



FAULKNER

PHYSICIAN ASSISTANT STUDIES

STUDENT HANDBOOK

August 2023 – August 2024

“Therefore, whether you eat or drink, or whatever you do, do all to the glory of God.”
- 1 Corinthians 10:31 NKJV

TABLE OF CONTENTS

General Information

Welcome	5
Disclaimer	5
Policy Notification	5
Introduction to Faulkner University	5
Introduction to CHS	6

Introduction to PA Program

PA Faculty	7
Program Competencies	8
Program Goals	10
Program Learning Outcomes	10
Essential Functions and Technical Standards	12

Physician Assistant Program Academic Information

Accreditation (ARC-PA)	13
Plan of Study and Degree Conferred	13
Curriculum	13
Course Descriptions	15
Graduation Requirements	19
Tuition and Fees	20
Withdrawal and Refunds	20

Academic and Professional Requirements

PA Code of Ethics and Professional Behavior	20
Statement of Values of PA Profession	21
Physician Assistant Student Employment Policy	22
Dress Code Policy	22
Alcohol, Illegal Drug, Tobacco, and Vaping Policy	24
Drug Screening Policy	25
Background Checks	28
Course Attendance Policy	28
Leave of Absence	28
Advanced Placement	29
Academics Progression and Standing	29
Deceleration	29
Remediation	30
Student Progress Committee	31
Dismissal	31
Voluntary Withdrawal	32
Academic Grievances	32
Academic Integrity and Honesty Policy	32
Penalties	34

Didactic Evaluation and Grading Policy	35
Incomplete Credits	35
Academic Grievance Policy and Process	35
Harassment and Mistreatment Policy	35
Technology	36
FERPA	36
HIPAA	36
Course Evaluations	37
Exit and Graduate Surveys	37
Student Identification	37
Student Services	37
Academic Support	37
Safety	38
Reporting Personal Injuries	39
First Aid/AED	39
Student Health and Immunizations	39
Universal Precautions	40
Clinical Year Information	41
Requirements and Expectations	41
DCE	41
Rotations	41
Prerequisites	42
Immunization Requirements	42
Student Placement	43
Expenses	44
Professional Behavior	44
Acknowledgment	Appendix 1
Professionalism Policy	Appendix 2

WELCOME

Welcome to Faulkner University, the College of Health Sciences, and the Department of Physician Assistant Studies. Our Program is committed to providing you with a quality educational experience to prepare you for clinical practice. Graduates will be trained to treat patients holistically, addressing physical, emotional, and spiritual needs of the people they serve. We are honored to have you as part of the Faulkner family.

DISCLAIMER FOR STUDENTS

Students are expected to know and follow all regulations and policies that are published in the catalog and student handbook. Keeping abreast of the school calendar, critical deadlines, and all university communications is also the student's responsibility. Faulkner University reserves the right to change the policies, procedures, rules, regulations, and information in this handbook at any time. Changes will be communicated in writing, and apply to all students currently enrolled.

Faulkner University is an equal opportunity institution that complies with applicable law prohibiting discrimination in its educational and employment policies and does not unlawfully discriminate on the basis of race, color, national origin, sex, age, disability, genetic information, or veteran status in admission or access to, or treatment or employment in, its programs or services. Inquiries concerning Faulkner's nondiscrimination policy or applicable civil rights laws may be directed to the Vice President for Academic Affairs.

All student program policies apply to all PA students regardless of location.

Informed of Policies

PA students will be informed of program policies and practices in multiple ways:

- Program policies are posted on the public website for prospective student review.
- During orientation, the student didactic handbook and all policies will be discussed. Students will sign attestation of their intent to review the handbook in order to document their awareness of the policies and practices.
- During clinical orientation which occurs prior to the start of the clinical year, the student clinical handbook and all policies will be discussed. Students will sign attestation of review to document their awareness of the policies and practices.

GENERAL INFORMATION

Introduction to Faulkner University

Faulkner University has been a part of Montgomery, Alabama since 1942 when Dr. Rex Turner, Dr. Leonard Johnson and Joe Greer established Montgomery Bible College on a few acres on Ann Street. Their mission was to create an institution that provided preacher training and education based in God's Holy Word.

Over the years, the school continued to grow. It was renamed Alabama Christian College in 1953, and 11 years later the present property on the Atlanta Highway was purchased. In 1975, the college opened extended campuses in Birmingham, Huntsville and Mobile. The Thomas Goode Jones School of Law

was acquired in 1983, and a year later the college was accredited as a four-year university. In 1985, the college was renamed Faulkner University in honor of businessman and longtime supporter, trustee and chairman of the board, Dr. James Faulkner of Bay Minette, Ala. Dr. Faulkner served as mayor of Bay Minette from 1941 to 1943, and he was said to be the youngest mayor in America at that time. He was also a state senator and a two-time candidate for governor. In 1947, Dr. Faulkner partnered with Bill Stewart to purchase the Monroe Journal from A. C. Lee, Harper Lee's father. The university is now home to six colleges: the College of Health Sciences, the Alabama Christian College of Arts and Sciences, the Harris College of Business and Executive Education, the V.P. Black College of Biblical Studies, the College of Education, and the Thomas Goode Jones School of Law. In the years since the college became Faulkner University, the campus's physical plant has grown to include new buildings for classrooms and administration, new residence halls and apartments, a student multiplex, modern facilities for the football, soccer, baseball and softball programs. Plans are also underway for a major renovation of the Gus Nichols Library and construction of a Health Science Center. One thing that hasn't changed since our founding days is our mission to be a distinctively Christian university, where God's Word is taught and respected, and where students are encouraged to grow in intellect, character and service. Faulkner University is proud of its continuing role as a growing and dynamic part of the Montgomery community and the higher-education community throughout Alabama.

Faulkner University Mission Statement

The mission of Faulkner University is to glorify God through education of the whole person, emphasizing integrity of character in a caring, Christian environment where every individual matters every day.

COLLEGE OF HEALTH SCIENCES

Introduction to the College of Health Science

The College of Health Sciences (CHS), approved by the Board of Trustees in 2016, is a new and innovative initiative for Faulkner University. The college includes four departments: Speech Language Pathology, Physician Assistant, Physical Therapy, and Occupational Therapy. CHS offers multiple degree programs taught through an innovative educational model fusing the integration of faith and learning along with interprofessional education in order to prepare students to enter contemporary healthcare practice utilizing a team approach to meet the physical, emotional, and spiritual needs of patients in a holistic manner.

The Mission of the College of Health Sciences

The mission of Faulkner University's College of Health Sciences is to train competent and compassionate healthcare professionals who integrate current knowledge with best clinical practices to glorify God by being the hands and feet of Christ to the community.

INTRODUCTION TO THE PHYSICIAN ASSISTANT STUDIES PROGRAM

Vision of the Physician Assistant Studies Program

The vision of the Department of Physician Assistant Studies is to earn a reputation as one of the leading contributors to the field of healthcare by graduating outstanding Physician Assistants, developing distinguished faculty members, and serving the local community by providing increased access to quality medical providers.

Mission of the Physician Assistant Studies Program

The mission of the Faulkner University Physician Assistant program is to train competent and caring medical professionals, in a Christian environment, to address the physical, mental, emotional, and spiritual needs of individuals in the communities where they live and work.

Program Information

As health care demands across the country have increased, so has the demand for health care providers. The College of Health Sciences, recognizing this increased need for providers, began to explore the addition of a physician assistant studies program to better serve the medical community. Through the vision of Faulkner University, the Physician Assistant Studies program began development in the fall of 2018. The program accepted its inaugural class in the fall of 2020. The program is 28 months in length including both the didactic and clinical phases of the program. It is the goal of the University and faculty to provide students with the education and clinical experiences to become leaders in their prospective medical fields. The first-year students will undergo a rigorous 16-month didactic curriculum. After completing the didactic phase, students will enter into the 12-month clinical phase of the program to complete rotations in various medical specialties. After successful completion of both the didactic and clinical phases of the program, students will be eligible for graduation, enabling them to sit for the PANCE examination (Physician Assistant National Certification Examination), which is administered by the NCCPA.

Accreditation status and history of the program can be found here: <http://www.arc-pa.org/wp-content/uploads/2021/07/Accreditation-History-Faulkner-U.pdf>

Program Faculty and Staff

Brittany N. Syner, DMSc, PA-C, Assistant Professor, Program Director

Kristi Witcher, MD, Medical Director

Lauren Worley, MPAS, PA-C, Assistant Professor, Director of Clinical Education

John P Geisler, MD, MSPharm, Professor, Director of Research, Didactic Educator

Sue Hake, DPM, Associate Professor, Director of Curriculum and Assessment, Didactic Educator

Cassie Boyd, PharmD, Associate Professor, Didactic Educator

Holly Free, JD, Assistant Professor, Clinical Liaison

Dietlinde Scott, MD, Assistant Professor, Didactic Educator

Lora-Emily Banks, MPAS, PA-C, Assistant Professor, Didactic Educator

Phyllis Kreischer, CRNP, MSN, RN Assistant Professor, Didactic Educator

Rece White, Administrative Assistant, Physician Assistant Studies

Michael Kinney, Clinical Administrative Assistant, Physician Assistant Studies

Program Competencies

The Physician Assistant Studies program has developed learning objectives and competencies that all graduates are expected to successfully complete at the end of the students' formal education. The areas addressed are medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning, and systems-based practice. While numerous competencies will be acquired during formal PA education, others will be developed and mastered as physician assistants progress through their careers. The PA profession defines the specific knowledge, skills, attitudes, and educational experiences requisite for physician assistants to acquire and demonstrate these competencies. The following areas were used in developing the learning objectives and competencies of the program.

- **Medical Knowledge:** Includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations. Physician assistants are expected to understand, evaluate, and apply the following to clinical scenarios: evidence-based medicine, scientific principles related to patient care, etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions, signs and symptoms of medical and surgical conditions, appropriate diagnostic studies, management of general medical and surgical conditions to include pharmacologic and other treatment modalities, interventions for prevention of disease and health promotion/maintenance, screening methods to detect conditions in an asymptomatic individual, history and physical findings, and diagnostic studies to formulate differential diagnoses.
- **Interpersonal and Communication Skills:** This encompasses the verbal, nonverbal, written, and electronic exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and other individuals within the healthcare system. Physician assistants are expected to: create and sustain a therapeutic and ethically sound relationship with patients; use effective communication skills to elicit and provide information; adapt communication style and messages to the context of the interaction; work effectively with physicians and other healthcare professionals as a member or leader of a health care team or other professional group; demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety; accurately and adequately document information regarding care for medical, legal, quality, and financial purposes.
- **Patient Care:** Patient care includes patient and setting-specific assessment, evaluation, and management. Physician assistants must demonstrate care that is effective, safe, high quality, and equitable. Physician assistants are expected to: work effectively with physicians and other healthcare professionals to provide patient centered care; demonstrate compassionate and respectful behaviors when interacting with patients and their families; obtain essential and accurate information about their patients; make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment; develop and implement patient management plans; counsel and educate patients and their families; perform medical and surgical procedures essential to their area of practice; provide health care services and education aimed at disease prevention and health maintenance; use information technology to support patient care decisions, and patient education.

- **Professionalism:** Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate: understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant; professional relationships with physician supervisors and other health care providers; respect, compassion, and integrity; accountability to patients, society, and the profession; commitment to excellence and on-going professional development; commitment to ethical principles pertaining to provision or withholding of clinical care; confidentiality of patient information, informed consent, and business practices; sensitivity and responsiveness to patients' culture, age, gender, and abilities, self-reflection, critical curiosity, and initiative; healthy behaviors and life balance; commitment to the education of students and other health care professionals.
- **Practice-based Learning & Improvement:** Practice-based learning and improvement includes the processes through which physician assistants engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement. Physician assistants must be able to assess, evaluate, and improve their patient care practices. Physician assistants are expected to: analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team; locate, appraise, and integrate evidence from scientific studies related to their patients' health; apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness; utilize information technology to manage information, access medical information, and support their own education; recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others.
- **Systems-based practice** encompasses the societal, organizational, and economic environments in which healthcare is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve the health care system of which their practices are a part. Physician assistants are expected to: effectively interact with different types of medical practice and delivery systems; understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively; practice cost-effective health care and resource allocation that does not compromise quality of care; advocate for quality patient care and assist patients in dealing with system complexities; partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of healthcare and patient outcomes; accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care; apply medical information and clinical data systems to provide effective, efficient patient care; recognize and appropriately address system biases that contribute to health care disparities; apply the concepts of population health to patient care.

The expected competencies for physician assistants can be found at the following link:
<https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf>

Program Goals

In order to fulfill our mission and achieve our vision, the PAS program has set the following goals:

1. Prepare students to become clinicians with the knowledge and skills to competently manage diverse patient populations.
2. Instill an appreciation of and desire for lifelong learning.
3. Teach students to apply the principles of evidenced-based medicine to every patient.
4. Train and graduate students with the knowledge and skills necessary to achieve a first-time pass rate on the Physician Assistant National Certifying Exam (PANCE) at or above the national average.
5. Produce competent practitioners, as evidenced by an employment rate within one year of graduation above 90%.

Program Student Learning Outcomes (PLOs)

The PA program has created six programmatic-level student learning outcomes (PLOs), out of which all course-level student learning outcomes (SLOs) will arise. The PLOs were derived from the six competencies developed by the National Commission on Certification of Physician Assistants (NCCPA) in conjunction with three other national PA organizations (Accreditation Review commission on Education for the Physician Assistant (ARC-PA), American Academy of Physician Assistants (AAPA), and Physician Assistant Education Association (PAEA). (Refer to Competencies for the PA Profession for a detailed description of each competency.) Each of the PLOs is listed with its corresponding competency:

1. *Medical Knowledge* – Graduates of the PAS program will be able to apply the necessary medical knowledge to diagnose, treat, and educate patients from diverse populations presenting with diseases across all organ systems and across all lifespans. This includes the ability to understand, evaluate, and apply the following to clinical scenarios:
 - evidence-based medicine
 - scientific principles related to patient care
 - etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
 - signs and symptoms of medical and surgical conditions
 - appropriate diagnostic studies
 - management of general medical and surgical conditions to include pharmacologic and other treatment modalities
 - interventions for prevention of disease and health promotion/maintenance
 - screening methods to detect conditions in an asymptomatic individual
 - history and physical findings and diagnostic studies to formulate differential diagnoses
2. *Interpersonal and Communication Skills* – Graduates of the PAS program will be able to employ interpersonal and communication skills necessary to effectively collaborate with all healthcare team members, as well as communicate with patients and their families to provide optimal care. This includes the ability to:
 - create and sustain a therapeutic and ethically sound relationship with patients
 - use effective communication skills to elicit and provide information
 - adapt communication style and messages to the context of the interaction
 - work effectively with physicians and other healthcare professionals as a member or leader of a healthcare team or other professional group
 - demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety

- accurately and adequately document information regarding care for medical, legal, quality, and financial purposes
3. Patient Care – Graduates of the PAS program will be able to provide exceptional patient care throughout the entire treatment process, including diagnostic and therapeutic procedures, gathering information, and formulating appropriate treatment plans for patients of all acuity levels. This includes the ability to:
 - work effectively with physicians and other healthcare professionals to provide patient centered care
 - demonstrate compassionate and respectful behaviors when interacting with patients and their families
 - obtain essential and accurate information about their patients
 - make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment
 - develop and implement patient management plans
 - counsel and educate patients and their families
 - perform medical and surgical procedures essential to their area of practice
 - provide health care services and education aimed at disease prevention and health maintenance
 - use information technology to support patient care decisions and patient education
 4. Professionalism – Graduates of the PAS program will be able to demonstrate professionalism through the expression of positive values and ideals in all aspects of the role of a Physician Assistant. This includes being able to demonstrate:
 - understanding legal and regulatory requirements, as well as the appropriate role of the physician assistant
 - professional relationships with physician supervisors and other healthcare providers
 - respect, compassion, and integrity
 - accountability to patients, society, and the profession
 - commitment to excellence and on-going professional development
 - commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
 - sensitivity and responsiveness to patients’ culture, age, gender, and abilities
 - self-reflection, critical curiosity, and initiative
 - healthy behaviors and life balance
 - commitment to the education of students and other health care professionals
 5. Practice-based Learning and Improvement – Graduates of the PAS program will be able to implement practice-based learning and improvement strategies through critical self- evaluation of their own knowledge, skills, and practice, as well as critical analysis of evidence-based medicine and medical literature, to provide quality patient care and encourage lifelong learning. This includes being able to:
 - analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team to locate, appraise, and integrate evidence from scientific studies related to their patients’ health
 - apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness
 - utilize information technology to manage information, access medical information, and support their own education
 - recognize and appropriately address personal biases, gaps in medical knowledge, and

physical limitations in themselves and others

6. Systems-based Practice – Graduates of the PAS program will be able to apply critical thinking skills to make sound medical decisions in all aspects of the healthcare system, taking into account the influences of society, economics, and the organization in which the Physician Assistant practices, balancing quality and cost, while maintaining the primacy of the individual patient. This includes being able to:
 - effectively interact with different types of medical practice and delivery systems
 - understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively
 - practice cost-effective health care and resource allocation that does not compromise quality of care
 - advocate for quality patient care and assist patients in dealing with system complexities or partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes
 - accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
 - apply medical information and clinical data systems to provide effective, efficient patient care
 - recognize and appropriately address system biases that contribute to health care disparities
 - apply the concepts of population health to patient care

Essential Functions, Technical Standards of Physician Assistants

The Master of Science in Physician Assistant Studies (MS-PAS) is designed to provide comprehensive knowledge and skills to allow the graduate to enter into a practice environment equipped to be an effective health care provider. In order to achieve this goal, students must possess and exhibit emotional, physical, and cognitive capabilities to complete this rigorous program. Faulkner University is committed to providing the necessary accommodations to prepare students from both didactic and clinical aspects. The faculty of the MS-PAS program has identified the following minimal technical standards that are required to complete the program:

- **Critical Thinking:** Students must exhibit the mental capacity to assimilate, analyze, synthesize and integrate concepts and apply problem solving skills to formulate assessments and create treatment plans.
- **Communication Skills:** Students must exhibit both oral and written abilities that allow for clear, concise and effective communication with patients and colleagues.
- **Sensory and Observational Skills:** Students must possess visual, auditory, tactile and other sensory abilities sufficient to allow them to observe classroom demonstrations, participate in technical procedures and elicit accurate patient information to formulate correct diagnoses and treatment plans.
- **Motor Skills:** Students must exhibit the gross and fine motor skills needed to execute the technical procedures involved in the practice of medicine and surgery. They must be able to calibrate and use equipment, maneuver in restricted spaces, and move and position patients.
- **Interpersonal Skills:** Professionalism is a core competency for Physician Assistants, therefore students must possess a wide range of interpersonal skills. These include:
 - maintain the emotional health required to manage high stress situations while simultaneously displaying full intellectual abilities

- have an ability to exercise good judgment
- possess excellent time management skills (arrive on time, start and finish tasks on time)
- exhibit a propensity to complete all assigned patient care responsibilities in a timely manner
- have the capacity to develop mature, compassionate and effective relationships with colleagues, faculty, staff, patients and their families
- cultivate an ability to recognize and channel one's own emotional states in a way that allows you to engage with others in a constructive way
- be a team player

PHYSICIAN ASSISTANT PROGRAM ACADEMIC INFORMATION

Accreditation-ARC-PA

The ARC-PA has granted Accreditation-Provisional status to the Faulkner University Physician Assistant Program sponsored by Faulkner University. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation- Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The first class matriculated October 2020.

The program's accreditation history can be viewed on the ARC-PA website [at http://www.arc-pa.org/wp-content/uploads/2021/07/Accreditation-History-Faulkner-U.pdf](http://www.arc-pa.org/wp-content/uploads/2021/07/Accreditation-History-Faulkner-U.pdf)

Academic Plan of Study and Degree Conferred

The students will complete 28 months of study. The 16-month didactic phase is followed by the 12-month clinical rotation phase. Graduates will receive a Master of Science in Physician Assistant Studies and, contingent upon continuing provisional accreditation status, will be eligible to apply for certification examination after graduation sponsored by the National Commission on Certification of Physician Assistants (NCCPA).

Curriculum

The MS in PAS consists of 107 credit hours of coursework (beyond the baccalaureate degree) taught in seven sequential semesters. Program hours are a combination of didactic courses and supervised clinical practice experiences (SCPEs) to ensure students gain both knowledge and skills to become practicing clinicians. All courses are designed to meet the standards delineated by ARC-PA.

Students enter the program each fall as a cohort. Each cohort progresses through the first four semesters (Fall 2022, Spring 2023, Summer 2023, Fall 2023) together in lock step, completing 62 hours of didactic coursework in on-ground courses. In the last three semesters (Spring 2024, Summer 2024, Fall 2024), students will rotate through 45 weeks—earning 45 hours of credit—of supervised clinical practice experiences (SCPEs) which will expose them to patients across the lifespan, covering acute, chronic, and emergent settings. New cohorts are added each fall and they repeat the sequence. The complete curriculum (single cohort) with course sequencing is tabulated as follows:

Course #	Semester 1 (Fall 2022)	Credits
PAS 5102	Introduction to PA Practice	1
PAS 5103	Bioethics	1
PAS 5104	Medical Communications	1
PAS 5205	Biostatistics and Evidence Based Medicine	2
PAS 5106	Introduction to Pharmacology	1
PAS 5500	Human Anatomy with Lab (3:4)	5
PAS 5401	Medical Physiology with Lab (3:2)	4
Course #	Semester 2 (Spring 2021)	Credits
PAS 5510	Clinical Medicine I	5
PAS 5311	Physical Examination I with Lab (1:2)	3
PAS 5212	Clinical Skills and Procedures I	2
PAS 5314	Pharmacology I	3
PAS 5117	Introduction to Pediatrics	1
PAS 5128	Geriatric Medicine	1
Course #	Semester 3 (Summer 2021)	Credits
PAS 5520	Clinical Medicine II	5
PAS 5321	Physical Examination II with Lab (1:2)	3
PAS 5222	Clinical Skills and Procedures II	2
PAS 5324	Pharmacology II	3
PAS 5127	Introduction to Emergency Medicine	1
PAS 5118	Introduction to Surgery	1
PAS 5415	Neuroanatomy	2
Course #	Semester 4 (Fall 2021)	Credits
PAS 5530	Clinical Medicine III	5
PAS 5331	Physical Examination III with Lab (1:2)	3
PAS 5232	Clinical Skills and Procedures III	2
PAS 5334	Pharmacology III	3
PAS 5235	Research Methods	2

Course #	Semesters 5,6,7 (Spring 2022, Summer 2022, Fall 2022) (Clinical Rotations for the SCPEs) ¹	Credits
PAS 6308	Women's Health	3
PAS 6309	Behavioral and Mental Health	3
PAS 6310	Elective I	3
PAS 6311	Elective II	3
PAS 6312	Elective III	3
PAS 6601	Pediatrics	6
PAS 6602	Family Medicine	6
PAS 6603	Internal Medicine	6
PAS 6604	General Surgery	6
PAS 6605	Emergency Medicine	6
	Total	107

¹ Clinical Rotations are 'scrambled' in that Student 1 can take PAS 6308 in spring 2022, whereas Student 2 can take the same course one or two semesters later. Therefore, the permutations prohibit listing all the possibilities. As such, these courses are lumped together and not differentiated. These courses are taken at off-campus clinical sites.

Course Descriptions

PAS 5102 Introduction to PA Practice (1 Credit)

This course will provide the student with an introduction to the profession of Physician Assistant, including its history and development and possible future directions. The role of the PA across all aspects of medicine will be discussed with an emphasis on primary care. This course will also address how the PA fits into the healthcare team and explore various practice settings. Important issues, such as licensing, credentialing, insurance, and legal and legislative, will also be explored.

PAS 5103 Bioethics (1 Credit)

This course examines both Christian and secular principles and approaches to bioethical issues faced by the physician assistant. Students will, using case-based scenarios, discuss and debate multiple ethical issues including provider-patient relationships, beginning of life, end of life, and foregoing medical care. Students will also consider established bioethical codes as they begin to form and develop a personal bioethical code.

PAS 5104 Medical Communications (1 Credit)

This course is designed to introduce students to the art of medical history-taking and offers practical strategies for effective, patient-centered interpersonal communication. Learners will be instructed in the appropriate formats for documentation of patient history as well as techniques to enhance the effectiveness of both history-taking and patient education.

PAS 5205 Biostatistics and Evidence Based Medicine (2 Credits)

This course is designed to access, and critically interpret, medical literature. As lifelong learners, Pas

must be able to locate, understand and apply concepts derived from the medical literature as they relate to the treatment of their patients. The students should learn to differentiate between statistical and clinical significance as they focus on an evidence-based approach to interpreting medical literature.

This course will evaluate basic biostatistical methods and formulae.

PAS 5106 Introduction to Pharmacology (1 Credit)

This course introduces the pharmacologic principles and concepts which are essential for making sound pharmacotherapeutic decisions. This course covers pharmacokinetics, pharmacodynamics, drug metabolism, and pharmacogenetics, as well as an introduction of the general classification of medications.

PAS 5500 Human Anatomy with Lab (5 Credits)

This is a systems-based course that will emphasize the application of anatomical knowledge to clinical practice. This course covers gross anatomy while demonstrating the design inherent in the human body and how alterations from the norm can affect function. Structure-function relationships will be explored at multiple levels of organization, specifically, cell, tissue, organ, and systems.

PAS 5401 Medical Physiology with Lab (4 Credits)

This is a systems-based course that will emphasize the application of knowledge of human physiology to clinical practice. This course covers system structure and function while demonstrating the design inherent within cells and systems and how alterations from the norm can affect function.

PAS 5510 Clinical Medicine I (5 Credits)

This course is the first in a three-course sequence that is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based and supplemented by case discussions. Information will be presented in organ system-based sequences that will include the mechanism, clinical presentation, and approach to diagnosis of disease as well as health promotion.

PAS 5311 Physical Examination I with Lab (3 Credits)

This course is the first in a three-course sequence that is designed to teach students the techniques to obtain a pertinent history and perform an appropriate physical examination in complement to the information learned in the clinical medicine course.

PAS 5212 Clinical Skills and Procedures I (2 Credits)

This course is the first in a three-course sequence that is designed to teach students foundational knowledge in clinical diagnostic skills that prepare the student for required responsibilities in patient care. Course content includes clinical, laboratory, and basic surgical techniques required in primary care. Students learn best practice approaches to caring for patients and guidelines for preventive care and disease screening.

PAS 5314 Pharmacology I (3 Credits)

This course is the first in a three-course sequence that is designed to teach students appropriate pharmacotherapeutics in an organ systems-based approach that complements the sequencing in the clinical medicine course.

PAS 5117 Introduction to Pediatrics (1 Credit)

This course is designed to introduce students to pediatric care by providing an overview of specific illnesses, diagnostic tests, terminology and treatment in this special population while emphasizing the

role of the PA in a general pediatric practice. The course will explore normal growth and development and immunization recommendations and, also, provide an overview of the similarities and differences between pediatric and adult populations.

PAS 5118 Introduction to Surgery (1 Credit)

This course is designed to introduce students to the field of surgery and studies major and minor surgical conditions with an emphasis on indications for surgical intervention. Management of patients through the pre-, intra-, and post-operative stages in both ambulatory and inpatient settings will be [discussed](#).

PAS 5415 Neuroanatomy (2 Credits)

This course is an in depth study of the structure and function of the neurological system, including gross anatomy, histology, embryology and physiology. Students will be introduced to selected pathologies and special tests that facilitate the understanding of the relationship of the nervous system to function of the human body.

PAS 5520 Clinical Medicine II (5 Credits)

This course is the second in a three-course sequence that is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based and supplemented by case discussions. Information will be presented in organ system-based sequences that will include the mechanism, clinical presentation, and approach to diagnosis of disease as well as health promotion.

PAS 5321 Physical Examination II with Lab (3 Credits)

This course is the second in a three-course sequence that is designed to teach students the techniques to obtain a pertinent history and perform an appropriate physical examination in complement to the information learned in the clinical medicine course.

PAS 5222 Clinical Skills and Procedures II (2 Credits)

This course is the second in a three-course sequence that is designed to teach students foundational knowledge in clinical diagnostic skills that prepare the student for required responsibilities in patient care. Course content includes clinical, laboratory, and basic surgical techniques required in primary care. Students learn best practice approaches to caring for patients and guidelines for preventive care and disease screening.

PAS 5324 Pharmacology II (3 Credits)

This course is the second in a three-course sequence that is designed to teach students appropriate pharmacotherapeutics in an organ systems-based approach that complements the sequencing in the clinical medicine course.

PAS 5127 Introduction to Emergency Medicine (1 Credit)

This course explores various types of urgent and emergent conditions across the lifespan that present in an emergency medicine setting. Students are prepared to triage, stabilize, evaluate, treat, and monitor such conditions. Disposition of patients, including admission criteria, referrals, and specialty consultations, will also be discussed.

PAS 5128 Geriatric Medicine (1 Credit)

This course will focus on issues specific to geriatrics, examining the similarities and, primarily, the

differences inherent to this population. The process of death and dying and end of life issues will be discussed.

PAS 5530 Clinical Medicine III (5 Credits)

This course is the third in a three-course sequence that is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based and supplemented by case discussions. Information will be presented in organ system-based sequences that will include the mechanism, clinical presentation, and approach to diagnosis of disease as well as health promotion.

PAS 5331 Physical Examination III with Lab (3 Credits)

This course is the third in a three-course sequence that is designed to teach students the techniques to obtain a pertinent history and perform an appropriate physical examination in complement to the information learned in the clinical medicine course.

PAS 5232 Clinical Skills and Procedures III (2 Credits)

This course is the third in a three-course sequence that is designed to teach students foundational knowledge in clinical diagnostic skills that prepare the student for required responsibilities in patient care. Course content includes clinical, laboratory, and basic surgical techniques required in primary care. Students learn best practice approaches to caring for patients and guidelines for preventive care and disease screening.

PAS 5334 Pharmacology III (3 Credits)

This course is the third in a three-course sequence that is designed to teach students appropriate pharmacotherapeutics in an organ systems-based approach that complements the sequencing in the clinical medicine course.

PAS 5235 Research Methods (2 Credits)

This course is designed to introduce students to methods, and areas need, in research to improve delivery of care and/or patient outcomes and to foster an interest in promoting Physician Assistant scholarship.

PAS 6310 Elective I (3 Credits)

This course is a three-week supervised clinical practice experience designed to allow students to explore new areas of PA practice or reinforce and strengthen areas of perceived deficits. Students may also choose to utilize the elective rotation to evaluate, and be evaluated by, a potential employer.

PAS 6311 Elective II (3 Credits)

This course is a three-week supervised clinical practice experience designed to allow students to explore new areas of PA practice or reinforce and strengthen areas of perceived deficits. Students may also choose to utilize the elective rotation to evaluate, and be evaluated by, a potential employer.

PAS 6312 Elective III (3 Credits)

This course is a three-week supervised clinical practice experience designed to allow students to explore new areas of PA practice or reinforce and strengthen areas of perceived deficits. Students may also choose to utilize the elective rotation to evaluate, and be evaluated by, a potential employer.

PAS 6308 Women's Health (3 Credits)

This course is a three-week supervised clinical practice experience in women's health including prenatal

and gynecologic care in various clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

PAS 6309 Behavioral and Mental Health (3 Credits)

This course is a three-week supervised clinical practice experience in behavioral and mental health in 1 varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

PAS 6601 Pediatrics (6 Credits)

This course is a six-week supervised clinical practice experience in general pediatric care providing exposure to patients across the lifespan of infant, children, and adolescents. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

PAS 6602 Family Medicine (6 Credits)

This course is a six-week supervised clinical practice experience in family medicine and is designed to provide exposures to patients across the lifespan of infants, children, adolescents, adults, and elderly. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

PAS 6603 Internal Medicine (6 Credits)

This course is a six-week supervised clinical practice experience in internal medicine and is designed to provide exposures to patients across the lifespan of adults and elderly. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

PAS 6604 General Surgery (6 Credits)

This course is a six-week supervised clinical practice experience in general surgery and is designed to provide exposures to patients across the lifespan and include management of pre-, intra-, and post-operative issues. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

PAS 6605 Emergency Medicine (6 Credits)

This course is a six-week supervised clinical practice experience in emergency medicine and is designed to provide exposures to patients across the lifespan and include management of urgent and emergent issues. Unique opportunities to be an integral part of a multidisciplinary team are expected. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

Graduation requirements

- Completion of all required courses with marks of 80% or higher;
- Minimum of 1,200 clinical hours, to include:
 - 125 pediatric patients including infants (0-12 months), children (1-12 years), 25 adolescents (12-18 years), with at least 10 infant well-child visits and 10 children well-child visits
 - 100 adults (19-64 years);
 - 200 general medicine patients, with at least 10 comprehensive physicals;
 - 50 general surgery patients;
 - 10 intraoperative patients;

- 25 women's health patients, with at least 10 prenatal visits;
- 25 behavioral medicine patients;
- 25 geriatric patients (65 years and older); and
- 100 emergency medicine patients.

Tuition and fees

Total tuition and fees for the length of the program: \$102,725 (*subject to change: Tuition and fees are officially established annually at the Faulkner University Board of Trustees meeting.)

Books and supplies: These are subject to change each semester. Each cohort will be provided with book and supply lists prior to the start of each semester.

Withdrawal and Refunds

The MS-PAS Program will follow Faulkner University policy for refunds in the case of student withdrawal. If a student withdraws from classes, they are only eligible for a refund if they withdraw within a certain time frame. Refer to <https://www.faulkner.edu/student-resources/student-accounts/> for information regarding Faulkner's withdrawal and refund policy.

ACADEMIC AND PROFESSIONAL REQUIREMENTS

The PA Code of Ethics and Professional Behavior

PAs (physician associates/physician assistants) are licensed clinicians who practice medicine in every specialty and setting. Trusted, rigorously educated and trained healthcare professionals, PAs are dedicated to expanding access to care and transforming health and wellness through patient-centered, team-based medical practice. <https://www.aapa.org/what-is-a-pa/>

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

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

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

- Autonomy, strictly speaking, means self-rule. Patients have the right to make autonomous decisions and choices, and PAs should respect these decisions and choices.
- Beneficence means that PAs should act in the patient's best interest. In certain cases, respecting the patient's autonomy and acting in their best interests may be difficult to balance.

- Nonmaleficence means to do no harm, to impose no unnecessary or unacceptable burden upon the patient.
- Justice means that patients in similar circumstances should receive similar care. Justice also applies to norms for the fair distribution of resources, risks, and costs.

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

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

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

Statement of Values of the PA Profession

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

<https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>

Faulkner Physician Assistant Studies Professionalism Expectations

Professionalism: “The skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well.” - Merriam-Webster

When individuals embark upon the journey to become health care professionals, they must demonstrate the personal and professional integrity necessary to maintain the fundamental trust that society places on

respected individuals of these professions. The Physician Assistant Studies program at Faulkner University expects students to develop the interpersonal skills, professional comportment, and positive attitudes necessary to function in a manner that is consistent with professional practice.

Professional attitudes and conduct are expected of the student starting day one of the program. To help maintain, inform, guide, and standardize the expected professional conduct and behavior of the Faulkner PA student, the College of Health Sciences has devised a policy procedure for professionalism and violations of professionalism. These can be found in Appendix 2 of this document.

Physician Assistant Student Employment Policy

The Physician Assistant Program is extremely demanding in terms of work load and time commitment. Therefore, physician assistant students are not permitted to be employed off campus while enrolled in Faulkner University's Physician Assistant Program. Students who are approved for federal work-study may work in an on-campus capacity for a limited number of hours each week.

Dress Code Policy

CHS students are expected to demonstrate a mature Christian attitude and the ability to discern propriety by their dress and appearance. The University also seeks to prepare students for professional careers where certain standards of dress are required for employment. CHS graduate students are held to a high standard due to the professional nature of the learning environment and the future career paths that they are being prepared for.

CHS students are required to wear business casual attire while they are in the CHS building. Business casual can be described as dress pants/slacks, blouses, sweaters, dresses, and skirts. Clothing should be clean, neat, and in good repair. **CHS official scrubs may also be worn as part of the dress code, provided that the student wears the scrub top with the official Faulkner CHS logo and the approved scrub bottoms.** The scrub bottoms that are a part of the scrub uniform are the only ones approved to be worn. Joggers and other styles are not allowed. Scrub pants may not be worn with a t-shirt during the week, except on Fridays, at which time a t-shirt with your scrub pants may be worn, providing that it is Faulkner University related. Other more detailed guidelines for dress code are listed below (this is not meant to be an exhaustive list):

1. Clothing must be clean and business like to present a professional appearance. Clothing will be deemed inappropriate if:
 - a. It appears stained, soiled, excessively wrinkled
 - b. It appears too tight or revealing. This includes bare midriffs or cleavage.
 - c. It calls attention to itself and is distracting
 - d. It provokes, alarms, offends, or disparages other students, faculty, or staff
 - e. It causes visitors, patients, co-workers, or those of the administration to question the competence, confidence, and professionalism of Faulkner University College of Health Sciences
 - f. It exposes others to unnecessary safety or health risks.

2. Shoes shall be appropriate for the work environment and compliant with professional attire, safe and in good repair. Footwear shall not exceed three inches (3") in height. Flip flops are not appropriate for the classroom or the lab.
3. Skirt and dress length shall be no shorter than 2 inches (2") above the top of the knee.
4. Caps or head covering are not acceptable, unless they are for religious purposes.
5. Sunglasses shall not be worn unless they are required for medical purposes.
6. Jewelry should be discreet and not large or capable of interfering with classroom or patient related activities. Earrings are limited to (2) per ear and located on the earlobe.
7. Tattoos:
 - . Quarter, half, and full sleeve tattoos must be covered at all times
 - a. Any tattoo that provokes, alarms, offends, or disparages must be covered at all times.
2. Hair length, style, and color are expected to be professional and appropriate.
 - a. Hair should be clean, neatly styled, and of a natural color
 - b. Facial hair and nails must be neatly trimmed. Pertinent occupational safety and infection control standards in this regard while in the patient care setting for given job classifications and duties must be adhered to.
1. Cosmetics should be appropriate for the professional environment.
2. Appropriate daily hygiene is expected of all students.
3. Use of fragrances, colognes, or aftershave shall be limited and not overpowering.
4. When jeans are allowed to be worn, they shall be free of holes, frays, and tears.
5. When T-shirts are allowed to be worn, they shall be Faulkner University related.
6. Logos, advertisements, slogans, or other messages representing other organizations other than Faulkner University programs promoting political, social, religious, or other causes should not be worn. Provocative, alarming, offensive, or disparaging messages are not permitted.
7. Students shall not participate in activities outside of school that do not align with Faulkner University's missional alignment while wearing a Faulkner University logo.

Laboratory Attire

Students are required to wear lab attire during all laboratory sessions. Men should wear shorts and a t-shirt. Women are required to wear a t-shirt, sports bra, or halter type top and shorts. Athletic shoes/sneakers are required. No open toed shoes are allowed in the lab. Long hair must be tied back and dangling or sharp jewelry must be removed for safety. This may include watches, rings etc. Nails must be short and trimmed, clear nail polish only. Lab attire is only to be worn during the lab. When going to other parts of the building or campus, university scrubs or business casual attire are required to be worn over lab attire. If students have labs scheduled during the same day as lecture, they will be required to wear their Faulkner University scrubs over their lab attire during class. Failure to abide by these policies may result in being dismissed from class until proper attire can be worn. Continued violations could result in disciplinary action up to and including dismissal from the program.

Faulkner University requires all CHS students to follow the dress code policy for lab attire. Students are required to wear solid colored shorts which can be blue, gray or black and be of adequate length to fall below their fingertips while standing with arms at the side of the body. The shorts must be free of designs or logos, with the exception of the Faulkner logo. Students must be able to bend over, squat and perform a straight leg raise while maintaining modesty. Students are encouraged to wear spandex shorts

beneath these shorts if needed. Females must wear a sport bra that provides full coverage, including when leaning forward, and shirts should be a short-sleeved t-shirt or tank top (no V-neck cuts). The shirt must fall below the natural waist line and provide adequate coverage during all movements. The shirt can be blue, gray, black or white and must be free of designs and logos, with the exception of the Faulkner logo. Clothing must be clean and in good repair. Faculty have the right to ask student to leave lab until appropriate attire can be donned.

CHS students may only change into their lab attire immediately prior to their assigned lab time, and then are expected to change back into their scrubs/business casual attire at the completion of lab. There are both male and female locker rooms available for use in the back hallway of the Health Sciences building for this purpose. Students are welcome to use a locker for the day and bring their own lock to hold their items. Wearing your lab tanks/shorts around the building while not in the lab is prohibited. Students should be intentional in making sure that this is prevented by only wearing these items at the appropriate times.

Clinical Rotation Attire

For clinical rotations, students should wear only their program-approved Faulkner PA scrubs, approved outer-wear, and appropriate shoes. Student ID badge must be conspicuously placed so that patients are made aware of students' status as a student.

After Hours Dress Code

Due to the nature of our facility, we frequently have important guests and other visitors in the building, including after hours. Because of this, the dress code must be upheld any time that you are in the building until 6:00 p.m., Monday through Friday, even if you are not currently in class. On weekdays after 6:00 p.m. and on the weekends, students may wear jeans and t-shirts in the building to make it more comfortable for studying and other activities, but please be mindful to still keep your appearance professional.

Dress Code Infraction Sanctions

Failure to comply with the dress code standards listed above and in the program student handbooks will result in documentation of the violation via the Student Conduct Infraction form and sanctions according to the "Conduct Subject to Sanctions" section of this handbook.

Alcohol, Illegal Drugs, Tobacco, and Vaping

Please see the Faulkner University College of Health Sciences Graduate Student Handbook for policies.

Substance Abuse and Drug Screening Policy

The intent of the Substance Abuse Policy is twofold: to identify students who are chemically impaired and to help them return to a competent and safe level of practice. Emphasis is on deterrence, education, and reintegration. All aspects of the policy are conducted in good faith and with compassion, dignity, and confidentiality. CHS recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of the PA profession. CHS is committed to protecting the safety, health, and welfare of its faculty, staff, and students and those who come in contact

with its faculty, staff, and students during scheduled learning experiences. CHS strictly prohibits the illicit use, possession, sale, conveyance, distribution and/or manufacturing of illegal drugs, intoxicants, or controlled substances in any amount and/or in any manner and the abuse of nonprescription and prescription drugs. Students in the Physician Assistant Studies program who test non-negative for illegal, controlled, or abuse-potential substances and cannot produce a valid and current prescription with valid dosage for the drug, are at risk of being in violation of the Faulkner Drug Abuse Policy found in the Faulkner University Student Handbook.

Drug testing procedures

- When to Test: The Physician Assistant Studies program requires the student to submit to drug testing under any or all of the following circumstances:
 - a. Before starting the Program.
 - b. Before starting the clinical year.
 - c. Randomized testing performed by CHS
 - d. Testing as required by the clinical sites of the program
 - e. For cause (see Testing for Cause Statement)
 - f. Part of a substance abuse recovery program.
- Failure to comply: Failure to comply with random drug testing at the specified time without administrative permission will result in suspension until testing is complete.
- Cost: The student will be responsible for paying the cost for the drug screen. This cost will be placed on the student's e-bill.
- Facility: The Physician Assistant program will utilize a contracted service provider for collection and processing of specimens.
- Sample Collection: The collection techniques will adhere to the guidelines in accordance with U.S. Department of Transportation 49 CFR Part 40 following chain of custody protocol. Collection techniques may include urine, hair, blood, or other methods.
- Substances Tested: CHS has the authority to change the panel of tests without notice to include any and all substances deemed appropriate by the dean or program director.
- Non-negative Results: If a non-negative result is obtained, the urine sample will be sent to a Substance Abuse and Mental Health Services Administration (SAMHSA) certified laboratory. If the specimen results are non-negative after the screening process at the laboratory the urine samples will be sent for Gas Chromatography/Mass Spectrometry (GCMS) confirmation. All positive results will be reported to the Medical Review Officer (MRO). After review by the MRO, positive results will then be reported to the appropriate dean and/or program director. All non-negative urine samples will be frozen in a secure and locked freezer compartment at the SAMHSA laboratory.
- Testing for Cause: Any student, who demonstrates behavioral changes suspected to be related to the use of drugs, including but not limited to alcohol, will be subjected to testing. The decision to drug test for cause will be drawn from those facts in light of the experience of the observers and may be based on: observable phenomena such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a drug, erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, absenteeism, tardiness, and deterioration of work performance, a report of drug use provided by reliable and credible sources which have been independently corroborated, information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed healthcare professional, evidence of involvement in the use, possession, sale, solicitation or transfer of drugs while on a clinical site premise, conviction by a court, or being found guilty of a drug, alcohol or controlled substance in another legitimate jurisdiction. Testing for cause will be conducted using the following procedure:

1. The faculty member will have another faculty member or health professional confirm the suspicious behavior.
 2. The student will be asked to leave the area and go with a faculty member and a witness to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented and the decision to drug test will be made after conferring with the appropriate dean and/or department chair.
 3. If warranted, the student will submit appropriate laboratory specimens in accordance with the Substance Abuse Policy and clinical site policies.
 4. The student will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel or committee designated by the dean. At the discretion of the dean, the student may be allowed to continue attending class during the drug testing process.
 5. If the lab test is negative for substances classified in the Diagnostic and/or Clinical Statistical Manual of Mental Disorders (DSM-IV), the student will be allowed to return to class and clinical activities without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to class or clinical (whichever comes first).
 6. If any part of the lab test is non-negative for substances classified in the Diagnostic and/or Clinical Statistical Manual of Mental Disorders (DSM-IV), the student is in violation of the CHS, Physician Assistant Studies, and Faulkner University Drug and Alcohol Policy. As provided in this policy in the section entitled, “Non—negative Drug Screen, Sanctions, Treatment, Referral, Re application, Opportunity for a Re-Test”, violations will result in the imposition of disciplinary sanctions up to and including expulsion of the student.
 7. Confidentiality will be maintained.
 8. Failure to comply with “for cause” drug testing will result in immediate administrative withdrawal from the program.
- Confidentiality: All testing information, interviews, reports, statements and test results specifically related to the individual are confidential. Drug test results will be sent to the dean and/or department chair in CHS and Physician Assistant Studies program. Records will be maintained in a locked cabinet within the PA program as defined by ARC-PA. Pursuant to the Family Educational Responsibility and Privacy Act (20 USC 1232g) Faulkner University may disclose, to a parent or legal guardian of a student, information regarding any violation of a Federal, State or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student’s education records, if
 1. the student is under the age of 21; and
 2. the institution determines that the student has committed a disciplinary violation with respect to such use or abuse.
 - 3.

Non-Negative Drug Screen, Sanctions, Treatment, Referral and Re-application, Opportunity for a Re-Test

A non-negative drug screen will result in actions being taken three separate areas:

1. The Physician Assistant Studies program
 - Hospitals and clinics cannot afford to compromise on patient safety, health, and welfare. Therefore, if a student tests non-negative on a drug screen, he or she will be released from the rotation immediately. Hospitals and clinics will not allow a student who tests non-negative on a drug screen to continue their training or service in their organization. Hospitals or clinics may require an additional drug screen prior to the start of their clinical

service at that facility. Violations of the Faulkner University Drug and Alcohol Policy will result in the imposition of disciplinary sanctions by CHS up to and including expulsion of the student. In order to assure patient safety at clinical sites, a non-negative drug screen will be considered evidence of drug use/abuse by the student.

- A non-negative drug screen of any of the following substances may result in immediate dismissal from the Physician Assistant Studies program: amphetamines or similarly acting sympathomimetics, cannabis, cocaine, hallucinogens, inhalants, phencyclidine (PCP) or similarly acting arylcyclohexylamines. Action taken by the PA Program will be independent of action taken, if any, through Faulkner Student Services. Dismissal from the Physician Assistant Studies program is not automatically a dismissal from Faulkner University. If the student is dismissed due to a non-negative drug test, the student will be ineligible to receive a letter of good standing from the Dean of CHS.

2. Faulkner University

Violations of the Faulkner University Policies will result in the imposition of disciplinary sanctions up to and including expulsion of the student from the University. Results of a non-negative drug screen will be referred by the Dean of CHS and VP of Student Services. Action taken through the Faulkner University Student Services will be independent of action taken, if any, under the Physician Assistant Studies program.

3. Referral to a Substance Abuse Treatment Program

A student with a non-negative drug screen will be referred to a Substance Abuse Treatment Program. Any infraction of the drug policy will be reviewed by the Student Success Committee, the program director, and the Dean of CHS to determine the action plan. This may be, but not limited to, expulsion from program, completing a substance abuse treatment program, and possible re-starting the program the next fall or during the didactic year or repeating the missed clinical rotations during the clinical year. However, the program reserves the right to dismiss the student, not allowing continuation or readmission into the program.

Retesting Request

If a test result is non-negative, the student may request a re-test of the original urine sample or hair sample (if the student has sufficient hair on which to perform testing). A student who desires to have the original sample re-tested must file a written request with the Dean of CHS within three (3) business days following notification of a positive drug test result. The Dean can approve or dismiss the request for a re-test. The student will be responsible for all costs of the re-test. If the retest is negative the student will be reinstated.

Incidence of Recurrence

If and when a non-negative test for substance abuse is found in a student that has been re-admitted to the Physician Assistant Studies program, they will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the Dean of CHS or the program director of the Physician Assistant Studies program.

Background Check

Faulkner students entering the Physician Assistant Studies program are required to undergo a background check using the school's approved vendor. Instructions for completing the background check and appropriate consent forms are provided to students by the Physician Assistant Studies Program. Any questionable findings on the background check will be reviewed and appropriate actions taken accordingly by the program.

Course Attendance

Student attendance to courses in the Physician Assistant Studies program is mandatory and only pre-approved absences will be considered. Penalties for an unexcused absence will be a ZERO on any missed assignments or examination and a. No exceptions to this will be made. If a student unexpectedly misses an examination or class and it is determined to be an excused absence, they will be allowed to make up missed assignments and/or assessments. Unexcused late arrivals and/or early departures from class will result in an unexcused absence.

The Physician Assistant Studies program has a fast-paced and rigorous curriculum. Students are expected to attend and be prepared for classes, laboratory and clinical experiences. Student learning will be greatly enhanced by the proper preparation for the class and course objectives that day. Specific dates and attendance requirements are established for each course and are indicated in the course syllabus. Each student will be responsible for adhering to class policies. Even for unexpected absences, the student should contact the course instructor via email or phone as soon as possible. The student remains responsible for any material covered, assignments, or testing missed. Excused absences do not include family events, weddings, vacations, or other personal engagements. Class work is typically Monday-Friday from 8:00-5:00, with breaks between classes. We encourage you to use these breaks in class time to handle personal issues. Extenuating circumstances that require extended periods of absence, such as illness, personal circumstances, maternity, paternity, bereavement, etc. will be considered and handled on a case-by-case basis by the program director. Patterns of excessive absences, in classes or clinical, are not permitted and may result in disciplinary action, including dismissal from the program.

Leave of Absence

Students should write a letter requesting a leave of absence for any semester in which they do not intend to enroll or if the student should choose to withdraw from Faulkner University, with intent to return. Leave of absence requests should be directed to the attention of the program director and the Dean of CHS. Students who wish to drop all courses for a semester should formally withdraw in the Registrar's Office. Students who take an approved leave of absence may, upon return, continue their course of study in line with the program course offerings. Additional remedial courses may be required on a case-by-case basis prior to readmission. Determination for readmission will be made by the program director and Dean of CHS.

Academic Calendar

All dates that are related to registration, payments of tuition and fees, drop or withdrawal dates, school holidays are available on the Faulkner University website, www.faulkner.edu. During the **clinical year**, the Faulkner University Physician Assistant Studies program does not follow the Faulkner University Academic calendar. The clinical year calendar will be listed in the appropriate syllabi for the clinical rotations and in the Clinical Student Handbook.

Advanced Placement (Standard A3.17)

The Physician Assistant Studies program will not accept advanced credit or advanced placement for previous course(s) completed.

Format for Writing Assignments

The Department of Physician Assistant Studies uses the American Medical Association (AMA) citation style in agreement with all major physician assistant / medical journals.

Academic Progression and Standing

Students in the decelerated curriculum must successfully complete all required courses. Upon decelerating, students may delay their graduation by no more than one year, and must comply with any revisions in curriculum requirements and changes in tuition and fees of their new graduating class.

Successful graduation is dependent on passing all courses in the Physician Assistant Studies Program with a final grade of 80% and above in all didactic and clinical year courses. However, a student will be allowed to receive two final grades of a “C” (70-79%) in didactic or clinical courses and still be allowed to progress in the program without delay in graduation.

A student receiving a final course grade of “D” or below in didactic or clinical year will be automatically dismissed by the program. A student receiving a third final course grade of a “C” in didactic or clinical year will be automatically dismissed by the program.

Note: There is no rounding of final course grades. Final course grade values with decimal points will be truncated to the whole number, for instance, a 72.2 will reflect as a 72 and a 72.9 will also reflect as a 72.

The Physician Assistant Studies program follows the grade grievance policies set forth in the CHS Graduate Student Handbook by completing the Student Complaint Record: Academic form in Appendix C of the CHS handbook. Grade Grievances in the College of Health Sciences are handled by the Associate Dean of Academics and Research: Dr. John Geisler. jgeisler@faulkner.edu

Deceleration (A3.15)

Voluntary Deceleration

Students must submit a written request to the P.A. program director and the dean of the College of Arts and Sciences to voluntarily decelerate. Reasons for deceleration include personal, family, health, or academic concerns that will impact successful progress through the curriculum. Voluntary deceleration is considered a proactive decision on the part of the student before experiencing academic difficulty.

Mandatory Deceleration

The Student Progress Committee (SPC) may recommend deceleration to the P.A. program director and/or dean of the College of Health Sciences as a means to remediate deficiencies, as a preventative measure to avoid further academic difficulty. The SPC may specify the plan for deceleration or defer to the judgment of the CHS Associate dean of Academics and Research.

Remediation(A2.06f)

At times, a student may not meet program expectations in regards to their progress toward academic and clinical knowledge and skills. When this occurs, faculty members may find it to be in the student’s best interest to initiate remediation in order to assist the student in reaching expectations as laid out by the program. To remain in compliance with ARC-PA Standard A2.06f, the MS-PAS Program at Faulkner University has adopted this policy to facilitate the process of establishing its remediation protocols. Remediation may be initiated at the course level by the course director. Examination scores less than 70% requires the faculty instructor to initiate remediation of the exam. Assignment scores of less than 70% may or may not require remediation based upon the discretion of the individual course instructor as outlined in the course syllabus. Remediation action may take the form of addressing specific instances of deficiency such as implementation of additional assignments for reassessment of deficient areas or retaking exams. Remediation may also take the form of an official remediation plan being constructed for

the student that outlines deficient areas, objectives to meet, tasks to complete, and outcomes to achieve. When implementing the remediation plan the standard Remediation Plan form is used. This form is signed by the student, the faculty, and the Program Director and placed in the student file. The following describes the process of utilizing the Remediation Form.

Note: There is no rounding of final course grades. Final course grade values with decimal points will be truncated to the whole number, for instance, a 72.2 will reflect as a 72 and a 72.9 will also reflect as a 72.

ARC-PA Standard A2.06 f

Principle faculty and the Program Director must be responsible for, and actively participate in the process of assuring the availability of remedial instruction

Academic Aspects of the Program: Identification of students in need of intervention in order to meet program expectations occurs at two levels.

1. Academic course instructors: FAU requires faculty members to enter a mid-term grade 8 weeks into each semester. Any graduate student who has earned < 80% (fail) at mid-term should automatically be placed on a remediation plan. However, a faculty member does not need to wait until mid-term to report a concern. If the faculty member identifies a problem with the student's performance earlier in the semester, he/she may initiate a remediation plan at any time.
2. Faculty Advisor: At the weekly MS/PAS faculty meetings student progress in the program is discussed among faculty and the Program Director. This allows the program to be able to identify students with (global) deficiencies across multiple areas. If a student is not performing to the program's expectations and is not already on a Remediation Plan, the faculty advisor will initiate a remediation plan using the Remediation Plan Form.

Clinical Aspects of the Program: Identification of students in need of intervention in order to meet program expectations occurs at two levels.

1. Clinical instructors: Clinical instructors oversee student and clinical site placement throughout the clinical year. They review mid rotation evaluations, end of rotation evaluations, patient logs, professionalism, assignments, and EOR performance. If, at mid rotation evaluation or upon discretion of the clinical faculty at any time, the student is noted to not be performing to the expectation of the program, a remediation plan may be initiated in conjunction with the Director of Clinical Education, DCE.
2. The University currently requires all program heads to monitor students' progress in all curricula and advertises and offers free tutorial assistance (through its main campus Instructional Support Lab and online tutorial system, Smarthinking) to all students in need of remediation and/or intervention.

The Student Progress Committee

The Student Progress Committee is charged with interpreting and enforcing academic conduct and professionalism policies, making recommendations to the Program Director concerning a student's academic standing, and working with the Program Director to alert students to any and all progress issues that may affect their graduation.

The purpose of the student progress committee is to provide a forum to review student academic and professional progress, as needed, through the didactic and clinical portions of the curriculum. The committee considers efforts of faculty members, course directors, and university academic student support centers involved in the professional and academic success of its students. Student progress in Physician Assistant Studies depends upon adhering to the Physician Assistant student academic and professional conduct standards. Faculty may request a meeting with the SPC at any time for guidance regarding student remediation and/or issues of student progress in the program for any of the following:

- Academic performance
- Academic integrity
- Professionalism
- Intellectual honesty

Committee Chair: Dr. John Geisler, MD, CHS Associate Dean of academics and Research

Committee Members:

- Deet Scott, MD, Physician Assistant Studies, and Professor in the Physician Assistant Studies Program
- Chris Ireland, PT, DPT, Associate Professor/ Director of Clinical Education
- Holly Free, J.D., Assistant Professor Physician Assistant Studies and Clinical Liaison

Dismissal

A student in the Physician Assistant Program at Faulkner University will be subject to dismissal for any of the following reasons:

- Student receives a final course grade of below 70% in any course, didactic/clinical, at any time in the program.
- Student receives a third final course grade of below 80% in any course, didactic/clinical, during the program.
- Behavior outside the program that results in a felony conviction, which may deem a student ineligible for licensure.
- Students will attest to their ability to perform all of the criteria within the Program's "Technical Standards" document with or without reasonable accommodations. If it becomes apparent to PA faculty and staff that the student cannot perform components of the Technical Standards with reasonable accommodations; or the accommodations are not reasonable and would put an undue hardship on the university; or that the performance of these functions would significantly increase the risk the harm or jeopardize the safety of others, the program may dismiss the student from the program.
- Inability to use professional judgement and emotional maturity to seek help when needed to address personal issues that interfere with professional practice, act in a professional manner and ensure the safety of patients/ clients/ colleagues and faculty.
- Students may be dismissed for unprofessional behaviors such as: Violations of the PA Code of Ethics and Core Values, University Code of Conduct, or Academic Integrity Policy

Voluntary Withdrawal

Students may voluntarily withdraw from the Program at any time. The student must notify the Program Director in writing of their request to withdraw from the Program. All voluntarily withdrawals are effective at the time the request is received. Any student who voluntarily withdraws from the Program

will not automatically be readmitted at a later date. To be considered for possible readmission, the student must reapply through CASPA.

Academic Grievances

If a student does not understand the reason for a grade or sanction, it is the student's responsibility to consult the instructor. If after such consultation the student does not agree with the instructor's decision, the student may initiate an official academic appeal. The Academic Complaint/Appeal process can be found in the CHS Graduate Student Handbook on page 29. Students should report Academic Complaints on the "Student Complaint Record: Academic" form found in Appendix C of the CHS handbook.

ACADEMIC INTEGRITY AND HONESTY

An academic institution rests on the principle that students will demonstrate integrity and honesty in the products/works developed or submitted. As a Christian institution, Faulkner emphasizes integrity of character in all situations, including academic settings.

In order to prepare students for a successful career and a rewarding social and spiritual life, students must be introduced to the kind of professional censure for dishonesty they will meet in the workplace. Because education is a life-long developmental process, Faulkner seeks to instill values of honesty and integrity in every student by insisting upon the highest professional standards as part of the learning process. Because cheating can seem to produce immediate rewards, it can become a pattern of behavior that is counter-productive and corrosive to spiritual and professional development. Therefore, Faulkner expects the learning process to support spiritual and professional development through a commitment to academic honesty and integrity.

Academic Dishonesty

A key element of academic integrity is to honor the academic process of learning. Faulkner University considers the circumvention of the learning process by cheating, plagiarism, fabrication, or complicity in cheating or fabrication to be an act of academic misconduct with long-term detrimental effects. The following outline of the definition of terms and a general list of academic violations is given for clarity sake and as an aid to guard against violating the code unintentionally.

Faulkner University seeks to promote excellence and maintain an environment conducive for learning. Students are prohibited from engaging in or conspiring to engage in any form of academic dishonesty, including but not limited to cheating or plagiarism.

Cheating:

The act of using or attempting to use materials, information, study aids, or unauthorized assistance for an academic activity. Cheating is a type of fraud and consists of acts such as giving and receiving assistance on a quiz, test, or exam; using notes or crib sheets during a quiz, test, or exam; or submitting the same paper for more than one course. Cheating also includes acts such as taking an exam or writing a paper for another student.

Plagiarism:

The act of intentionally or knowingly representing the words or ideas of another as one's own work in any academic assignment.

Fabrication:

The act of falsification of any information in an academic activity. Fabrication includes acts such as falsifying data, misrepresenting work, or lying to protect a student committing an act of academic misconduct.

Complicity:

The facilitation or assistance, intentionally or knowingly, in the act of cheating or fabrication by another.

The following includes many but not necessarily all of the specific practices under each of the above four categories that violate the Academic Integrity Policy:

- Cheating.
- Receiving or giving unauthorized materials or aid to another student for class assignments or tests.
- Using unauthorized materials or aid in connection with assignments or tests.
- Giving, obtaining, soliciting or offering to provide any unauthorized assistance for class assignments or tests.
- Using any unauthorized electronic device during a test or class assignment (when inappropriate). Such electronic devices include cell phones, smart watches, tablets beepers, palm pilots, computers, and word processors.
- Observing the work of other students during in-class assignments (when inappropriate) or tests.
- Gaining access to the content of a test prior to the giving of the test.
- Plagiarism
- Failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submitting in whole or in part the work of others as one's own.
- Submission of papers or projects obtained from any source, such as a research service or another student, as one's own.
- Fabrication.
- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.
- Written or oral presentation of the results of research or laboratory experiments without the research or experiment having been performed.
- Altering, misrepresenting, or falsifying a transcript, course record, or graded work to gain unearned academic credit.
- Accepting unearned credit or accepting a grade higher than the grade actually earned.
- Complicity.
- Planning or agreeing with another person or persons to commit any act of academic dishonesty.
- Changing or agreeing to have academic records changed, including receiving an unearned academic grade or credit not.
- Offering or accepting a payment or bribe related to academic work or records.

In general, it is a violation of the Academic Integrity Policy when a student does not follow any announced policy of an individual faculty member, department, college, or university. A student uncertain of the application of the Academic Integrity Policy to a particular circumstance should always consult with the appropriate faculty member.

Penalties for Violation of the Academic Integrity Policy

Any violation of this policy is considered an extremely serious infraction. The penalty for violation of the Academic Integrity Policy will result in a zero for the assignment/examination or course and additional penalties up to and including dismissal from the program without an opportunity to return. A second offense will result in automatic dismissal from the program. Any violation of the Academic Integrity Policy must be reported to the respective program director and the Assistant/Associate Dean of Academics by following the “Process for Penalizing a Student for Violation of the Academic Integrity Policy.”

Process for Penalizing a Student for Violation of the Academic Integrity Policy

The complainant (instructor, appropriate supervisor/administrator, or university official) is required to complete the “Academic Infraction Form” available in Appendix B of this handbook, and provide a copy to the Assistant/Associate Dean of Academics and Program Director for the purpose of notification and record keeping. The complainant will then forward the completed Academic Infraction Form to the appropriate program committee (see page 22 for information on program committees). The program committee will inform the student of the ‘Academic Infraction Form’ and provide the student with a copy of the Academic Infraction Form within 72 hours of receipt. The program committee will convene to review the Academic Infraction Form within 7 days of original receipt. The program committee may: meet with the complainant, meet with the student, meet with the student and complainant simultaneously, or render a recommendation without any party meetings. Additionally, the program committee will have access to the pertinent student’s file containing any previous violations and should consider previous violations when rendering a sanction and/or recommendation. The program committee may sanction the student only within the parameters of the Penalties for Violation of the Academic Integrity Policy. The program committee must document the recommended sanction on the “Academic Infraction Form” and send the completed form to the Assistant/Associate Dean of Academics and the Program Director. The Assistant/Associate Dean of Academics together with the Program Director will review the committee’s recommendation and the Program Director will enforce the final sanction. The completed infraction form will be placed in the student’s file by the Assistant/Associate Dean of Academics

DIDACTIC EVALUATION AND GRADING POLICY

Students are expected to arrive on time to class and be prepared for the coursework presented that day. Any material(s) assigned by program or clinical faculty as preparatory is the responsibility of the student. Specific assignments are established by each course faculty. Evaluation of didactic performance is by academic achievement in the classroom and/or assigned work from faculty that culminates in a course grade.

Students are expected to complete and turn in assignments within the prescribed time frame. Students are expected to discuss any delinquency in turning in assignments with the appropriate course faculty and make arrangements for a subsequent deadline if an extension is granted.

In each course, the instructor will announce the grading criteria and publish it in the course syllabus. The following guideline relating to the “I” (incomplete) grade or deferred credit supplements the Faulkner guideline. The following grade scale will be used by the Physician Assistant Studies Program:

Pass Course: ≥ 80 -100%
Pass Assignments: ≥ 75 -100%
F: < 75 %

While the program will use the above scale to assess individual assignments and exams, course grades will be entered as Pass/Fail.

Incomplete Credits

The awarding of an “I” (incomplete) grade by faculty is not done casually. An “I” will be given only when an emergency or unexpected event prohibits the student from meeting course objectives in a timely manner. A student receiving a grade of “I” must arrange with the instructor to complete the course requirements as soon as possible. A grade of “I” not changed by the instructor by the beginning of the next regular term will automatically convert to an “F.”

Grievance Policy and Complaint Process (Standard A3.15)

Academic Grievance Policy and Procedures can be found in the CHS Graduate Student Handbook on pages 29-32. If students have an academic grievance or complaint, they should complete the “Student Complaint Record: Academic” available in Appendix C of the CHS student handbook.

Non-Academic Grievance Policy and Procedure can be found in the CHS Graduate Student Handbook on page 43. If students have a non-academic grievance or complaint, they should complete the “Non-Academic Complaint/Grievance Form” available in Appendix D of the CHS student handbook.

Harassment and Mistreatment Policy (Standard A3.15)

The Harassment Policy and Mistreatment Policy can be found on pages 43-57 of the CHS Graduate Student Handbook.

Course Management System

Canvas is the Web-based learning management system used at Faulkner University to enhance class communication, organization, and presentation by providing customizable website templates for courses offered. It is designed to provide tools for building online resources for use with face-to face-instruction, hybrid classes, or to support classes offered completely online. The degree to which the system is used in each course varies.

Technology, Social Media, and Electronic Devices

Student use of cell phones, messaging devices and other technology and/or electronic devices (for example, but not limited to: recording devices, music players, PDAs, computers) is prohibited in classes unless specifically permitted by the instructor, and at public events (for example, but not limited to: concerts, convocations, theatre productions, lectures) unless specifically permitted by the event sponsor.

- *Social Media:* Social media can serve as useful communication tools. However, health professions students should use the forums judiciously. Any use of social media with patient information, images, or identifying information is strictly prohibited and a HIPPA violation. NO postings regarding academic or clinical experiences, no matter how vague the postings are, may be placed on Facebook, SnapChat, Twitter, Instagram, blogs, written communications, electronic or any

other social media by students. Additionally, please be aware of your own personal postings as your potential employers are now using social media sites as ways to screen applicants for jobs. Be careful what you allow others to see on your social media site

- *Electronic Mail:* Every Faulkner student is assigned an email account. Students are required to read their Faulkner email every day and to maintain an email mailbox that is not “full,” to accept incoming emails. The School does not use personal email accounts to communicate with enrolled students.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's education records. The rights of the FERPA heretofore assigned to parents are now transferred to their college students. These rights are:

1. Eligible students have the right to inspect and review all of the student's educational records maintained by the school. The student must contact the Registrar's Office to make an appointment to view their academic record.
2. Eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the eligible student has the right to place a statement in the records commenting on the contested information in the records.
3. Generally, Faulkner University must have written permission from the eligible student before releasing any information from a student's record.

Schools may also disclose, without consent, "directory type" information, such as a student's name, address, e-mail address and telephone number. An eligible student who does not wish for this type of information to be released without prior written consent must notify in writing the Office of the Registrar.

Health Insurance Portability and Accountability Act (HIPAA)

Students have an obligation to protect and keep confidential all patient data/information whether printed, written, spoken, or electronically produced, and to access this information for appropriate and authorized purposes such as patient care and records processing. Patient information must be accessed, maintained and released in a confidential manner. Any violation of the confidentiality of patient information or unauthorized access may result in disciplinary or corrective action up to and including immediate dismissal from the Physician Assistant Studies program for student

information is mailed, faxed or given to any party, including the patient or his/her caregiver. Students are not to discuss patient names, addresses and medical or financial information with any individuals other than those who are directly involved with care of the patient. This includes any public forum such as the classroom, clinical conferences and seminars either on or off-campus. Patients must sign consent forms before they can be video- taped, audio-taped or observed by any other party.

- To remain in compliance with the federal Health Insurance Portability & Accountability Act (HIPAA) regulations and respect the confidentiality of patient information, Physician Assistant Studies students may not remove any patient protected health information (PHI) including patient health records and photos from the clinical site.
- Unauthorized disclosure of patient information may violate state or federal laws (including HIPAA) and unauthorized release of information may result in dismissal from school and legal action taken against the student.
- Please note: HIPAA rules and regulations also apply to individuals, including students, faculty

and clinicians, who volunteer to serve as demonstration subjects.

- No photos/video of any patient or patient records. Please avoid having pictures taken of you during clinical experiences unless the photographer is authorized by the facility to take pictures. No information related to patients or your clinical experiences may be posted on social media sites including pictures, status updates or comments.

Course Evaluations

At the end of each course, students are encouraged to complete an assessment of the professor and the course. This information is used to improve the course and learning experience for the student. Students will also evaluate the clinical service rotations as well as the preceptor at the completion of the rotation. The clinical coordinator will review these evaluations in an effort to maintain and improve the clinical service experience for the student.

Exit and Graduate Surveys

These surveys are to be completed just prior to graduation and 1-year post graduation. This feedback from students is essential to the program as we continue to evaluate teaching methods and instruction for improvement.

Student Identification

In all clinical settings, students within the PA Program are required to wear their Faulkner University Physician Assistant Studies student badge as well as their white coat with their names and student status listed on them. Patients will be notified of their student status and may refuse care.

FAULKNER STUDENT SERVICES

Academic Support

The Faulkner University Academic Center for Excellence offers a variety of academic services for all students free of charge. For more information go to: <https://www.faulkner.edu/academic-resources/academic-center-for-excellence/>

Safety (Standard A1.02)

The Faulkner Police Department serves the Faulkner community by providing professional law enforcement and emergency response services around the clock, every day of the year. In close cooperation with the Montgomery Department of Public Safety, our professionally trained officers are continuously available to answer calls for service and to respond to any emergency on campus.

Department Phone: 334-386-7415

Email: police@faulkner.edu

The on-duty officer can always be contacted at: 334-239-5496

In an effort to provide the best possible emergency services to Faulkner's community, the Faulkner Police Department maintains a close working relationship with the Montgomery Police Department. Patrol and dispatch services are provided 24 hours a day, with immediate access to municipal emergency services. The Faulkner Police Department monitors the National Weather Service radio network. A campus-wide alerting system notifies the campus community of threatening weather conditions.

The department maintains records of incidents that have occurred on campus and such statistical data is available in public safety's annual report. The ultimate responsibility for personal safety rests with each individual. Individuals should be aware of their surroundings and potential risks to personal safety, exercise caution and take reasonable actions to protect themselves, walk with friends in lighted areas at night, keep residence halls secure, lock room doors, do not prop open outer doors, know building evacuation procedures, know how to contact proper authorities, how to drive defensively, and report suspicious activities.

A safety escort service is available for all students during the day or night. Escorts are provided to any destination on campus. The escort service is provided for safety-related reasons only. Because there is safety in numbers, groups of three or more students are encouraged to walk to their destination. The escort is given by either foot or vehicular patrol.

All clinical sites are required to provide a safe environment for our students. All clinical sites are evaluated for any safety concerns during the initial site visit by the clinical coordinator. At clinical site hospitals, each facility has their own security department. The clinical site security departments are [36](#) responsible for providing a secure, safe work environment for employees and our students. Sites are evaluated by the clinical coordinator for ongoing safety. If the site cannot provide a reasonably safe environment for the student, the site will not be utilized. Students will be provided information during their program orientation regarding general safety. Students will be able to make comments on the security and safety of a clinical site at the conclusion of the rotation. If for any reason the student does not feel safe during the clinical service rotation, they will contact the Director of Clinical Education .

Access to Facilities and Maintenance of Facilities and Equipment

1. Students may use the laboratories or classrooms whenever they are not in use in accordance with posted schedules. Students will have access to the CHS building from 7:30am until 11:30pm each weeknight. Additional times will be scheduled when certain equipment will be available for practice. These times will be posted in advance.
2. Access to laboratories and classrooms are limited to students matriculating in the respective program or by the permission of program faculty. Under no circumstances are guests, family or friends allowed in the laboratories without prior permission of the Program Director or the Director of Clinical Education.
3. Students who use the laboratory or classrooms are responsible for keeping the room neat and clean and returning all items to their original place. Prior to leaving the room, ensure that tables and stools are in the appropriate position, equipment is properly stored and lights are off.
4. Students are permitted to use only equipment for which they have been instructed in its proper use by the faculty and instructors. Some equipment may be secured in locked storage locations due to expense. Students will be made aware of such equipment during laboratory classes.
5. PA students are expected to practice only on one another since another PA student is likely to be aware of the proper use of equipment and the contraindications for certain interventions. This includes other students within the college, family and friends.
6. Under no circumstances, is equipment to be utilized for personal use or to provide intervention to anyone, including students, friends or family.
7. Students are expected to use good judgment in utilizing the laboratories in such a way as to promote personal safety and to protect the equipment from damage.
8. To protect the equipment, students must not wear items such as shoes, jeans, rings, jewelry or any clothing that have sharp edges on any treatment surface, including treatment tables.
9. No food or drink is allowed in the laboratories. No gum chewing.

10. All equipment must remain in the designated labs at all times, unless prior permission is granted by the Program Director or Director of Clinical Education.
11. Students should not practice in the lab alone after hours. For safety, ALL students are required to have at least 1 other student with them in the lab.
12. Students are to report immediately to the Program Director or Administrative Assistant, any damage to the equipment so that proper measures can be taken to remove and repair equipment.
13. Professional behavior includes taking care of all facilities and equipment, cleaning up after oneself and protecting others from harm. Students should report violations of these policies by other students to the Program Director. A violation of these rules can result in termination of the privileges of unsupervised use of the laboratories. Damage done to equipment and/or departmental spaces, when due to negligence, may lead to dismissal from the program.

Reporting Personal Injuries

Students are to report immediately to the Program Director and/or Administrative Assistant any personal injuries that occur during regular business hours. In cases that require Emergency Medical Services, students should call 911. 3. If the injury occurs after regular business hours, students should immediately contact the Faulkner University police. The on-duty officer can be contacted at: 334-239-5496, 24 hours per day, 7 days a week. The police and/or student should then contact the Program Director to notify them of the injury. An Injury Report Form must be completed within 48 hours of injury.

First Aid/AED

Accidents or injuries requiring first aid care should be reported to the Administrative Assistant. First Aid supplies are stored in the Administrative offices. More serious injuries or conditions should call 911, Campus Public Safety 334-386- 7415, or call Student Health Services at 334-386-7183.

Student Health and Immunizations (Standard A3.07)

The Health Center, located on the first floor of the Tine Davis Gym on the Montgomery campus, provides a registered nurse (RN) to assist students with basic health services and health care needs. These services are provided by the RN and are free to all students (pursuant to the Alabama Board of Nursing: Nursing Practice Act 610-X-6-.03)

- Nursing care and patient counseling.
- Health promotion and well-being services such as blood pressure checks and temperature checks.
- Basic treatment of minor cuts, minor sprains, flu, cold, and other minor illnesses.
- Referrals and assistance in making appointments with a physician, nurse practitioner, physician assistant or other healthcare providers for other treatments and care.

Note: All fees associated with these providers or services are the sole responsibility of the student.

The program's principal faculty, program director, or medical director will not provide any medical care for a Faulkner University physician assistant studies student.

Students are required to maintain health insurance for the duration of their enrollment in the MS-PAS program. Students are responsible for the cost of their health insurance.

Student health records are confidential and will not be accessible to or reviewed by program director, medical director, principal or instructional faculty. Student health records are stored and maintained in the Student Health Center. Program faculty and staff do not have access to student health records as they are protected by the Health Insurance Portability and Accountability Act (HIPAA) regulations. Students are provided notice of these privacy rights via the University Health Services Privacy Notice. Page 5 of the notice instructs students how to file a complaint if these privacy rights are violated.

- The University Counseling Center, located on the second floor of the Harris-Parker Bible building on the Montgomery Campus, provides confidential counseling services for personal, emotional, social, and mental health concerns students may face. The University Counseling Center is a service for current Faulkner students. Counseling is available by appointment. Referrals will be made to community mental health providers when the needs of the student cannot be met by the University Counseling Center.

Note: All fees associated with community providers or services are the sole responsibility of the student. The University Counseling Center employs three master's level counselors for students

Universal Precautions (Standard A3.08)

Students are responsible for following OSHA (Occupational Safety and Health Administration) Guidelines for universal precautions at clinical rotation sites, including the use of protective gloves, eyewear and clothing, the proper use and disposal of sharps, regular hand-washing/hand sanitation and other precautionary measures. These guidelines will be presented in the PA Professional Issues didactic modules and pre-clinical training activities prior to starting clinical rotations. Students will be required to sign an attestation of completion of this training. Any documented allergies to latex products should be reported to the preceptor and the clinical coordinator. Each student is responsible to supply any latex-free products they may need, if they are not otherwise available at a given clinical site.

Exposure to Blood Borne Pathogens Guidelines

Faulkner University Physician Assistant Studies (PA) is a program housed within the College of Health Sciences which has adopted the following BBP guidelines.

Purpose: To outline the expected behavior to be followed by all Physician Assistant Studies (PA) students who have received an accidental exposure incident while in an educational setting in order to decrease risk of infection with hepatitis B virus (HBV), hepatitis C virus (HCV) and human immunodeficiency virus (HIV).

An exposure incident is a specific eye, mouth, other mucous membrane, non-intact skin (dermatitis, abrasions, chafing, hangnail, etc.), or parental contact with blood or other potentially infectious materials (OPIM) that results from the performance of a PA student's duties. When hazardous exposure to chemical agents or blood or body fluids occurs, the incident is to be immediately reported after initial first aid/safety procedures to limit injury and risk of infection have been completed (e.g. thorough hand washing, flushing of mucous membranes, etc.). Events that occur on campus are to be reported to the Program Director. Events which occur at a clinical training site are to be immediately reported to the preceptor and subsequently reported to the program's Director of Clinical Education. Medical evaluation and treatment of injuries and/or to evaluate/limit the risk of infection should be conducted at the student's primary care provider or nearest urgent care/emergency department, if the incident occurs on campus. If the incident occurs during a supervised clinical practice rotation, the student should go to the location directed by the clinical site. If the injury is emergent, call 911 or go to the nearest emergency room.

Annual training on safety precautions and post-exposure expected behaviors will be conducted. All students (new and returning) are required to participate in this training. PA students are required to show proof of personal health insurance upon admission to the PA program. This insurance will be needed for coverage of laboratory testing and medications (if necessary) in the event of an exposure incident. Students are responsible for ensuring that their coverage works where they are rotating. If it doesn't, students are required to cover any costs.

Safety expected behaviors and universal precautions recommended by the Centers for Disease Control (CDC) will be employed by Faulkner PA Studies program to minimize exposure incidents, including (but are not limited to):

1. Wash hands frequently.
2. Wear gloves if there is a possibility of contact with another person's body fluids.
3. After the removal of gloves or after exposure to blood or other potentially infectious materials, wash hands with antibacterial soap.
4. Wear gloves once and discard; do not attempt to wash and reuse.
5. Clothing or supplies contaminated with body fluids should be placed in doubled plastic bags, tied and discarded.
6. Used needles and sharp/instruments must be discarded in a Biohazard Infectious Waste Sharps Container.
7. Equipment and devices that touch intact mucous membranes but do not penetrate a patient's body surface should be sterilized when possible or undergo high-level disinfection if they cannot be sterilized before being used for each patient.
8. Instruments and other reusable equipment used in performing invasive procedures must be appropriately disinfected and sterilized.
9. Training on proper expected behaviors for finger testing and required equipment is mandatory.
10. Recapping of needles or lancets should not be attempted.
11. If a safety lancet is not available, the PA student should ask the source individual to conduct the test on themselves, if possible.
12. Sharps or lancets must not be passed to others or accepted from others.

CLINICAL YEAR INFORMATION

The Clinical Year Requirements and Expectations

As students complete the didactic year, the second year of the program will begin their supervised clinical practice experiences, or SCPEs. Students will be evaluated by the clinical preceptors for the competencies set forth by the program. Students must meet the required prerequisites to matriculate into the clinical year. These prerequisites are successful passing of all didactic courses and be in good standing with the program.

Director of Clinical Education

The Director of Clinical Education, or DCE, is in charge of the clinical year and will be the contact person. Students should report any issues within the clinical year to the DCE.

Clinical Year Rotations

- Women's Health
- Behavioral/Mental Health
- Pediatric
- Family Medicine
- Internal Medicine
- General Surgery
- Emergency Medicine
- Elective I
- Elective II
- Elective III

Clinical Year Prerequisites

1. The student must complete the didactic year in good standing.
2. Incomplete grades must be resolved prior to entering the clinical year, and students receiving less than a 3.0 GPA (passing) entering the clinical year will be on academic probation.
3. All students must be enrolled in a comprehensive health insurance program. Students are responsible for ensuring that their coverage works where they are rotating. If it doesn't, students are required to cover any costs.
4. The PA program requires all students to meet the health and immunization requirements listed below. These immunization requirements are those recommended by the Centers for Disease Prevention and Control (CDC) for health personnel found at [Healthcare Personnel Vaccination Recommendations \(PDF\)](#). See below for further immunizations.
 - a. Hepatitis B
 - b. Influenza
 - c. Measles, mumps, rubella
 - d. Varicella
 - e. Tetanus, diphtheria, pertussis
5. Must have a current BLS and ACLS certification that does not expire until after graduation.
6. All students must have completed university registration.

Specific immunization requirements:

- Proof of current health insurance. The Department of Physician Assistant Medicine requires that PA students have current health insurance. This is mandatory for each year of enrollment in the program. Students will be required to provide a copy of their insurance card to the program in August of each year. This will be maintained in the student file.
- Proof of two immunizations against measles, mumps and rubella (MMR) or laboratory evidence of a positive (immune) titer against each of the three infections. In the absence of proof of either immunization or immunity.
- Proof of a negative PPD skin test for tuberculosis (by Mantoux) within one month of matriculation, and, if positive, proof of a chest x-ray negative for active disease. Additionally, the TB skin test must be repeated each year. An acceptable alternative test is a negative Interferon-Gamma Release Assay (IGRA). The commercial names of these tests are QuantiFERON TB Gold In-tube or T-SPOT.
- Documentation of two varicella (chickenpox) immunizations or proof of positive (immune) varicella titer.
- Diphtheria, pertussis and tetanus: documentation of a completed primary series with Tdap or DTP and booster within the last 10 years is required. All students must have documentation of a one-time dose of Tdap either as part of their primary series or as a booster.
- Proof of the three-dose immunization against hepatitis B. This series must be started within 30 days of matriculation. Following completion of the hepatitis B series, a positive (immune) titer must be completed prior to patient contact. Non-converters may require additional immunizations per the CDC recommendations.
- For students with chronic hepatitis B infection, the program will follow the Updated CDC Recommendations for the Management of Hepatitis B Virus-Infected Health-Care Providers and Students detailed above and require DNA serum levels every six months to monitor infectivity levels. Students whose hepatitis B level is not undetectable or below the level of 1,000 IU may require limitation of exposure-prone invasive procedures or modifications in their clinical training as required by the program or clinical education sites.

- Proof of influenza vaccination annually; must be given by the end of October of each year enrolled.
- Students are financially responsible for the cost of maintaining compliance with health, health insurance, and immunization requirements.
- With the exception of the hepatitis B immunization series and titer demonstrating immunity, all immunizations must be completed within 30 days of matriculation. Additionally, no student may participate in any didactic clinical experience (My Day Monday events) until all immunizations/titers have been completed.
- A student with chronic hepatitis B infection will be allowed to enroll if they meet all other program requirements, but will be monitored to ensure that they are in compliance with the 2012 Updated CDC Recommendations for the Management of Hepatitis B Virus-Infected Health-Care Providers and Students found at [CDC Weekly Report \(PDF\)](#).
- The CDC noted that since its last update in 1991, there have been no reports of hepatitis B transmission in the United States or other developed countries from “medical or dental students ... or any others who would not normally perform exposure-prone invasive procedures.”
- In brief: the CDC’s updated recommendations provide current medical information about managing students in health-related schools who have hepatitis B.
- Once completed, students must maintain compliance with all CDC recommended immunizations throughout the program or they will not be allowed to participate in patient care in clinical settings.

*** NOTE: At this time Faulkner University College of Health Sciences is not mandating the COVID-19 Vaccination however many of our clinical site placements are requiring students to have the vaccine in order to operate on their premises. For all students that choose to decline the vaccine, a total of 2 attempts will be made to place the student at facilities that do not require the COVID-19 vaccination; if the student is not able to be placed and still declines the vaccine the student understands that the program may not be able to place the student in required clinical rotations which may delay and/or prevent graduation from the PA program.*

Student Placement for Clinical Rotations

All clinical placements will be made by the Director of Clinical Education (DCE) in collaboration with the Assistant Director of Clinical Education and the Faculty. Placements are determined by academic and clinical education needs of each student and availability of clinical placements.

In the event that a clinical site must cancel a clinical rotation, available options will be reviewed by the DCE to identify alternative sites for appropriate placement. In the event that a change of sites results in a delayed start every effort will be made to make up the missed time in order to ensure students meet the minimum requirement of 45 weeks of full-time clinical education. In order to avoid any conflict of interest, students must disclose prior sites of employment as well as any affiliated company in which the student is on scholarship. Failure to disclose conflict of interest information may result in removal of a student from a clinical site.

Clinical Experience Expenses

- Students are responsible for all costs associated with the clinical education experience. This includes:
- Transportation to and from the clinical facilities as well as appropriate insurance for their vehicle.
- Airfare, transportation, and housing during all clinical experiences.
- Any cost associated with acceptance to the particular clinical site (i.e. drug testing, background check, other facility required documentation)

Clinical Year Site Assignment

- Students will not be required to solicit for any clinical sites on behalf of the program (A3.03)
- Clinical year rotation selection will occur in the fall semester prior to the January clinical year.
- The program will assign all clinical rotation clinical sites for each student.
- The Director of Clinical Education and clinical year team will have an informational meeting with students to explain the rules of clinical rotation assignment prior to the assignment of rotations.
- The student will have a “wish list” for elective rotations. Each student will be able to rank order elective clinical specialties and rank order clinical sites within the specialties.
- The program reserves the right to make administrative changes.

Clinical Year Professional Behavior (See supplemental Professionalism Policy)

Students are guests of each rotation site and should create a positive impression of themselves, the Program, and the physician assistant profession. Professional behavior is required by all students in the clinical setting. Student interactions should be courteous and respectful to all persons.

A separate Class of 2024 Student Clinical Year Handbook will be distributed at clinical orientation before the start of clinical rotations. Details about clinical year policies and procedures will be delineated in the forthcoming Student Clinical Year Handbook.



Student Acknowledgement of Receipt of Student Handbook

I, _____ (print name), have received and will review Faulkner University's Physician Assistant Program Handbook and agree to abide by the policies, procedures, and requirements therein. I understand that Faulkner University reserves the right to make changes to the handbook as needed, and I understand that if changes or additions are made to this handbook, I will be notified either in writing or via university email. By signing below, I attest that I will read and will comply with all contents of the Faulkner University College of Health Sciences Graduate Handbook.

Student Signature

Date



Professionalism Policy

“The skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well.” - Merriam-Webster

Competencies for the Physician Assistant Profession

<https://www.aapa.org/download/90503/>

Guidelines for Ethical Conduct for the PA Profession

<https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>

Accreditation Review Commission on Education of the Physician Assistant (ARC-PA) Standards relating to professionalism:

- B2.04 – The curriculum must include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals.
- B2.17 – The curriculum must include instruction about the PA profession to include:
 - a. Credentialing,
 - b. Historical development,
 - c. Laws and regulations regarding professional practice and conduct,
 - d. Licensure and certification,
 - e. The PA relationship with the physician and other health care providers,
 - f. Policy issues that affect practice, and
 - g. Professional organizations.
- B2.18 – The curriculum must include instruction in the principals and practice of medical ethics.
- B2.19 – The curriculum must include instruction in:
 - a. Intellectual honesty,
 - b. Academic integrity, and
 - c. Professional Conduct

PROFESSIONALISM INFRACTIONS include, but are not limited to:

- Failure to demonstrate professional relationships with faculty, preceptors, patients, or employees of the University or clinical site
- Does not function or interact appropriately within groups
- Insensitivity to the needs, feelings, or wishes of others
- Use of demeaning or disrespectful language about others
- Abusive or arrogant during times of stress
- Inadequate personal commitment to honoring the needs of patients
- Resistant or defensive in accepting criticism
- Remains unaware of his/her limits
- Resists considering or making changes based on feedback
- Appears to seek or accept the minimally acceptable level of effort as a goal
- Failure to follow protocol regarding absence from class or clinical rotation
- Repeatedly tardy to class, clinic, or mandatory school sponsored events
- Participates in any action that could result in legal action being taken against the student by the clinical site or University
- Insubordination
- Failure to fulfill responsibilities reliably
- Misrepresents or falsifies actions and / or information
- Failure to accept responsibility for actions
- Use of his/her professional position to take advantage of a patient emotionally or sexually
- Other professional shortcomings including violations of program specific professional requirements.

*First-time professionalism infractions are punishable as either Category One or Category Two violations depending on the number of previous violations and seriousness of the offense.

SANCTIONS

Students' non-academic conduct shall be disciplined according to the sanctions in this section.

Category One Violation Sanctions assigned as disciplinary responses to Category One violations may include, but are not limited to one or more of the following:

- Verbal warning followed by email to memorialize verbal warning
- Record of offense placed in student file via the 'Conduct Infraction Form'
- Discretionary assignments and/or participation in corrective experiences
- Fine (Violations of parking/safety regulations) and/or restitution

Category Two Violation Sanctions assigned as disciplinary responses to Category Two violations may include, but are not limited to one or more of the following:

- Record of offense placed in student file via the 'Conduct Infraction Form'
- Discretionary assignments and/or participation in corrective experiences
- Fine (Violations of parking/safety regulations) and/or restitution
- Loss or reduction of scholarships
- Suspension or dismissal from the program

Category Three Violations Sanctions assigned as disciplinary responses to Category Three Violations may include, but are not limited to one or more of the following:

- Record of offense placed in student file via the ‘Conduct Infraction Form’
- Suspension or Dismissal from the university
- Suspension or Dismissal from the program
- Fine (Violations of parking/safety regulations) and/or restitution
- Discretionary assignments and/or participation in corrective experiences
- Loss or reduction of scholarships

PROCEDURES FOR SANCTIONING A STUDENT

Informal Sanctions

In instances involving Category One Violations, a complainant may wish to informally resolve the complaint. An informal resolution might take the form of the complainant (instructor, appropriate supervisor/administrator, or university official) communicating the issue with the student in order to establish the kind of behavior that may be deemed objectionable and securing the cessation of such behavior. If complainant is satisfied with the student’s response to the discussion, no formal actions are required. However, if student’s response indicates that further action need be taken, formal resolution may then be pursued by the complainant. Written notice of the outcomes of any informal procedure will be emailed by the complainant to the student within 72 hours of the outcomes (Assistant/Associate Dean of Students and Program Director should be copied to the email). When complaints are resolved informally, the offending party should be cautioned that repetition of such conduct could lead to formal complaint or investigation. The use of an informal complaint and resolution procedure is optional. Nothing in this informal complaint process is meant to discourage an individual from filing a formal complaint.

Formal Sanctions

In instances involving Category Two and Category Three violations, formal action must be taken. In these instances, the complainant (instructor, appropriate supervisor/administrator, preceptor, or university official) is required to complete the “Conduct Infraction Form” available in Appendix A of the CHS Graduate Student Handbook. The complainant will then forward the completed Conduct Infraction Form to the appropriate program director and program committee (see section below for more information on program committees). The program committee will inform the student of the ‘Conduct Infraction Form’ and provide student with a copy of the Conduct Infraction Form within 72 hours of receipt. The student has 48 hours to respond on the Conduct Infraction Form and return it to the committee. The program committee will convene to review the Conduct Infraction Form within 7 days of receiving student’s response. The program committee may: meet with the complainant, meet with the student, meet with the student and complainant simultaneously, or render a recommendation without any party meetings. Additionally, the program committee will have access to the pertinent student’s file containing any previous violations and should consider previous violations when rendering a sanction and/or recommendation. The program committee may sanction the student within the parameters of the category sanctions listed above. The program committee must document the recommended sanction on the “Conduct Infraction Form” and send the completed form to the Assistant/Associate Dean of Students and

the Program Director. The Assistant/Associate Dean of Students together with the Program Director will review the committee's recommendation and the final sanction will be enforced by the respective Program Director. All formal sanctions passed to the Program Director for enforcement are deemed final. The completed infraction form will be placed into the student's file by the Assistant/Associate Dean of Students. Additionally, any sanction involving a Category Three violation in which suspension or dismissal from a program is recommended will also be referred to the VP of Student Services for a determination as to whether suspension or dismissal from the University is also warranted.

Professional Probation

A student will be placed on professional probation after a second professionalism infraction. The first offense or infraction will be recorded in the student's advising file and a Conduct Infraction Form will be completed with steps as outlined above. Students will receive a probation letter after the second infraction from the Program Director outlining the expectations of the program and the remediation plan. A second professional violation will also require a follow-up meeting with the Program Director, and a remediation plan will be outlined with a timeframe for completion. During this meeting, students will be counseled about professional behavior and remediation plan reviewed. If further professionalism infractions occur, **regardless of student academic performance**, the student will be referred to the Student Progress Committee and dismissal from the program will be considered.