension) may be imposed without the customary mechanisms of academic warning and probation period. Reports will be kept in confidential files at the Wilkins Wellness Center separate from the student’s academic file. Students who wish to review a copy of their test results should contact the Wilkins Wellness Center. Wellness Center staff will communicate results to the Clinical Coordinator or designated representative in the student’s program. It is not the policy of SU to report drug screen results to law enforcement agencies. However, this does not preclude the University officials to report behaviors that it determines are potentially unlawful.
Procedure

1. **Applicant’s responsibilities:** A consent form for drug screening will be sent to students assigned to a clinical site requiring drug screening prior to testing at an approved urine drug screen site. The form must be completed and returned to the School of Health Professions program in which the student is enrolled.

2. **False or misleading statements:** Any false information contained on any forms pertaining to this policy will be grounds for dismissal from the program of study.

3. **Results:** Students complete the urine drug screen at a site approved by the School of Health Professions. If confirmatory testing is not required (the sample is clearly negative in the screening procedure), a report will be sent by Wilkins Wellness Center to the Clinical Coordinator or program designated representative indicating that the test was negative. The results may be forwarded to the clinical site. No further action is required.

If the urine drug screen results are inconclusive, retesting will be required, which will be at the student’s expense unless the testing agency is at fault. In the case of a positive test, a Medical Review Officer (MRO) employed by the testing agency will be charged with interpreting the results and contacting applicant/student to disclose any prescription medications. If determined by the MRO that the further investigation proves a negative result, no further action is required and the negative result will be sent to the School of Health Professions representative.

If further interpretation proves the results are positive, the MRO will notify the applicant/student and Director or Dean of the program in which the student is enrolled. The student will **not** be allowed to continue in the clinical phase of the program. At the discretion of the Director, the student may be permitted to request referral for treatment and return to the program upon successful completion of a treatment program, may be dismissed from the program, or other sanctions may be applied. If a student returns to the educational program after treatment, periodic drug screen monitoring may be required.

Rev: 3/02/07
Approved: SU Health Professions Council: January 10, 2007
Academic Cabinet: March 21, 2007

Adapted with permission: University of Detroit, Mercy
Shenandoah University School of Health Professions

Recordings Policy

If you plan to photograph, film, record audio of, or take notes during a school lecture or lab, the School of Health Professions Recording Policy provides guidelines for such recordings to protect the privacy and copyright of individuals.

Why does this policy exist?
To protect:
- the privacy of individuals who don’t want to be recorded
- the copyright interests of people who don’t want their works to become part of the recording
- the core academic values and processes of the University
- the integrity and quality of the teaching and learning experience
- the interests of the University, the course instructor, and the University’s students

May I record or distribute course presentations?
- A student enrolled within the School of Health Professions may create recordings of that course’s presentations for his/her own use, with the exception of lab sessions in the cadaver lab.
- Recording in the cadaver lab is strictly prohibited.
- Students may provide a copy of their notes or recordings to other currently enrolled students for non-commercial purposes reasonably arising from participation in the course.
- The designated note taker or similar agent of a student with disabilities may create such recordings for only that student’s use.

Faculty and staff
Faculty or people directed by faculty may create and distribute such recordings if there is no conflict with other University policies. For example, using University facilities to create a recording for sale to anyone is prohibited.

Special Considerations
In all cases above, if the recording captures sounds or images, the University suggests that the recorder and distributor give special consideration to both of the following:
- securing a written privacy consent
- securing a written copyright consent

Any recording or distribution not outlined above requires written consent from the instructors, presenters, and the Vice President of Academic Affairs.

Protecting privacy
- It is the responsibility of the recorder and distributor to secure written privacy consent from everyone identifiable in the recording. This should be done before recording begins.
- Those who wish to be excluded from a recording may exercise their right to privacy by refusing to grant such consent.
• If privacy consent cannot be secured, the University suggests that all identification of that person be permanently deleted or sufficiently obscured from all copies of the recording before distribution.

**Protecting copyrights**
• It is the responsibility of the recorder and distributor to secure a written copyright consent from all copyright owners of all copyrighted materials included in the recording. This should be done before recording begins.
• Copyright owners who do not want their materials to be part of a recording are under no obligation to grant copyright consent.
• If copyright consent cannot be secured, the University suggests that all identification of those copyrighted materials be permanently deleted or sufficiently obscured from all copies of the recording before distribution.

**Failure to protect privacy**
If a recorder or distributor fails to protect an individual’s right to privacy, the person whose privacy was violated may file a lawsuit seeking monetary damages. Additionally, the University could impose disciplinary action.

**Failure to protect copyrights**
If a recorder or distributor fails to protect copyrights, the copyright owner may file a lawsuit seeking:
  • injunctions, impounding, or destruction of infringing articles
  • costs of suit and attorneys’ fees
  • compensation for monetary damages and any infringer’s profits
  • statutory damages up to US$50,000 when there are only nominal monetary losses

Additionally, the University could impose disciplinary action.

---

**Recordings Policy**
**Shenandoah University School of Health Professions**
**Signature Page**

I, ____________________________, have read, understand, and agree to comply with this policy. Failure to abide by this policy may result in disciplinary action for unprofessional behavior.

_________________________  ____________
Student Signature                  Date

_________________________  ____________
Witness Signature                  Date
Shenandoah University School of Health Professions
Social Networking Policy

Health Profession students should be concerned with any behavior that might reflect badly on themselves, their families, their academic program, and/or Shenandoah University. Such behavior includes any activities conducted online.

Health Profession students are not restricted from using any online social network site and/or digital platform. However, users must understand that any content they make public via online social networks or digital platforms is expected to follow acceptable social behaviors and also to comply with federal government, Commonwealth of Virginia, Shenandoah University, the Code of Ethics of your respective health profession, and the Student Handbook of your respective program.

As a School of Health Professions student- participating in classroom, clinical field experiences and community activities as part of Shenandoah University, you are a representative of the University. Before participating in any online community, understand that anything posted online is available to anyone in the world. Any text, video, or photo placed online is completely out of your control the moment it is placed online – even if you limit access to your site. Materials created or posted prior to matriculation to Shenandoah University also are representative of you and your relationship with Shenandoah University.

Program faculty and/or other Shenandoah administrators may and will monitor these web sites. Potential employers, internship supervisors, graduate program personnel, and scholarship committees now search these sites to screen candidates and applications.

To provide for your own safety, you should not post your home address, local address, phone number(s), birth date, or other personal information, as well as your whereabouts or your plans. By doing so, you could be placing yourself or others at risk to predators.

The following activities are prohibited when participating in social networking web sites and other media:

- Postings about yourself, your peers, faculty, staff, or clinical instructors, your respective program, or Shenandoah University that are inaccurate, unprofessional, or could be interpreted to negatively alter professional reputations. These postings may be information, videos, photos, music, or other online items.

- Posting any online materials that could be interpreted as a violation of the Health Insurance Portability and Accountability Act (HIPPA) or Family Educational Rights and Privacy Act (FERPA).
Malicious use of online social networking programs. This includes derogatory language directed at Shenandoah faculty, staff and students; demeaning statements about or threats to any third party; incriminating photos or statements depicting hazing, sexual harassment, vandalism, stalking, underage drinking, illegal drug use, or any other behaviors considered inappropriate and unprofessional for health professions students or providers.

Failure to agree and adhere to this policy will result in actions ranging from reprimand to dismissal from the program. It is the School of Health Professions’ intention to achieve a level of behavior that reflects positively on all of us.

Violations of this School of Health Professions policy or evidence of such violations in the content of social networks or digital platforms may be subject to investigation and sanction under the SU (each Division) Handbook. Any behaviors considered to be illegal will be referred to the appropriate law enforcement agency for investigation and potential prosecution. Students are also responsible for reading and complying with the Shenandoah University Information Technology Policy (found on the Blackboard log in page - IT Policy).

Social Networking Policy
Shenandoah University School of Health Professions
Signature Page

I, __________________________, have read, understand, and agree to comply with this policy. Failure to abide by this policy may result in disciplinary action for unprofessional behavior.

______________________________  __________________________
Student Signature               Date

______________________________  __________________________
Witness Signature               Date
Physician Assistant Program students:
• must have the mental capacity to assimilate and learn a large amount of complex, technical and detailed information; to solve clinical problems; and to synthesize and apply concepts and information from various disciplines in order to formulate diagnostic and therapeutic plans;
• must have the ability to maintain composure and emotional stability during periods of high stress;
• must have the ability to communicate effectively and sensitively with patients from different social and cultural backgrounds and develop effective professional rapport with patients and co-workers;
• must have the ability to record examination and diagnostic results clearly, accurately and efficiently, in verbal, written and electronic formats;
• must have adequate sensory function to fulfill minimum competency objectives for palpation, percussion and auscultation necessary to perform a physical examination;
• must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to use standard medical/surgical instruments and possess sufficient control of the upper extremities to meet the physical requirements for training and for performing a safe physical examination and procedure;
• are expected to learn and perform common diagnostic and therapeutic procedures (e.g., blood drawing, suturing) and interpret the results;
• are expected to have the degree of coordination of motor skills necessary to respond to emergency situations quickly and appropriately;
• must be able to safely operate a motor vehicle in order to transport oneself to educational experiences off campus.
• are expected to participate in program scheduled learning and assessment activities that may occur between the hours of 6 am and 9 pm.

Applicants are urged to ask questions about the program’s technical standards for clarification and to determine whether they can meet the requirements with or without reasonable accommodations. Questions may be directed to the Program Director or Director of Learning Services. Revealing a disability is voluntary; however, such disclosure is necessary before any accommodations may be made in the learning environment or in the program’s procedures. Information about disabilities is handled in a confidential manner. Reasonable accommodations will be made to comply with the Americans with Disabilities Act. These require program and institutional approval. Requests for accommodations must be submitted in writing, allowing sufficient time prior to matriculation for action on these requests. Candidates who feel that they may not meet the technical standards are encouraged to contact the Program Director to discuss and identify what accommodations, if any, can be made by Shenandoah University so that the candidate might be able to meet the standards.

I have received a copy of the Shenandoah University Division of Physician Assistant Studies’ Technical Standards. I have read the Standards, understand them and agree to comply with the established procedures. Furthermore, I agree to immediately notify the Director of the Shenandoah University Division of Physician Assistant Studies should my abilities to carry out the technical standards listed above change in any way during my enrollment in the PA Program. I understand that if I am unable to meet the technical standards without reasonable accommodation, I may not be eligible to complete the PA educational program.

______________________________ ________________________ ________
Printed Name / Signature / Date
Shenandoah University Division of Physician Assistant Studies

Professionalism Advising Procedure

1) At the mid-point of every semester, beginning Fall 1, students will complete the Professionalism Assessment Instrument.
2) Students will complete a Professionalism Assessment on fellow members of their small group at the end of the Fall and Spring semester.
3) Completed instruments will be submitted to the student’s Faculty Advisor.
4) The Faculty advisor will review the Professionalism Assessment Instrument and sign off. The instrument will then be placed in the student’s communication folder.
5) If significant areas of disagreement exist between the faculty member and student regarding areas of their self-assessment of professionalism, or if a student scores “unacceptable” in any area on the assessment in the eyes of the student or faculty member, a counseling action form should be completed and placed in the student’s file.
6) For students for whom a counseling action form was completed, a follow up appointment should be scheduled to assess the student’s progress in addressing the area of deficiency. Documentation of this meeting including how the student has been working to address the deficiencies should be placed in the student’s communication folder.
7) All students’ professionalism will be assessed at the promotions and retention committee meetings and appropriate actions taken.
8) If students have a concern regarding a peer’s professional conduct they are expected to report their concern to the Associate Director or Director using the Confidential Report of Unprofessional Conduct Form.
Profe$$ionalism Assessment Instrument

Name of Student: ____________________________  Name of Evaluator: ____________________________

Date of Evaluation: _________________________  Evaluator's Signature: ________________________

Semester (Circle One):
Fall 1, Spring 1, Summer 2, Fall 2, Spring 2, Summer 3, Fall 3
Evaluator's Role (Circle One):
Advisor, Faculty, Peer, Clinical Preceptor, Self, Other

Note: Behavioral descriptors should be pertinent from the view of the evaluator, e.g. patient, faculty, peer, etc.

Student plan for addressing areas of weakness.

Area below line is for Faculty Advisor

☐ I have reviewed and agree with this assessment
☐ I have reviewed this assessment and disagree in the following areas:

Advisor Signature and Date

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<table>
<thead>
<tr>
<th>HONOR AND INTEGRITY</th>
<th>UNACCEPTABLE 0</th>
<th>NEEDS IMPROVEMENT 1 2</th>
<th>MEETS EXPECTATIONS 3 4</th>
<th>SUPERIOR 5</th>
<th>CANNOT ASSESS</th>
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<tbody>
<tr>
<td>Please choose one</td>
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<tr>
<td>Consider the degree</td>
<td>Student considered untrustworthy; abandons responsibility; is known to lie and/or cheat; is arrogant.</td>
<td>Unsure if student can be trusted; reasons to believe may not always be honest.</td>
<td>Student always trustworthy; considered honest by most.</td>
<td>Student inspires trust from others, always honest, always handles confidential information discretely.</td>
<td>Please mark if you cannot assess student in this area.</td>
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<td>to which the student</td>
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<td>can be relied upon to</td>
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<td>take responsibility for</td>
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<td>accomplishing assigned tasks;</td>
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<td>accepts responsibility for</td>
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<td>errors; fulfills expectations</td>
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<td>of roles.</td>
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<td>RESPONSIBILITY AND</td>
<td>UNACCEPTABLE 0</td>
<td>NEEDS IMPROVEMENT 1 2</td>
<td>MEETS EXPECTATIONS 3 4</td>
<td>SUPERIOR 5</td>
<td>CANNOT ASSESS</td>
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<tr>
<td>ACCOUNTABILITY</td>
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<td>Consider the degree</td>
<td>Student is regularly late; does not complete assignments or tasks on time; takes little or no responsibility for own mistakes; appearance often unprofessional (dress, hygiene).</td>
<td>Student is frequently late in arriving and / or completing assignments and tasks; often carries less than his or her share of team work; appearance often inappropriate.</td>
<td>Student is rarely late; absences seldom interfere with responsibilities; accepts appropriate share of team work; usually accepts responsibility for errors; appearance always appropriate to situation.</td>
<td>Student is consistently on time; always fulfills responsibilities and meets all deadlines; always accepts responsibility for errors; appearance always appropriate.</td>
<td>Please mark if you cannot assess student in this area.</td>
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<td>to which the student</td>
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<td>encourages a culture that</td>
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<td>facilitates professionalism;</td>
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<td>teaches others;</td>
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<tr>
<td>LEADERSHIP</td>
<td>UNACCEPTABLE 0</td>
<td>NEEDS IMPROVEMENT 1 2</td>
<td>MEETS EXPECTATIONS 3 4</td>
<td>SUPERIOR 5</td>
<td>CANNOT ASSESS</td>
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<td>Please choose one</td>
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<tr>
<td>Consider the degree</td>
<td>Student often blames others; competes destructively; is frequently the instigator of unprofessional behavior.</td>
<td>Student demonstrates some ability to be a leader but does not always encourage a culture of respect and compassion; not considered a role model.</td>
<td>Student often assumes leadership roles; constructively approaches conflict resolution, regularly assists peers and others.</td>
<td>Student is always in a leadership role; teaches and promotes professional development of others; serves as an example for others.</td>
<td>Please mark if you cannot assess student in this area.</td>
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<td>to which the student</td>
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<tr>
<td>encourages a culture that</td>
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<tr>
<td>facilitates teamwork</td>
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<tr>
<td>ALTRUISM</td>
<td>UNACCEPTABLE 0</td>
<td>NEEDS IMPROVEMENT 1 2</td>
<td>MEETS EXPECTATIONS 3 4</td>
<td>SUPERIOR 5</td>
<td>CANNOT ASSESS</td>
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<td>Please choose one</td>
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<tr>
<td>Consider the degree</td>
<td>Student exhibits greed or selfishness; never offers to help or assist others; criticizes others to make self look good</td>
<td>Student occasionally puts others before self; will sometimes offer to help others.</td>
<td>Student exhibits unselfish concern for others; can usually be counted on to help when needed.</td>
<td>Student exhibits selflessness; regularly goes beyond what is required in order to help others.</td>
<td>Please mark if you cannot assess student in this area.</td>
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<td>to which a student puts</td>
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<td>others above him or herself.</td>
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<tr>
<td>CARING, COMPASSION, &amp;</td>
<td>UNACCEPTABLE 0</td>
<td>NEEDS IMPROVEMENT 1 2</td>
<td>MEETS EXPECTATIONS 3 4</td>
<td>SUPERIOR 5</td>
<td>CANNOT ASSESS</td>
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<tr>
<td>COMMUNICATION</td>
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<tr>
<td>Consider how the student</td>
<td>Student appears &quot;heartless&quot;; compassion is relative or selective depending on circumstances; ineffective communication skills.</td>
<td>Student needs to improve ability to demonstrate empathy toward patients, team members and others; trouble communicating effectively with others, often has difficulties with team members or staff.</td>
<td>Student always listens attentively to others; responds humanely in most situations; usually tolerant of differences; good communication skills, facilitates communication among team members.</td>
<td>Student always empathic toward others; is sensitive and perceptive; is tolerant of differences; always takes time to listen to others; excellent communication skills.</td>
<td>Please mark if you cannot assess student in this area.</td>
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<td>treats others (peers, faculty, staff, patients).</td>
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<tr>
<td>EXCELLENCE &amp; SCHOLARSHIP</td>
<td>UNACCEPTABLE 0</td>
<td>NEEDS IMPROVEMENT 1 2</td>
<td>MEETS EXPECTATIONS 3 4</td>
<td>SUPERIOR 5</td>
<td>CANNOT ASSESS</td>
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</table>

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<table>
<thead>
<tr>
<th>RESPECT</th>
<th>UNACCEPTABLE</th>
<th>NECESSARY IMPROVEMENT</th>
<th>MEETS EXPECTATIONS</th>
<th>SUPERIOR</th>
<th>CANNOT ASSESS</th>
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<td>0</td>
<td>1 2</td>
<td>3 4</td>
<td>5</td>
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<tr>
<td>Consider the degree to which the student demonstrates respect for peers, faculty, staff, and patients.</td>
<td>Student is often disrespectful others; intolerant of others attitudes or beliefs; treats people preferentially depending on position.</td>
<td>Student is sometimes disrespectful of others; can be intolerant of others beliefs and culture; seldom seeks to understand values and belief systems of patients and others.</td>
<td>Student is nonjudgmental; demonstrates balanced treatment of others; is typically respectful and tolerant; regularly seeks to understand values and belief systems of patients and others.</td>
<td>Student respects differences and always tries to be nonjudgmental; always tolerant of others; respectful toward those with more experience; always seeks to understand values and belief systems of patients and others.</td>
<td>Please mark if you cannot assess student in this area.</td>
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<tr>
<th>Communication</th>
<th>UNACCEPTABLE</th>
<th>NECESSARY IMPROVEMENT</th>
<th>MEETS EXPECTATIONS</th>
<th>SUPERIOR</th>
<th>CANNOT ASSESS</th>
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<tr>
<td>Consider the degree to which the students demonstrates excellence in their communication</td>
<td>Student is often unable to communicate orally or in written form in a way that is accurate, succinct and well organized.</td>
<td>Student is occasionally able to present information in an organized manner.</td>
<td>Student is generally able to communicate succinctly and in an organized fashion, highlighting what is important but may show weakness in particular format i.e. written or verbal.</td>
<td>Student almost always presents material in a clear and organized fashion highlighting what is important in both oral and written format.</td>
<td>Please mark if you cannot assess student in this area.</td>
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<tr>
<th>Interpersonal excellence and teamwork</th>
<th>UNACCEPTABLE</th>
<th>NECESSARY IMPROVEMENT</th>
<th>MEETS EXPECTATIONS</th>
<th>SUPERIOR</th>
<th>CANNOT ASSESS</th>
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</table>
| Consider the degree to which the student demonstrates excellence in teamwork and interpersonal interactions. | Student often does not relate well to supervisors, peers, faculty and patients. Has difficulty developing rapport. Does not show interest in others. Has difficulty adapting to changes in events and tasks as necessary. Often does not respond well to constructive criticism demonstrating difficulty modifying. | Student sometimes has difficulty relating well to supervisors, peers and patients. Often does not show interest in others. At times unable to cooperate with others in a team. Often does not adapt to quickly to changes in events and tasks. Sometimes very critical of others in a team and shows interest in them. | Student generally relates well to others and develops good rapport. Works cooperatively with others in a team and shows interest in them. Most of the time is able to adapt quickly to changes in events and tasks. Responds well to constructive criticism attempting to modify behavior. Maintains a calm demeanor almost all of the time | Student able to work cooperatively and relate well to almost everyone. Shows interest in others and develops rapport easily. Adaptable to changes in events and tasks. Maintain a calm demeanor in all situations. Open to constructive criticism modifying behavior appropriately in response to | Please mark if you cannot assess student in this area.
<table>
<thead>
<tr>
<th>Interpersonal excellence and teamwork</th>
<th>UNACCEPTABLE</th>
<th>NEEDS IMPROVEMENT</th>
<th>MEETS EXPECTATIONS</th>
<th>SUPERIOR</th>
<th>CANNOT ASSESS</th>
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<td>3 4</td>
<td>5</td>
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<tr>
<td>Consider the degree to which the student self reflects on conduct</td>
<td>Student does not reflect on their conduct or are unable to identify areas in need of improvement. If areas in need of improvement are identified does not set goals to aid in achieving these improvements.</td>
<td>Student may reflect on conduct but may miss significant areas in need of improvement. Has difficulty or sets few goals to aid in achieving improvements.</td>
<td>Student self reflects and is able to identify most areas in need of improvement. Able to formulate goals to aid in achieving improvements and seeks help from others appropriately to aid in improvements.</td>
<td>Student self reflects objectively on all areas of conduct setting goals to aid in improvement of these areas. Seeks out assistance appropriately to aid in improvements.</td>
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</table>

Comments for any responses of “Unacceptable” or “Needs Improvement”:  

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Remediation

Students will have the opportunity for both self-remediation and formal remediation for those students who are in jeopardy of not meeting the professional and academic standards referred to in the student handbook.

A. Physician Assistant Competencies
Remediation should take into account not only knowledge deficiencies, but also deficiencies in any of the six PA competencies as the standard set by the National Commission for the Certification of Physician Assistants (NCCPA):

- Medical Knowledge
- Patient Care
- Interpersonal and communication skills
- Professionalism
- System-based practice
- Practice-based learning and improvement

B. Self-remediation
There is no formal process for self-remediation. Students have the opportunity to self-identify knowledge and/or performance gaps. Opportunities for self-remediation include:

- Designated exam reviews. (Students will have the opportunity to review their test performance with the exam answer key during specifically designated exam review times. Refer to your instructor for the exam review policy.)
- One on one discussion with course instructors or clinical preceptors to review a graded assignment, clinical skills check off, performance rubric or clinical evaluation.

C. Formal Remediation
This is for students who are in jeopardy of not meeting academic or professional standards. Individual students will be contacted by their faculty advisor to discuss a formal remediation plan with the goal of helping students overcome their deficiencies prior to or while being placed on probation.

The student and the advisor will utilize the same tools referenced above in self-remediation to identify the student’s knowledge and performance gaps and deficiencies. However, the student and advisor will also explore other factors that may be contributing to the student’s deficiencies to develop an individualized and formal remediation plan.

1. The formal process may include any or all of the following:
   - Identify individual students by regular review of student academic achievement
   - Provide formal one on one feedback to the student
   - Identify area(s) of concern
• Referral for medical or psychological evaluation
• Develop individualized remediation program
• Approval of the program by the faculty advisor or Instructor
• Student acknowledgement of the formal remediation plan
• Implement the remediation plan
• Re-evaluate

2. Components of the formal remediation plan
The remediation plan will be developed as a result of discussion between the student and the faculty advisor, however the student is responsible for drafting formal documentation of the remediation plan to be signed by the student and his/her faculty advisor. The formal plan must include:
• Specific objectives
• Timeline for meeting objectives
• Specific activities to be carried out to meet the objectives
• Timeline for activities
• Schedule of follow-up meetings for the student and faculty advisor to review students progress
• Specific method to re-evaluate the student at the end of the remediation period
• Time point of when re-evaluation will take place
• Specific consequences of not successfully completing remediation plan

3. Examples of remediation activities
Students are evaluated within all six of the PA competencies. Didactic grade, other academic work, professional attitudes and demeanor, clinical performance, and patient interactions determine students’ academic performance. Therefore specific remediation activities are not prescribed as part of this policy. Rather they should be based upon the student’s specific area(s) of deficiencies.

Examples include:
• Independent research project
• Utilizing the NCCPA PANCE blueprint, write a brief learning summary (similar to clinical pearls) for each disease, disorder and medical assessment under the specified organ system
• Develop a presentation to be delivered from a peer-teaching perspective
• Complete patient cases
• Continuing medical education
• Additional coursework
• Tutoring or classes with the Office of Learning Resources
• Oral presentation responding to clinical scenarios
• View teaching videos on communication and professionalism
• Self record and evaluate videos of mock patient and/or medical team interactions

4. Policy Evaluation
Each student and faculty member will use the attached assessment tool to evaluate each formal remediation plan in order to determine best practices for future student remediation.

**Remediation Plan Evaluation**

Faculty: ____________________________________  
Academic Year: ________________________________  
Student level/class of: ________________________________  

Area of deficiency Identified:  
___Knowledge  ___Clinical skill  ___Professionalism  
___Other, specify: ________  

<table>
<thead>
<tr>
<th>Question</th>
<th>__1(strongly disagree)</th>
<th>__2(disagree)</th>
<th>__3(neutral)</th>
<th>__4(agree)</th>
<th>__5(strongly agree)</th>
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</thead>
<tbody>
<tr>
<td>Is this the student’s first formal remediation plan?</td>
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<td>If no, list past semester(s) when student was in remediation:</td>
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<td>What were the objectives for this remediation plan?</td>
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<tr>
<td>What was/were the remediation activity/activities?</td>
<td></td>
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<tr>
<td>Did the student complete the remediation plan?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>What was/were the method/methods used to re-evaluate the student at the completion of the remediation plan?</td>
<td></td>
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</tr>
</tbody>
</table>

**Student:** Please indicate your level of agreement with the following questions related to your experience with your formal remediation plan: [Low (1) – High (5)]:

<table>
<thead>
<tr>
<th>Question</th>
<th>__1(strongly disagree)</th>
<th>__2(disagree)</th>
<th>__3(neutral)</th>
<th>__4(agree)</th>
<th>__5(strongly agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The process for developing a remediation plan was well defined.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remediation was helpful.</td>
<td>__1(strongly disagree) __2(disagree) __3(neutral) __4(agree) __5(strongly agree)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The remediation plan was successful.</td>
<td>__1(strongly disagree) __2(disagree) __3(neutral) __4(agree) __5(strongly agree)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I acquired new knowledge or skills in completing this remediation plan.</td>
<td>__1(strongly disagree) __2(disagree) __3(neutral) __4(agree) __5(strongly agree)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am more confident in my abilities because of this remediation plan.</td>
<td>__1(strongly disagree) __2(disagree) __3(neutral) __4(agree) __5(strongly agree)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I acquired new learning habits that will benefit me in my future studies.</td>
<td>__1(strongly disagree) __2(disagree) __3(neutral) __4(agree) __5(strongly agree)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimation of time spent (above and beyond typical academic activities) per week in completing this evaluation plan.</td>
<td>__1-5 hours __5-10 hours __10-15 hours __15-20 hours __over 20 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Faculty:** Please indicate your level of agreement with the following questions related to your experience with the student’s formal remediation plan: [Low (1) – High (5)]:

<table>
<thead>
<tr>
<th>The process for developing a remediation plan was well defined.</th>
<th>__1(strongly disagree) __2(disagree) __3(neutral) __4(agree) __5(strongly agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student successfully completed the remediation plan.</td>
<td>__1(strongly disagree) __2(disagree) __3(neutral) __4(agree) __5(strongly agree)</td>
</tr>
<tr>
<td>The student showed improvement at the completion of the remediation plan.</td>
<td>__1(strongly disagree)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>I am confident that the student acquired new knowledge or skills in completing this remediation plan.</td>
<td>__1(strongly disagree)</td>
</tr>
<tr>
<td>Remediation was helpful in preparing this student for academic success.</td>
<td>__1(strongly disagree)</td>
</tr>
<tr>
<td>Estimation of time spent (above and beyond typical academic activities) per week in advising this student in the remediation process.</td>
<td>__1-5 hours</td>
</tr>
</tbody>
</table>
Medical Interview, Physical Assessment, and Clinical Skills Labs Release All Claims

In consideration for maintaining student status in Medical Interview & Physical Assessment Labs I and II (PAL-515, PAL-517) and PA Clinical Skills Lab (PAL-519) of the Physician Assistant Program, I hereby give my permission for other students in these courses to perform routine physical examinations on me and any other such procedures necessary and appropriate for the purpose of instruction. I fully understand that certain parts of my body may be examined, palpated, percussed and auscultated. I further understand that although appropriate precautions will be taken, said examinations and procedures could cause me personal embarrassment or minor injuries.

I hereby voluntarily and knowingly release and discharge Shenandoah University, its board members, executive officers, administrators, faculty, PA program director, PA faculty and other agents of the University from all claims, demands, actions, judgments, and executions which the undersigned may be created by or arising out of my participation in the courses mentioned in paragraph one. This release is also binding on my family, spouse, heirs, assigns and personal representative.

I understand that I have the choice not to permit other students to perform routine physical examinations and other such procedures as indicated above on me but I execute this Release voluntarily and with full knowledge of its significance.

________________________________________________________________________
Signature of Student

________________________________________________________________________
Printed Name of Student

________________________________________________________________________
Date

________________________________________________________________________
Witness

04/06/2011
Student Statement of Understanding

Name: ________________________________________ (please print)

A. Student Understanding and Agreement for Working with Diverse Groups

I understand that as part of the educational experience at the Shenandoah University (SU PA) Program, I will work with individuals and families representing a variety of cultural, religious, ethnic, racial, sexual orientation, and socio-economic backgrounds. I agree to participate in such educational experiences with individuals regardless of the backgrounds of persons assigned to me.
Initial: ________

B. Reciprocal Peer Group Practice

An important part of the educational experience will involve PA students learning from one another. PA students will practice interviewing skills, take part in role-playing exercises, and perform multiple physical examinations on same sex and opposite sex (respecting each PA student’s privacy) on each other. Additionally, you will be expected to perform certain non-invasive clinical procedures (e.g. apply cast/splints) on each other. You will not be required to perform breast, pelvic, rectal or genitalia exams on each other. I understand that the PA program will require peer group practice, and I am willing to participate, serving in both “practitioner” and “patient” roles as may be required.
Initial: ________

C. Health Status/Technical Standards

To the best of my knowledge, I DO NOT have any condition (physical or mental) which will compromise my ability to provide safe patient care. Furthermore, I have reviewed the technical skills document and agree to inform the director of any changes in my physical, psychological, or emotional condition.
Initial: ________

D. CPR Certification

I understand that current Basic Life Support and Advanced Cardiac Life Support (BLS & ACLS – American Heart Association) certification is required prior to beginning the clinical rotation experiences within the program and that it is my responsibility to maintain certification during the entire clinical year and will provide documentation on request.
Initial: ________

E. Classes/Academic Sessions Attendance

I understand the attendance policy as outlined in the SU PA Student Handbook. I am expected to attend all classroom sessions, clinical experiences, examinations, laboratories, group sessions, community service events and any other academic session required by the SU PA program regardless of location. The policy for reporting planned and unexpected absences has been explained.
Initial: ________

F. Malpractice and Health Insurance Information
I understand that, while attending the SU PA program, PA students are covered under an “umbrella” malpractice policy and that the premium will be automatically applied to my student account. Furthermore, I understand that my clinical experiences will be limited to those approved by the SU PA Program. I understand that it is a requirement to maintain health insurance while a student in the PA Program and that I will provide documentation upon request. Furthermore, I understand that failure to provide evidence of health insurance coverage will result in enrollment in the SU student health insurance plan and the premium applied to my student account.

Initial: ________

G. Clinical Rotations Agreement

I understand that the SU PA program assigns all clinical rotations and that there is no guarantee I will be assigned a specific location or rotation. I also understand that clinical rotation sites are subject to change, sometimes without much advanced warning. During the clinical year, PA students may have to relocate for periods of time due to availability of clinical sites as well as meeting the SU PA program mission of serving rural and underserved communities. Generally students are expected to provide their own housing. The program cannot guarantee that housing will be provided at no expense to the student at clinical sites.

Initial: ________

H. PA Student Handbook

I know how to access the on-line version of the SU PA Student Handbook and have reviewed the contents including appendices and had an opportunity to ask questions about policies & procedures contained in the handbook. Furthermore, I attest that I understand and agree to comply with all provisions outlined in the Handbook including the academic standards, professional behavior requirements, bloodborne pathogen student exposure, social media, remediation, drug screen and recording policies. I have reviewed the SU Academic Honor Code and agree to comply.

Initial: ________

I. Communications

I understand that email is a primary means of communication for the SU PA Program and will check email on a regular basis. Furthermore, I understand that I may subject to disciplinary action for failure to respond to faculty or staff communications in a timely manner. I will use phone communication for emergency/urgent situations.

Initial: ________

J. Contact Information

I understand that while a student of the SU PA program, I need to keep all contact information (address, phone number(s), etc.) current with the Program Secretary.

Initial: ________

K. Classroom and PA Suite Etiquette

I will conduct myself in a professional and courteous manner with my peers, instructors and guests. I will dress appropriately according to the student handbook and I will refrain from using electronic devices and software (instant messaging, email, text-messaging, web-browsing, etc.) for non-academic purposes during class sessions.

Initial: ________
As a physician assistant student at Shenandoah University, I have read, I understand and accept all terms of this statement:

_______________________________________  ______________
Signature      Date

5/2014