



University of Dubuque Master of Science in Physician Assistant Studies

2020-2021 Student Catalog and Handbook

Education is a continuously evolving process. To keep pace with this process, University of Dubuque (UD) reserves the right to make changes in policies, rules, and regulations published in this handbook without obligation or prior notice. The policies, rules, and regulations within the MSPAS Student Catalog and Handbook apply to all UD MSPAS students.

University of Dubuque does not discriminate on the basis of race, color, national origin, sex, handicap, disability, sexual orientation, or age. Persons having inquiries may contact the Director of Human Resources, University of Dubuque, Smith Hall, 2000 University Avenue, Dubuque, Iowa 52001-5099.

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Section I: Overview

Preamble

This Master of Science in Physician Assistant Studies Student Catalog and Handbook is maintained by the University of Dubuque Master of Science in Physician Assistant Studies (MSPAS) program. The policies and procedures herein apply to all MSPAS students and should serve as a guide throughout student academic, clinical, and extracurricular life. Whenever participating in University of Dubuque (UD) and/or MSPAS-sponsored program events on and off campus, MSPAS students must abide by the policies and guidelines in this UD Master of Science in Physician Assistant Studies Student Catalog and Handbook.

The basic premise for these student guidelines is the understanding that individual rights are accompanied by responsibilities. By enrolling in the MSPAS program, students become members of the larger UD community and, thus, acquire rights in and responsibilities to the entire University community.

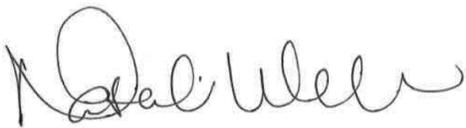
All policies and procedures described in this Master of Science in Physician Assistant Studies Student Catalog and Handbook are subject to revision at any time and without notice. Such revisions are applicable to all MSPAS students. The policies and information contained herein take effect after notification to students. Students are informed of significant changes and updates at the time that such revisions are made and posted online. Once notified, students are subject to any changes in policy. Questions regarding the content of this handbook should be directed to the MSPAS program office.

Message from the Program Director

UD's MSPAS program is built on a foundation of academic excellence, compassionate care, and a desire to serve. In the dynamic world of medicine, a central theme remains constant: the need for health care. It is in this intrinsic need the role of the physician assistant (PA) has emerged and excelled. For over 50 years, PAs have been practicing in interdisciplinary teams setting the stage for what is now considered the standard of care. Our vision here at University of Dubuque is on service to rural and underserved areas as we understand the integral role PAs fulfill in this setting.

You are now starting a new role in medicine as you have successfully entered a highly competitive and sought-after career that will challenge you in unique ways every day but will likely be one of the most rewarding experiences you'll encounter in life. As you progress through the program, do not lose sight of our mission and vision as these will be the rock that you can stand on throughout your career and, ultimately, what transforms health care in underserved areas.

Congratulations on your journey to get you here and welcome to the PA program. Buckle up and enjoy the ride.

A handwritten signature in cursive script, appearing to read "Natalie Weber".

Natalie Weber, PA-C, MSPAS
Program Director and Assistant Professor
Master of Science in Physician Assistant Studies

Message from the Dean for Academic Affairs, Graduate and Adult Studies

For several decades, the world has been facing many challenges in providing access to health care, particularly in rural areas. There have simply not been enough health care professionals living and working in the lowest density regions of our country. In addition to lacking health care professionals, our rural areas tend to have higher poverty rates, lack mobility, and endure foreboding isolation, as well as all the complicating effects arising from it.

University of Dubuque's MSPAS program endeavors to champion this crisis. Our program's mission is founded in providing health care access to rural America. It is our hope for our graduates to plant their seeds in these rural communities in order to provide the needed care and service to those most desperate.

We invite our MSPAS students to learn in skill, grow in spirit, and give back in service the God-given talents they have acquired through their intense studies.

A handwritten signature in black ink that reads "Gail Hayes". The signature is written in a cursive, flowing style.

Gail Hayes, PhD
Dean for Academic Affairs, Graduate and Adult Studies

MSPAS Vision, Mission, Goals and Values

Vision

The **Vision** of the program is to prepare students to improve patient outcomes in rural populations by developing exceptional primary care PAs by the completion of the program.

Mission

The **Mission** of the University of Dubuque Master of Science in Physician Assistant Studies Program is to prepare competent and compassionate physician assistants (PAs) who engage in optimal team practice. The program is committed to developing clinicians who are educated in all aspects of health care. Special emphasis is placed on primary health care in rural areas. This is in keeping with the commitment of University of Dubuque to instill:

- Excellence in academic inquiry and professional preparation
- Stewardship of all God's human and natural resources
- Zeal for lifelong learning and service

The **Goals** of the program are to:

1. Admit students whose admission characteristics predict successful future employment as PA-Cs.
2. Provide a curriculum that ensures our graduates possess the knowledge, skills, and competencies required of an entry-level PA in primary care.
3. Provide clinical educational experiences that prepare graduates to practice medicine in a variety of health care settings.
4. Engage faculty and students in active and ongoing professional and community engagement events.

The program will assess progress towards these goals on an annual basis with internal reports covering enrollment, exam scores, student and faculty evaluations, and a graduate survey. Benchmarks for each of these reports will be established and adjustments/modifications will be made as needed.

Values

Our conduct, ideals, and ethics are based on:

- Integrity
- Diversity
- Competence
- Compassion
- Scholarship

History and Accreditation Statement

The planning for the MSPAS program began with senior administration and University trustees in October 2011. The development process unfolded in five overlapping phases:

- Initial Program Exploration (Primary time period: October 2011– February 2012)
- Entering the ARC-PA Accreditation Process (Primary time period: February 2012 – May 2013)
- Identifying Key Leadership (Primary time period: January 2013 – January 2015)
- Gathering Evidence for the Feasibility Study (Primary time period: September 2013 – March 2015)
- Writing and Reviewing the Feasibility Study (Primary time period: January 2015 – March 2015)

The program is based on the physician education model and is a 27-month, 116-credit hour program. The initial 15 months focuses on pre-clinical education, including approximately 2,000 classroom hours in the basic and clinical sciences. The following 11 months consists of approximately 2,000 hours of supervised clinical experience. The final month is spent on campus to complete the clinical phase capstone project and a PANCE review course.

The PA program admitted its first class of 25 in July 2016 and this class graduated in December 2018 with a Master of Science in Physician Assistant Studies. (A1.03e)

Section II: UD MSPAS Program Information

MSPAS Program Office Information

Address:	Phone:
University of Dubuque	563.589.3662
Linda Chlapaty Hall, Suite 120	Fax:
2000 University Avenue	563.589.3650
Dubuque, Iowa 52001	

University of Dubuque Office of Graduate Studies Information

Address:	Phone:
University of Dubuque	563.589.3246
Severance Hall, Suite 121	Fax:
2000 University Avenue	563.589.3416
Dubuque, Iowa 52001	

Professional Staff

Program Director: Serves as chief administrative officer of the MSPAS program. Oversees development and implementation of the MSPAS program vision and strategies, organizational and fiscal management, and review of MSPAS accreditation.

Medical Director: Serves as interim director in absence of the Program Director. Supports the program director in ensuring full and effective implementation of current practice standards in academic and clinical instruction and curriculum, fulfilling the MSPAS program mission, and evaluating student performance.

Academic Director: Oversees academic curriculum development, implementation, and evaluation.

Clinical Education Director: Oversees clinical curriculum development, implementation, and evaluation.

Clinical Coordinator: Develops curriculum for call back days during the clinical phase and manages clinical site recruitment, site visits, and student placement.

Clinical Recruiter: Recruits clinical sites including hospitals, clinics, and private practices. Develops affiliation agreements to ensure sufficient availability of clinical sites and preceptors.

Admission Director: Oversees a comprehensive admission and recruitment process.

Admission and Program Coordinator: Supports students, faculty, and staff of the MSPAS program. Coordinates all special events and interview days. Communicates with applicants and

prospective students in collaboration with the Admission Director. Liaison with other University departments.

Program Specialist: Provides support to academic and clinical education teams. Point person for program's software – Moodle and Typhon. Oversees laboratory assistance and maintenance, simulation and equipment care, supply management, curriculum mapping, and survey distribution. Assists clinical education team with site development and student profiles.

MSPAS Facilities

Linda Chlapaty Hall: Students have key card access to classrooms 7:00 a.m. to 11:00 p.m. Monday through Friday and 7:00 a.m. to 7:00 p.m. Saturday through Sunday.

PA Suite: The PA Suite houses the offices of the MSPAS faculty and staff. Please check in at the front desk when arriving for appointments, office hours, or unscheduled visits.

Student Lounge: It is a privilege to have access to a student lounge. Out of courtesy, please keep this area orderly and clean. Unattended dirty dishes and utensils will be thrown away. We suggest a schedule be kept assigning students to maintain the lounge on a weekly or monthly basis. The microwave and refrigerator need to be cleaned periodically. When you are gone for breaks at the end of each term, all perishable food should be removed.

Lockers: PA students are assigned lockers in the University Science Center (USC) building. These are used to store equipment, reference books, food, and other items students wish to have on hand during the pre-clinical phase.

Classrooms: PA students will spend significant time in the classroom during the pre-clinical phase of the program. It is important that this room be kept clean and free of clutter. You are permitted to bring refreshments into the classroom, however, it is not a cafeteria and students should limit this to a beverage and small snack. Any student-hosted gatherings in these rooms are the responsibility of the students to clean and move furniture/equipment to its original location. Do not leave personal belongings in this room as it is used by MSPAS faculty and staff as well as other departments.

Clinical Lab and Exam Suite: The Clinical Lab and Exam Suite are where students practice physical exam techniques and technical skills including suturing, IV access, casting, splinting, etc. It is important these rooms be kept clean, well-supplied, and in compliance with Occupational Safety and Health Administration (OSHA) guidelines. Food and drink are prohibited from the exam bays of labs. Students are responsible for maintenance of their own work areas. The following is a list of tasks that need to be completed each time rooms are in use:

- Clean table paper on exam table; straightened or new sheet on hospital bed
- Mayo stand and stool stowed at the end of each hospital bed
- Two chairs placed in each exam bay

- Curtains should remain drawn back when clinical lab is not in use
- Clean gown and sheet (paper or cloth) in top side drawer of each exam table
- All trash in proper receptacles
- All sharps properly disposed in appropriate containers
- All hazardous materials in biohazard bags
- Sink and surrounding area clean
- All supplies put away
- Please notify the course instructor or program specialist if there are items that need to be replaced

Program Hours

The PA program office hours are 8:00 a.m. to 5:00 p.m. Monday through Friday. Class times may extend beyond these hours. Students are expected to be on campus and/or available during the program hours.

Student Contact Information

Students need to ensure their contact information is updated at all times. If students have a permanent change of name or address, they must notify the program staff and the Office of the Registrar.

Communication and Announcements

As per University policy, all electronic communication must be conducted using your assigned UD email account. Students are expected to check their emails daily to ensure timely receipt of information. Students are also expected to reply to faculty and staff within 1 business day (or sooner, if requested for urgent reasons).

Moodle and UD Outlook email and calendar are the primary methods of communication between faculty/staff and students. Class announcements, documents, and other pertinent information will either be posted on Moodle or sent via email. The program also maintains an Outlook calendar that is managed by the program and coordinated with the class secretary during the pre-clinical phase.

Weather-Related Closing

In the event of inclement weather, UD will update its website to reflect any delays, cancellations, or closures. The program will communicate with you via email to reschedule missed classes. While rare, there have been times the PA program has canceled classes while the University remained open. This will be communicated to you via email. In both the pre-clinical and clinical phases, it is expected that students are aware of weather advisories and warnings and carefully consider travel plans that would prevent them from returning to campus or clinic requirements as scheduled. If campus and/or clinics are open, students are expected to be present.

The University's Severe Weather Policy is published on the website:

<https://www.dbq.edu/AboutUD/CommunityStandards/SafetyandSecurity/SevereWeather/>

MSPAS Classes and Clinical Rotations in Case of an Emergency

In the event of an emergency, all classes in the pre-clinical phase follow the University's temporary closure policy. Students assigned to off-campus clinical rotations during a local or geographically widespread emergency should contact the Clinical Education Director for specific instructions pertaining to students' instructional responsibilities. As a general rule, clinical care responsibilities are expected to be fulfilled, and students should follow the policies of the affiliate clinical site where they are currently assigned. Students on clinical rotations are expected to report to their clinical assignments unless severe weather conditions prohibit safe travel; each student should make a prudent judgment as to the possibility of safe travel. The student will contact clinical sites, preceptors, and the Clinical Education Director regarding attendance in the case of an emergency.

Section III: MSPAS Program Overview

Program Curriculum

The MSPAS program is a 27-month curriculum. The first 15 months of the program are dedicated to pre-clinical education, and the next 11 months are dedicated to supervised clinical rotations. The final month is spent on campus to complete the clinical phase capstone project and PANCE prep review course.

The pre-clinical phase of the program is based on a broad curriculum. Students take courses on UD's campus covering topics of physiology, pharmacology, anatomy, physical examination, clinical medicine, and clinical skills. Students should focus on their academic/pre-clinical work during this phase and should not concentrate on clinical rotations before the final semester of the pre-clinical year.

The clinical phase of the program allows students to integrate their knowledge and skills into health care practice. Students may not begin clinical rotations until successful completion of all pre-clinical phase course work and end-of-pre-clinical phase requirements.

Core clinical rotations are in family medicine, internal medicine, pediatrics, psychiatry/behavioral health, women's health, general surgery, and emergency medicine. In addition, students are required to complete a rural medicine rotation. Three (3) selective rotations complete the set of 11 required rotations. Rotation sites may vary in schedule, expectations, and assignments. Students will incur additional expenses for travel and lodging during the clinical phase of the program. Based on the campus location, students should expect to travel to rotations within the tri-state area. It is not uncommon for students to drive 100 miles (or 90 minutes) to local rotations. Costs vary depending on individual rotation schedules. During the clinical phase of the program, the course schedule/calendar may differ from that of the general UD academic calendar. Students will be subject to rotation-specific schedules.

MSPAS students will be instructed and clinically supervised by physicians, certified physician assistants, and nurse practitioners. While resident physicians may participate in the pre-clinical and clinical education components, they will not be the primary source of instruction and/or supervision.

In accordance with federal regulations and policies of the Higher Learning Commission, UD is committed to "teaching out" all students enrolled in its accredited educational programs. In the unlikely event of loss of accreditation or closure of the MSPAS program, current matriculated students will be allowed to complete the program, with no new students being admitted. Should circumstances preclude the continuation of the MSPAS program (e.g., closure of the campus due to natural disaster), UD will facilitate students in enrolling in accredited programs at other institutions where they can complete their PA education.

Experiential Learning

The MSPAS program does not give credit for prior student experience working in the field.

Transfer Credit

The MSPAS program does not accept transfer credit from other Physician Assistant programs.

PA Program Sample Calendar

Courses and course descriptions can be found in Appendix B.

Pre-Clinical Phase (15 months):

Fall - 1	PA 611 Anatomy (6 credits) PA 612 Physiology I (3 credits) PA 613 Clinical Assessment (4 credits) PA 614 Lab Interpretation (2 credits) PA 615 Role of the PA I (1 credit)
Spring	PA 621 Medical Microbiology and Infectious Disease (4 credits) PA 622 Physiology II (4 credits) PA 623 Pharmacology in Disease Pathology I (2 credits) PA 624 Clinical Medicine I (4 credits) PA 625 Clinical Assessment II (3 credits) PA 627 Integration I (4 credits)
Summer	PA 626 Clinical Skills I (3 credits) PA 631 Pharmacology in Disease Pathology II (2 credits) PA 632 Clinical Medicine II (4 credits) PA 633 Integration II (3 credits) PA 634 Behavioral Health (3 credits)
Fall - 2	PA 640 Role of the PA 2 (1 credit) PA 641 Clinical Medicine III (4 credits) PA 643 Clinical Skills II (3 credits) PA 644 Evidence Based Medicine (2 credits) PA 645 Integration III (4 credits) PA 646 Pharmacology in Disease Pathology III (2 credits) PA 649 Didactic Summative Exam (1 credit)

Clinical Phase (11 months):

Clinical Rotations – PA 650 to PA 660 (4 credits each)

Summative Phase (1 month):

PA 662 Professional Competency Course (1 credit)
PA 663 Capstone (2 credits)

Anticipate graduation in December.

Program Learning Outcomes

Upon completion of the program, graduates will be able to:

1. Apply scientific knowledge and skills during patient evaluation and treatment to identify normal and abnormal health states to compassionately and ethically treat common acute, chronic, and emergent conditions across the lifespan.
2. Provide values-based practice and culturally sensitive care.
3. Educate patients and families to promote shared decision making aligned with the patients' personal values.
4. Work interprofessionally within the scope of one's practice, collaborating with appropriate team members to lead, coordinate, and optimize patient care.
5. Provide patient-centered care aligned with national standards that demonstrates integrity and accountability to patients, society, and the profession.
6. Provide safe, evidence-based, and fiscally responsible care across the health care system.

Grading and Evaluation (partial compliance of A3.17)

Students in the MSPAS program must earn a minimum grade of 77% or Pass in all MSPAS courses, Objective Structured Clinical Examinations (OSCEs), and major exams to pass a course. Please refer to the Academic Progression Policy. A course grade of Pass will not affect a student's GPA. A course grade of Fail will be counted as a 0 and impact a student's GPA. An incomplete will not impact a student's GPA. All grades remain on student transcripts; however, the most recent course grade overrides the previous when calculating the GPA for students repeating a course.

Students may track their term and cumulative GPAs by viewing their transcript on MyUD.

The following grading scale will be used; any grade below a C+ is considered failing:

93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
60% - 62%	D-
0% - 59%	F

Decimals beginning at .5 are rounded up to the nearest whole number.

Written Assignments

Any written assignment will lose 10% of its score each 24 hour period past the date and time it is due or as outlined in the course syllabus. Unless otherwise directed, all papers must conform to the following standards:

- Typed in MS Word in standard 8.5 x 11 inch pages with 1 inch margins all around.
- Typed in Times New Roman size 12 font, double-spaced, with title page/author page.
- References following AMA style <http://libguides.dbq.edu/PA>.
- No more than 20% of the document in attributed quotes. Ellipses may be used to shorten content within quotes.
- Plagiarism is not tolerated.

Incomplete Grades (partial compliance of A3.17)

Pre-Clinical Phase

All required course assignments must be completed by the end of the term or the student will receive an Incomplete (I) for the course. Failure to complete the required course work during the specified time may result in course failure (See Section IV, [Academic Progression Policy](#)).

Clinical Phase

A grade of incomplete may be assigned due to extenuating circumstances, which may include any missing evaluation, assignment, or examination. Failure to complete course requirements within the prescribed time may result in course failure. (See Section IV, [Academic Progression Policy](#)).

Clinical Phase Evaluations

Clinical

Preceptor(s) for each rotation are required to evaluate student performance based on specific competency areas. In each area (Medical Knowledge, Interpersonal and Communication Skills, Clinical and Technical Skills, Clinical Reasoning and Problem-Solving, Professionalism), student performance is rated as Displays Practice Readiness, Exceeds Expectations, Meets Expectations, Nearly Meets Expectations, or Critical Deficits. A score below Meets Expectations equates to performing below the acceptable knowledge and performance levels. Students receiving an evaluation Nearly Meeting Expectations in any domain of an end-of-rotation evaluation results in a remediation plan through a Document of Concern. Students receiving an evaluation with Critical Deficits in any domain, confirmed by the Clinical Education Director, will fail the end-of-rotation preceptor evaluation.

It is the student's responsibility to inform/remind the clinical preceptor(s) the importance of timely submissions of evaluations and that the information is part of the academic record.

If a student has more than one preceptor during a rotation, there is an option to complete a collective final evaluation rather than multiple evaluations. It is the student's responsibility to receive program approval prior to proceeding with arrangements with clinical preceptors.

Students must achieve a cumulative score of Meets Expectations or greater with no areas of critical deficits identified in order to pass the End-of-Rotation Preceptor Evaluation assignment. If the student receives more than one evaluation during a single rotation, the score will be the weighted-average of all evaluations (in the event all evaluations are passing). An average of less than meets expectations on any End-of-Rotation Preceptor Evaluation constitutes an automatic course failure, affirmed by the course director. Failure of any End-of-Rotation Preceptor Evaluation will result in a course grade of F.

Students who believe their grade or evaluation is unjust or inaccurate have the right to an appeal process. A student is obligated first to make a serious effort to resolve the issue with the Clinical Education Director. Under no circumstances should the student dispute a final evaluation or grade with the preceptor.

Early Identification Mentoring Program

The MSPAS program has established data-driven benchmarks throughout the program to provide guidance to students as they prepare for the PA National Certification Examination (PANCE). The program uses these benchmarks as part of its early alert program to provide mentoring opportunities to students. Students may request a copy of the most current benchmarks and recommendations from their academic advisor.

Student Evaluations of Program, Faculty, and Courses

At the end of each course, students are required to complete a course and instructor evaluation. (C2.01) Students are also required to complete evaluations at the end of the pre-clinical phase and end of the program. Anonymous compilation of the evaluations are provided to principal faculty, the Program Director, and the Dean. Evaluations are reviewed and used to make improvements in faculty teaching, individual courses, and overall curriculum. Therefore, constructive student feedback is extremely important.

Textbooks and Equipment

Textbooks

Required textbooks are specified in class syllabi. Students may access some online textbooks through the Charles C. Myers Library on UD's campus, in which case the purchase of a printed text is optional.

Required Medical Equipment and Supplies

The following is a list of the required equipment:

- Equipment bag (ordered during orientation, as needed; cost borne by student)
 - Ophthalmoscope
 - Otoscope with disposable otoscope speculums
 - Stethoscope
 - Sphygmomanometer with adult cuff (blood pressure cuff)
 - Tuning forks 128 and 512 Hz
 - Reflex hammer

- Hand-held Snellen chart (i.e., pocket eye chart)
- Pen light
- Ruler
- Tape measure
- Scrubs
- White lab coat with UD MSPAS logo (ordered through program)
- UD MSPAS ID (issued during orientation)
- Laptop computer. Minimum requirements as follows:
 - Processor: 2 GHz Dual Core/Duo or better
 - RAM: 4GB
 - Hard Drive: 256 GB or higher
 - Internet Capabilities: 802.11b/g Wireless NIC
 - Fully-Patched Operating Systems: Minimum Microsoft Windows 7 or higher OR *macOS 10.12 Sierra or higher (Certain additional plug-ins may be required, i.e. Adobe Flash, if older operating system)
 - **Ability to read/write Microsoft Office Suite documents [Students will be turning in assignments as Microsoft file formats (i.e. .ppt, .pptx, .doc, .docx, etc.)]
 - Ability to read PDFs
 - Current, Installed, Up-to-Date Protection: Antiviral and Antispyware Software/Malware Protection
 - Standard Media Player and Video Capabilities: Common sound and video player capabilities, speakers/headphones, internal or external webcam, internal or external microphone. (Students will be watching instructional videos from professors and may conference in during clinical rotations)
 - Modern, Standards-Compliant Web Browser: Firefox, Chrome, or Safari (These are browsers compatible with different software the program will use with students)
 - Standard “run time” environment for Java programs
 - Privacy Screen Cover: There are a variety of options available. We recommend finding one compatible with your laptop whether that be temporary or self-adhesive. This is required for testing security.

Devices That Are Not Acceptable as Primary Devices:

- Dedicated Tablets running Windows RT or Android operating system
- Chromebook
- iPad

*Mac is not supported by our Technology HelpDesk

**Microsoft Office 2016 may be downloaded for free through your UD email. If you need additional instructions, please contact the HelpDesk at helpdesk@dbq.edu.

Section IV: Policies and Procedures

Student Privacy

Student Record Policies

MSPAS retains all student educational records in accordance with federal and state requirements and UD Board of Trustees regulations.

Educational Records and Personally Identifiable Information

The Family Educational Rights and Privacy Act (U.S. Public Law 93-579; FERPA) defines educational records, and governs students' rights of privacy and access to their educational records. For additional information on UD's FERPA and personally identifiable information policy, please visit the website at <https://www.dbq.edu/Academics/Registrar/FERPA/>.

MSPAS Program Specific

Student Employment (A3.14h, A3.04)

The MSPAS program discourages students from holding outside employment while enrolled in the pre-clinical or clinical years. Training to become a PA demands a full-time commitment. Due to the rigorous nature of the curriculum, it is recommended students not engage in outside employment. If a student chooses to work during the academic year, the work schedule must not interfere with class attendance, performance, or clinical rotation schedules. In the case that a student finds it necessary to hold outside employment while taking courses or during clinical rotations, he/she should speak to his or her assigned faculty advisor. Expectations, assignments, and due dates are not changed for students who are employed. Students will not be excused from a scheduled or rescheduled class, lab, or workshop that conflicts with outside employment. Students are not permitted to be employed by any program-affiliated clinical education sites during the clinical phase.

Student Work to Benefit the MSPAS Program (A3.05)

MSPAS students are not allowed to work on behalf of the MSPAS program in any clerical, administrative, or instructional capacity. While students may be asked to volunteer for a particular task or activity, students are not obligated to do so. Students who choose to volunteer do not receive remuneration for the task completed. Some students with significant experience or skill may function as a peer tutor during laboratory sessions; however, they will not function as instructional faculty for student assessment or employment.

Nepotism and Fraternization

Occasionally students request to schedule a supervised clinical experience with a friend or relative (who is also a health care provider) that will serve as the preceptor. Due to the potential

for personal relationships to interfere with the clinical evaluation process, which is both objective and subjective in nature, such rotation arrangements are prohibited.

The PA student should maintain a professional relationship with the preceptor and all clinic personnel at all times and adhere to appropriate professional boundaries. Social activities and personal relationships outside of the professional learning environment should be avoided so as not to put the student or preceptor in a compromising situation. Contact through web-based social networking sites should be deferred until the student fully matriculates through the educational program.

Criminal Background Check and Fingerprinting Policy

1. Criminal background check
 - The initial background check will be completed prior to matriculation through Castlebranch via CASPA. Additional background checks will be required prior to and throughout participation in clinical rotations as directed by the program. Students are responsible for the cost of these screenings.
 - Criminal background check results that limit the program's ability to secure clinical experiences may prevent a student from matriculation, progression to the clinical phase, or recommendation for graduation.
2. Fingerprinting
 - Fingerprint testing is done at the request of specific clinical affiliates and is time-sensitive; therefore, the program will notify the student as needed to complete this process. Students are responsible for the cost of these screenings.

During a student's tenure at UD, if the student is arrested, charged, or convicted of a felony or misdemeanor, he/she must immediately disclose such an event to the Program Director. The student will be placed on probation and reviewed by the SEC at the next scheduled meeting. The Program Director in consultation with the Medical Director and Dean will determine any immediate action necessary based on the egregiousness of the event. Failure to disclose this information may result in disciplinary action, up to and including dismissal from the program.

Testing and Exam Policy

Scheduling

All exams must be taken on the scheduled date and time, unless there is prior approval or extenuating circumstance. If a student is unable to take an exam, it is the student's responsibility to notify the course director of the absence prior to the exam date and time. Tardiness to an exam is unacceptable and considered unprofessional behavior. To minimize disturbances to other test takers, the late student will not be permitted to enter the examination room. The student may contact the course director to request consideration for a make-up exam.

Conduct

During written exams, each student may bring a laptop, two number two pencils, and their student ID to the exam. Scratch paper will be provided and must be returned to the proctor prior to leaving the examination. All personal items are to be moved to the front of the classroom prior to starting the exam. Food and beverages are NOT allowed in the classroom during exams. Students are not allowed to wear hats or coats during exams.

Students should utilize the restroom facilities prior to the start of an examination. Restroom breaks are highly discouraged as they distract fellow test takers. If a restroom break is needed, only one student will be permitted to leave the room at a given time.

Once a student has completed his or her exam, the student must leave the classroom as quietly as possible. No student will be allowed admittance once the exam has started unless previously arranged with the program.

Unless there is a formatting error, no questions are to be asked during exams. The proctor will not answer content-based questions.

Any student found cheating will be removed from the exam, receive a zero on the exam, and be referred to the Program Director for disposition.

During Objective Structured Clinical Exams (OSCEs) and lab practicals, students are not allowed to talk at or between stations. Students are prohibited from sharing content during or following the exam. Failure to adhere to this policy will result in a score of zero and a Document of Concern.

Post-Exam Review

During the pre-clinical phase, each exam item is analyzed by the course director. Please refer to the "Test Question Policy." Any challenges to an exam question should be submitted on test scratch paper to the proctor or by email to the course director in a professional manner within 12 hours of the exam. Once the review is completed and the student has received his or her score via the Moodle course gradebook, students are not permitted to challenge examination questions for a grade change.

The review session following an exam is outlined in the "Test Question Policy" under *Exam Item Feedback*.

All exams, including OSCEs, are the property of the MSPAS program and will remain in the program's possession. Students may not photograph, photocopy, or otherwise duplicate examination questions at any time including both past and present exams. Students may not use any electronic device to reproduce or make any written notes of the exam questions. Any student caught sharing exam information is subject to dismissal from the program.

Dress Code and Classroom Etiquette Policy

Classroom Etiquette

Students should arrive on time for class. Should tardiness be unavoidable, students should enter the classroom quietly. Students should not leave the classroom during a lecture. Students should not use electronic devices for anything other than note taking. Students should refrain from making noise or from participating in distractions during class. Students should not bring animals (except certified service animals) or other non-student humans to class. Students should avoid bringing food and extraneous items into the classroom and are responsible for cleaning up after themselves. Failure to do so will result in loss of privileges including beverages and/or food in the classroom and access to the student lounge.

Failure to practice appropriate professional conduct may result in students being asked to leave the classroom or any other learning or clinical environment. Students are immediately referred for review to the SEC should any allegation be made regarding unethical or unprofessional conduct.

Dress Code

As representatives of the medical profession, all MSPAS students are expected to convey a professional demeanor in behavior, dress, and appearance. A professional image conveys credibility, trust, respect, and confidence to one's colleagues and patients. In all educational settings — classroom, laboratory, and clinical environments — students are expected to be clean, well groomed, and appropriately dressed.

The dress code applies at all times when the student is on campus and to any situation in which patient-care activities occur or the occurrence of direct patient or health care professional contact can be reasonably assumed. These instances include, but are not limited to, all clinical experiences. In the absence of a stated policy for an individual course or setting, the following dress code applies:

General Personal Care

- Good personal hygiene should be maintained;
- Hair should be neat and clean. Hair longer than shoulder length should be secured if close contact with patients is anticipated. Beards and mustaches must be clean and well groomed. Unnatural appearing hair color is not acceptable;
- Hats should be removed when entering the classroom;
- Perfume or cologne are not permitted;
- Fingernails should be clean, neatly trimmed, and short, as longer nails will perforate surgical gloves. Acrylic nails are not permitted;
- Tattoos should be covered with clothing during OSCEs and any off-campus clinical experience; and
- Piercings are only permitted in pierced ears – jewelry is not permitted to be worn in pierced noses, lips, tongues, or any other exposed body part during OSCEs and any off-campus clinical experience.

Attire for the Pre-Clinical/Classroom Setting

- Clean, casual clothing should be worn by all students;
- Shoes/sandals need to be worn at all times;
- Undergarments should not be visible;
- Belts should be worn when necessary; and
- Dress leggings (not spandex) are only allowed with a shirt or dress that is long, reaching at least mid-thigh.

Attire for the Anatomy Laboratory Setting

- Clean scrubs should be worn with closed-toe shoes (with socks/stockings);
- Hair should be gathered so that it does not dangle onto patients or cadavers; and
- Faculty may address additional requirements for student attire for the laboratory setting.

Attire for the Clinical Laboratory Setting

- Female students are asked to wear shorts, a sports bra, and a tank top, and male students are asked to wear shorts and a tank top.

Attire for the Clinical Setting

- Short, clean, and pressed white coats with the MSPAS logo should be worn;
- Closed-toe shoes (with socks/stockings) should be worn;
- Men should wear collared dress shirts; and
- Name badges should be worn.
- Clinical sites may have additional policies.

Inappropriate Attire for Classroom, Laboratory, or Clinical Settings

- Hats, bandanas, hoods, or head scarves (except if considered as part of religious or cultural dress) are not permitted;
- Pajamas, scrubs (unless otherwise specified), and exercise attire are not permitted;
- Tank, mesh, halter, or tube tops are not permitted. Low-cut, spaghetti strap, and belly shirts are not permitted;
- Shorts and inappropriately short skirts are not permitted; and
- Shirts with inappropriate or vulgar lettering or messages are not permitted.

Student Clinical Rotation Policies

Student Required Documents and Training

Progression to the clinical phase requires approval of the following:

1. Background check (cost borne by the student);
2. Documentation of current immunization and titers including an annual influenza vaccine and TB IGRA; and
3. Health Insurance Portability and Accountability Act (HIPAA) certification,

4. Occupational Safety and Health Administration (OSHA) certification, and
5. Advanced Cardiac Life Support (ACLS).

Students may be required to submit additional background checks, drug screens, and training required by individual rotation sites. Failure to complete the above requirements may delay the start of clinical rotations and may ultimately delay a student's graduation. The Iowa Board of Medicine will not license anyone with a criminal record, and local hospitals will not allow students with a criminal record to participate in clinical rotations.

Student Solicitation of Clinical Rotations

Students are not required to solicit clinical rotation experiences. All communication regarding clinical site recruitment and placement assignments must go through the MSPAS Clinical Team. Unless instructed otherwise, students are not to directly contact affiliated and nonaffiliated clinical sites.

Students may suggest a nonaffiliated site or qualified practitioner interested in precepting for the program via an online submission form (<https://app.smartsheet.com/b/form/f33b064b67a94400a16fec28f45119b2>) to the Clinical Placement Director no later than 100 days prior to the rotation start date. Requests made in an alternate way will not be considered. MSPAS may decline or pursue the suggestion. Students on probation are not allowed special placement requests. Students submitting suggestions are not guaranteed to be placed in the clinical rotation. Affiliation depends on the MSPAS program's approval of the site and ability to secure an affiliation agreement. All affiliation agreements are subject to requirements set forth by ARC-PA and the MSPAS program. The MSPAS program ensures clinical sites provide clinical instruction, education, and experiences requisite to a master's level physician assistant education.

Student Clinical Site Assignments

Final placement at a clinical site is entirely at the discretion of the MSPAS program with consideration of a variety of factors, such as:

- Quality of the practice for educational purposes;
- Student performance;
- Preexisting student professional relationship with the preceptor;
- Potential for future clinical rotations at the site or with the preceptor;
- Student level of professionalism and conduct; and/or
- Other factors

Clinical rotations are scheduled according to site availability, site location, and program requirements. Students will have an opportunity to provide the program with preferred medical specialties for consideration; however, there is no guarantee students will be placed in their preferred disciplines.

Any student who fails to comply with an assigned clinical rotation schedule will receive a Document of Concern and may warrant a review by the SEC. The student should also expect a disruption in his or her rotation schedule and potential delay in completion of the clinical phase.

Clinical Phase Travel, Housing, and Expenses

Although the program strives to provide clinical rotations within an 80 mile radius, students should expect to be assigned to geographically diverse and distant locations throughout the clinical phase. Reasonable efforts are made to accommodate student preference; the MSPAS program cannot guarantee any or all student preferences will be honored.

MSPAS students are responsible for costs incurred for housing and transportation to and from clinical sites. Inability to travel to a particular site is not considered an acceptable reason for a request to change any rotation.

Changes to Clinical Rotation Assignments

The Clinical Team ultimately determines student placement of clinical rotations including the locations and order of rotations, preceptor assignments, and the elective settings. Circumstances may arise that require changes to a student's clinical rotation schedule. Should changes be necessary, students will be informed as soon as possible; however, in rare cases advance warning may not be possible.

Clinical Affiliate Policies

Clinical sites may have requirements beyond those set by UD MSPAS. For example, clinical rotation sites may require additional immunizations, drug testing, or site-specific orientation. Students are responsible for ensuring compliance and completion of site specific requirements at their expense.

Student Role During Clinical Rotations

During clinical rotations, students are not allowed to substitute for, or function as, clinical or administrative staff (A3.06). Any student asked to perform administrative or clinical activities that are the responsibility of the preceptor are obligated to inform the MSPAS program immediately. Failure to do so will result in recommended disciplinary action up to dismissal from the program.

Student Identification

Students must be clearly identified as PA students in clinical setting at all times. Student photo ID badges will be provided prior to the clinical phase. These IDs are to be worn at all program-related activities (both on and off campus) that relate to training as a UD PA student. PA students must be clearly identified in the clinical setting to distinguish them from physicians, medical students, and other health profession students and graduates. While in the program, students may not use previously earned titles (i.e. RN, MD, DO, PhD, PharmD, etc.) for identification purposes. (B3.01)

Patient Confidentiality

MSPAS students are expected to respect the rights of patients, including the rights to privacy and confidentiality, and shall maintain the privacy and security of all patient records and information in accordance with UD and MSPAS policies, the policies of affiliated clinical hospitals and facilities, and state and federal law. As a member of the patient care team, MSPAS students have access to health information that is protected from disclosure under state and federal law including patient medical and/or demographic information. The MSPAS program and each MSPAS-affiliated hospital and clinic is subject to the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and has developed HIPAA privacy and security policies to prevent unnecessary and inappropriate disclosures of health information (<http://www.hhs.gov>). MSPAS students are required to abide by HIPAA privacy and security policies and receive education and training to understand the requirements of policies and law. Student participation in training is monitored by the MSPAS program office. In general, protected health information may not be discussed or disclosed to anyone — either verbally, in writing, or electronically — unless this disclosure is necessary to perform the student’s duties and responsibilities. MSPAS students may not review medical records or access electronically stored patient information unless such review is required in the performance of assigned duties. Students are responsible for maintaining the confidence of patients by sharing confidential information only with others who need to know and by handling any documentation of information in a manner that maintains its confidentiality. MSPAS students may be required to submit a signed confidentiality statement during their clinical phase. Students should note that the HIPAA privacy and security policies apply to all student–patient interactions in formal curricular, extracurricular, or even in volunteer contexts.

Inappropriate disclosure of protected health information (PHI) is a serious matter that reflects adversely on a MSPAS student’s professionalism and fitness to become a physician assistant. The following basic rules are considered fundamental requirements for UD MSPAS students at all times:

- Under no circumstances should any protected health information be accessed (read or copied) in the absence of a requirement for performance of duties;
- Health information obtained while providing clinical care duties may not be discussed with others unless (a) such individuals are involved in the treatment of that patient or (b) it is necessary to fulfill educational objectives required of the student;
- Patient logging completed during clinical rotations should not include identifiable patient information to ensure HIPAA compliance;
- Once confidential information is on paper and in a MSPAS student’s hands, he/she is responsible for appropriate disposition: (a) distribute to authorized persons only, (b) file securely, or (c) destroy;
- Medical professionals do discuss cases in wider audiences, so long as the patient is de-identified and details sufficiently common or modified as to preclude patient identification by the audience;
- Unauthorized access or disclosure of PHI may result in federal civil/criminal penalties and/or disciplinary action by UD; and
- Students are required to notify the Clinical Education Director of any HIPAA violations.

Health/Medical-Related Policies and Procedures

Substance Use Policy

The goal of the MSPAS Substance Use Policy is to ensure safety throughout the program and to prepare students for physician assistant standards. Four objectives accompany this goal:

1. Contribute to the education of the MSPAS student regarding substance abuse.
2. Aid the MSPAS student in finding medical assistance and counseling for substance abuse related violations.
3. Facilitate compliance with physician assistant accreditation and regulations.
4. Protect the health and safety of all students and patients.

As a condition of receiving funds or any other financial assistance under any federal program, institutions of higher education shall certify that they have developed and implemented an Alcohol- and Drug-Free Workplace and Campus Policy.

Medication

All MSPAS program students are subject to UD MSPAS and clinical site policies regarding prescription drug use in the workplace. Any student may bring non-opioid prescribed drugs to class or a clinical site and take during work hours only if the medication has been prescribed by an authorized prescriber and only if the drug is taken in accordance with the prescriber's directions. All prescription drugs must be kept in the original container in which they were received from the pharmacy or other dispenser.

A student may possess and take an over-the-counter drug during clinical hours only if the drug is used for its intended purpose in accordance with the package directions and/or any supplemental directions of the student's provider, and the use of the drug does not render the student "otherwise unqualified" to meet program safety and learning objectives. If a MSPAS student knowingly or unknowingly takes a banned substance and tests positive, the student is subject to the consequences listed below.

Urine Drug Screen Policy

This policy applies to all UD PA conditionally accepted applicants and enrolled PA students. A urine drug screen (UDS) is required of each conditionally accepted applicant prior to full admission and at least annually thereafter for every continuing student.

Conditionally accepted applicants who have an adverse finding on a UDS report will be denied full admission/matriculation and current students will be disciplined in accordance with established University/MSPAS program policy.

Definitions

Adverse Finding: A term describing a UDS report of anything other than "clear" or "no findings" or other similar language used by the approved vendor that issued the UDS report.

Conditional Acceptance: A term describing an applicant's status when basic review criteria have been met at the time an admission offer is extended but prior to full admission to an academic program.

Full Admission: A term indicating that a student has met all program admission requirements and has been cleared of any Adverse Findings that would prevent eligibility for enrollment.

Matriculated: A term describing students enrolled in a University program as degree-seeking candidates.

Rationale for this Policy

The MSPAS program is committed to accepting and educating students who meet established standards for professionalism, are of high moral character, and are suitable candidates for professional certification or licensure.

The purposes of conducting a UDS are multiple:

1. Health care providers are entrusted with the health, safety, and welfare of patients; have access to confidential and sensitive information; and operate in settings that require the exercise of good judgment and ethical behavior. Thus, an assessment of a student's or conditionally accepted applicant's suitability to function in clinical settings is imperative to ensure the highest level of integrity in students in the MSPAS program.
2. Impaired providers may lack the ability to perform in a safe manner and make appropriate critical life altering decisions.
3. Clinical facilities are increasingly required by their accreditation agencies to obtain a UDS for security purposes on individuals who supervise care, render treatment, and provide services within the facility.
4. Clinical rotations are an essential element in PA training. Students who cannot participate in clinical rotations because of positive UDS results are unable to fulfill the requirements of a degree program. Therefore, these issues must be resolved prior to a commitment of resources by the University, student, or conditionally accepted applicant.
5. Additionally, a UDS is required to
 - (a) meet the contractual obligations contained in affiliation agreements between UD and the various health care facilities;
 - (b) perform due diligence and competency assessment of all individuals who may have contact with patients and/or research participants;
 - (c) ensure uniform compliance with JCAHO standards and agency regulations pertaining to human resource management;
 - (d) meet the public demands of greater diligence considering the national reports on deaths resulting from medical malpractice and medical errors.

Timing and Procedure for the UDS

Conditionally Accepted Applicants

1. The UDS is not used as a component of the application, interview, or decision-making process regarding conditional acceptance to a designated program. It is a mandatory component of the post-conditional acceptance matriculation process.
2. Conditionally accepted applicants must do the following by June 1st of the year of matriculation to be eligible for full admission.
3. Complete and authorize the release of the UDS Consent and Release Form.
4. Complete the UDS.
5. Instructions to complete the UDS:
 - a. Log into Castlebranch
 - b. Click on the “place order” tab
 - c. The package code for the UD PA program is: UK98
 - d. Follow instructions as they appear on screen to complete the process
6. Any conditionally accepted applicant who fails to complete the above will not be allowed to begin classes and may jeopardize full admission status to the UD MSPAS program.

Enrolled PA Students:

1. At a minimum, enrolled PA students must complete a UDS in November (Fall 2 Semester) of the didactic phase in preparation for entry into the clinical phase. (Or more frequently if required by clinical rotation sites or by the University).
2. Instructions to complete the UDS:
 - a. Log into Castlebranch
 - b. Click on the “place order” tab
 - c. The package code for the UD PA program is: UK98
 - d. Follow instructions as they appear on screen to complete the process
3. Any student who fails to adhere to the UDS deadline will be suspended from all classes until the UDS is completed. All exams and assessments missed while on suspension will be recorded with a grade of 0 or Fail as this is not an excused absence from the program.
4. While enrolled in the UD PA program, students must notify the UD PA program director immediately or within two (2) business days of any offense, arrest, or charge that may alter the results of their UDS. Failure to do so may result in dismissal from the program.

Note: Should the vendor report that the screening specimen was diluted, thereby precluding an accurate drug screen test, the student/conditionally accepted applicant will be required to complete and successfully pass a new drug screen test. The cost of the second test will be the student’s responsibility.

Costs

1. The costs associated with the UDS for conditional acceptance is the responsibility of the applicant.
2. The costs associated with the UDS between didactic and clinical phase is covered by the fees paid to the program as part of tuition and fees.

3. If an additional UDS is requested or required, the costs are the responsibility of the student.

Period of Validity

The program will generally honor the UDS results for a period of one year, but a UDS may be necessary more frequently, depending on class or rotation site requirements. Any student who has a break in enrollment (i.e. leave of absence) may be required to complete a UDS before he or she is permitted to re-enroll in any courses.

Scope of the UDS

The 10-panel drug screening shall include testing for at least the following drug panels:

1. Amphetamines
2. Barbiturates
3. Benzodiazepines
4. Cocaine Metabolite
5. Opiates
6. Phencyclidine (PCP)
7. Marijuana (THC) Metabolite
8. Methadone
9. Methaqualone
10. Propoxyphene

Initial Positive Results

Students with a positive drug screen will have an opportunity to consult with a Medical Review Officer, provided by the vendor, to verify whether there is a valid medical explanation for the screening results. If, after review by the vendor's Medical Review Officer, there is a valid medical explanation for the screening results, the vendor will notify the University of a clear test. If, after review by the Medical Review Officer, there is not a valid medical explanation for the positive screen, then the test results will stand. Any appeal right of a positive screen rests solely between the student/conditionally accepted applicant, the Medical Review Officer, and the vendor.

Procedure for Review of Positive UDS

An "offense" under this policy is any instance in which a drug screening report shows a positive test for one or more of the drugs listed above in the Drug Screening Panels section.

- The program identified staff member will review all UDS reports and notify the program director of any positive results.
- Accepted applicants with a positive drug screen will have their conditional offer rescinded and will not be allowed to matriculate. They may choose to reapply to the program but must complete a new CASPA application the next admission cycle.
- Once admitted, any student with a positive drug screen will be suspended from patient care until successful completion of all recommendations made by the treatment program and a subsequent negative drug screen.

Violations after Admission

The abuse of over-the-counter and/or prescription drugs, alcohol, mind altering substances, and/or performance enhancing substances illegally jeopardizes the student's status in the MSPAS program. Illegal consumption includes any action that violates federal and/or state law, or University regulations. Sanctions will be imposed for any student with a positive urine drug screen or receiving a citation for drugs, alcohol, or illegal substances. Citations include, but are not limited to, open containers of alcohol, providing alcohol to minors, illegal possession of drugs, and driving or operating a motor vehicle under the influence of drugs and/or alcohol.

First Violation

Following a first violation, the MSPAS student will confer with the Program Director and Medical Director to discuss the situation. Based on the violation, the MSPAS student may be immediately removed from the classroom or clinical site. A final decision of the student's standing in the program will be determined by the SEC.

The student will attend a mandatory counseling/educational session(s) with the Substance Abuse Services Center. This process is facilitated by the campus Office of Counseling and Life Services. Students must complete the recommended counseling session(s) and provide the program with clearance documentation upon completion. Failure to complete the counseling or educational sessions will be construed as a further violation of the policy and will result in dismissal from the MSPAS program. After the first violation, MSPAS students will be subject to the MSPAS program random drug testing, as the standard of reasonable suspicion will have been established.

Second Violation

Any student who has a second positive drug screen or citation for drugs, alcohol, or illegal substances will be dismissed from the program.

Reasonable Suspicion

Reasonable suspicion is defined as a good faith belief, at the time of making the decision to test, that the information relied upon is accurate and there is reason to suspect that an MSPAS student has used illegal or performance enhancing substances.

Students whose behavior rises to a formal level of concern regarding substance use will immediately be removed from any patient care area, given an unexcused absence, issued a Document of Concern (Section VII, Form J) that will become a permanent part of their record, and undergo review by the Student Evaluation Committee (SEC).

Falsification of Information

Falsification of information submitted as part of the application process or on the UDS can result in immediate removal of the applicant from the conditionally accepted list or dismissal of an enrolled student from the degree program.

Confidentiality of Records

The University maintains UDS reports and all records pertaining to the results in confidence, unless release is otherwise required by law. Information about the Family Educational Rights and Privacy Act (FERPA) is available at <https://www.dbq.edu/Academics/Registrar/FERPA/>.

Information reported on the UDS may be released to future employers, licensing boards, and clinical sites with signed release from the student for purposes of employment credentialing, licensure, and site placement.

Record Keeping

UDS reports and all records pertaining to the results will be maintained in the conditionally accepted applicant's file or enrolled student's academic file in the MSPAS program.

Communicable Disease, Bloodborne Pathogen and OSHA Policies

Communicable Diseases and Exposures

All students with communicable diseases or conditions are not permitted to engage in patient care until such conditions have been treated and cleared as documented by a provider. This restriction is necessary to protect the health and safety of patients, clinical personnel, and UD MSPAS faculty/staff. Examples include, but are not limited to, the following medical conditions:

- Active chickenpox, measles, German measles, herpes zoster (shingles), acute hepatitis, and tuberculosis;
- Oral herpes with draining lesions;
- Group A streptococcal disease (i.e., strep throat) until 24 hours after treatment has been received;
- Draining or infected skin lesions (e.g., Methicillin Resistant Staphylococcus Aureus or MRSA);
- Hepatitis B or C; and
- HIV/AIDS

A student who has a communicable disease or is unsure whether he or she should participate in patient care should seek medical care by a private medical provider. All students with a communicable disease must receive written medical clearance from a licensed provider and must submit to the MSPAS Program Director prior to initiation of, or return to, clinical care activities. A case-by-case evaluation of each infected student shall be done by his or her medical provider to determine his or her ability to perform the duties required of the clinical rotation. Based on the recommendations of his or her provider, it is the responsibility of each infected MSPAS student to notify the MSPAS program office if unable to perform clinical work; appropriate documentation is required. All such notifications are kept strictly confidential.

HIV, Hepatitis B and C

The University strives to provide the MSPAS community programs and services that focus on support, education, and prevention of HIV/AIDS. MSPAS students who believe they may be at risk for HIV, hepatitis B, or hepatitis C infection have an obligation to be tested.

While the testing decision should be voluntary for the individual, there may be instances in which testing could be required. Education, training, and confidentiality safeguards can be used to encourage those who believe they might be at risk to be tested. Pre- and post-test counseling will be available at the testing site. The MSPAS program encourages participation in wellness courses that cover prevention and transmission of sexually transmitted infections such as HIV.

MSPAS students who know they are infected with HIV, hepatitis B, hepatitis C, or another infectious disease will be urged to voluntarily inform a designated official in the school who will provide information and referral on health care and counseling. The designated official will also begin a process to assess the need for necessary modifications and/or accommodation in clinical education or job functions.

Clinical settings which pose additional risk to the personal health of infected students will be identified and such persons will be advised of those risks and urged to consult their health care provider to assess the significance of the risks to their own health.

Modifications of clinical activity of infected students will take into account the nature of the clinical activity, the technical expertise of the infected person, the risks posed by HIV carriage, functional disabilities, and the transmissibility of simultaneously carried infectious agents.

Infectious and Environmental Hazards

MSPAS students who may become infected are not excluded from enrollment or restricted in their access to University services or facilities, unless individual medical evaluation establishes that such exclusion or restrictions are necessary for the welfare of the individual and/or other members of the University community.

Students infected with bloodborne or other pathogens shall not, solely because of such infection, be excluded from participation in any phase of University life including educational opportunities, employment, and extracurricular activities, except as otherwise required by applicable federal, state, or local law, or unless their health condition presents a direct threat to the health and safety of themselves or others. Students infected with airborne pathogens are excluded from participation in such activities during the infectious stage of their disease.

Bloodborne Pathogen and Occupational Health Exposure Policy (partial compliance of A1.03g)

The MSPAS program follows the MSPAS Student Handbook guidelines regarding exposure to infectious and environmental hazards while on campus and the institutional policies of its clinical affiliates regarding exposure to infectious and environmental hazards while at clinical sites. The MSPAS program is diligent in educating students about precautionary infection control measures for airborne and bloodborne pathogens prior to students' first contact with patients and first contact with human tissue, blood products, and body fluids. Ultimately, each student is

responsible for his or her health and safety in the clinical/educational setting; therefore, it is the goal of the MSPAS program that all students learn appropriate policies and procedures to follow in the event that they are injured or potentially exposed to bloodborne pathogens or other communicable diseases.

All MSPAS students are required to take the designated bloodborne pathogen and OSHA training upon matriculation into the program. Students may be required to take additional training at the discretion of a clinical rotation site, as their policies and procedures warrant. MSPAS students should understand site-specific policies prior to their work at each clinical affiliate site and should follow the established protocols at that site for immediate care and treatment after exposure.

The student's personal health insurance plan is ultimately responsible for coverage of any incident that occurs during the pre-clinical or clinical phase of the program, including a skin break with a contaminated surgical instrument or needle or eye contamination with blood or body fluid.

During the pre-clinical phase, students should notify the PA faculty in attendance immediately and be referred to the Office of Health Services. Students must complete an Exposure Incident Report (Section VII, Form B) that will be filed by the program. The PA Program Director should also be notified by the student and faculty member within 24 hours. During program hours, the Office of Health Services will facilitate prompt student referral to the contracted clinic, UnityPoint Health-Finley Occupational Health. Outside of normal program hours, students should be referred to UnityPoint Health-Finley Hospital Emergency Department.

Office of Health Services
Stoltz Sports Center
Phone: 563.589.3857

After Hours and Weekend
UnityPoint Health-Finley Hospital Emergency Department
350 North Grandview Avenue, Dubuque, IA
Phone: 563.589.2658

During the clinical phase, students should notify their preceptor and immediately follow the procedures established at the clinical facility where the exposure occurred. Should guidelines not be in place, please refer to Section VII: Form E for procedures for care and treatment after exposure and/or injury. The student must also notify the PA Program Director within 24 hours of the incident and complete an Evaluation of Student Exposure Report Form (Section VII, Form C) that will be filed by the program.

Guidelines are available online at <https://www.osha.gov/> to protect students from the risk of occupational infection with HIV, hepatitis B, or other bloodborne pathogens, and to implement the United States Department of Labor Occupational Safety and Health Administration (OSHA)

Standard 29 CFR Section 1910.1030 Bloodborne Pathogens.

Students who know, or who have reasonable basis for believing, that they are infected with bloodborne or airborne pathogens are ethically obligated to report exposures and expected to seek medical care. Students are excused from clinical activities in order to seek medical care for bloodborne or airborne pathogen exposure. Should an infected student expose a patient, he or she is ethically obligated to report this as well.

If a student's exposure results in the contraction of a disease or disability, the student is allowed to continue in the program with as little disruption as safely possible depending on the circumstances. The student's specific medical circumstances are evaluated confidentially on a case-by-case basis. In some cases, students may be unable to participate fully in university life or meet MSPAS technical standards because of their illness. As applicable, cases will be reported to the appropriate Public Health Department having jurisdiction over the agency/institution where the exposure occurred.

All students are professionally and ethically obligated to provide patient care with compassion and respect for human dignity. No student may ethically refuse to treat a patient solely because the patient is at risk of spreading, or has, an infectious disease.

The MSPAS program has addressed methods of prevention, procedures for care and treatment after exposure and/or injury (including definition of financial responsibility), and effect on student learning activities as follows:

1. All exposure incidents are regarded as serious and must be reported and documented immediately to the clinical site as well as the MSPAS Program Director.
2. First aid shall be immediately administered for all types of injuries, including cuts and burns; exposed areas must be thoroughly washed with soap and water.
3. MSPAS students must first contact their instructor or attending preceptor and report the incident including the source and, if appropriate, patient diagnosis. This information is necessary to assist in determining the potential severity of the exposure.
4. The instructor or attending preceptor shall attempt to obtain witness reports of the incident and attempt to determine the nature of the exposure(s) and any associated biohazardous risks, including documentation of routes of exposure(s).
5. If possible, source material of the exposure should be retained and secured in a safe manner.
6. If the instructor or attending preceptor determines that the incident constitutes an occupational exposure to biohazardous materials, then he or she immediately will begin documentation of the incident. Students are required to complete all site-specific incident forms. The student will facilitate completion of the Student Exposure Report Form (Form C) and/or the Student Injury Report Form (Form D) as appropriate with the instructor or attending preceptor within 24 hours.
7. All exposures must be reported to the MSPAS program office. If the MSPAS Program Director is not immediately present, the student will contact a MSPAS faculty

- member. All information related to student exposure shall be regarded as confidential.
8. Documentation of the incident shall include the activity in which the student was engaged at the time of exposure, the extent to which appropriate work practices and protective equipment were used, and a description of the source of exposure.
 9. On-campus injuries: The student is directed to UD Office of Medical Services (OMS) during normal business hours for appropriate follow up. If the incident occurs after working hours, or requires emergency care, then the student will be directed to the nearest emergency department for proper evaluation.
 10. Off-campus injuries: The student is directed to seek care at the hospital's emergency department (according to the clinical affiliation agreement) or referred to the closest outpatient clinic.
 11. Students are responsible for all charges associated with the diagnostic and therapeutic services associated with needle stick and other types of injuries, including filing health insurance claims. The student assumes responsibility for all charges that are not covered by his or her health insurance plan. A student may request financial assistance from the UD MSPAS program by discussing the situation with the Program Director.
 12. MSPAS students may receive follow up care and treatment for injury or exposure at the clinical site where the injury occurred, with the OMS or with their primary care provider.

Immunization and Health Screen Policy

Immunizations

The MSPAS program developed its policy and immunization guidelines based on the guidelines issued by our affiliated clinical education sites and the U.S. Centers for Disease Control and Prevention (CDC) – <http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html> – that apply to all undergraduate, graduate, and professional students attending any public or private university in the State of Iowa, specifically those involved in health care.

All immunization forms must carry the original signature of a physician or a licensed medical practitioner and the license number or office stamp with address.

Annual Requirements

Physical Examination

All students must have had a physical exam within the past year, have a qualified medical provider document, and sign the UD PA Statement of Health form (Section VII: Form A) prior to matriculation. Students are required to have an updated physical examination within 60 days of starting the clinical phase. Students must be certified that they are in satisfactory health to perform duties of a Physician Assistant training program and no health problems exist that might endanger the health and well-being of patients, clinical faculty, or other students. The PA Program Technical Standards should be used by the provider as a reference.

Influenza

Students are required to receive the seasonal flu vaccine annually and provide documentation to the program by November.

Screening for Tuberculosis (TB)

Students are required to have an annual Interferon-Gamma Release Assay (IGRA) to document absence of TB infection.

If the blood test is negative, students must repeat the IGRA annually.

If the blood test is positive, students must follow up with their health care provider and submit documentation of chest x-ray results and tuberculosis questionnaire.

One-Time Only Requirements

Measles, Mumps, and Rubella

State of Iowa pre-matriculation immunization requirements include documentation of measles, mumps, and rubella immunity for all students prior to registration for classes. As a prerequisite to matriculation or registration, the State of Iowa requires all students born after 1956 to present documented proof of immunity to measles, mumps, and rubella. Consistent with Department of Health guidelines, acceptable proof of immunity constitutes documentation of two vaccinations of measles, mumps, and rubella or a blood antibody titer verifying immunity.

Students who cannot prove immunity must begin the 2 shot MMR vaccination series prior to the start of the program.

Tetanus/Diphtheria/Pertussis

Based on the guidelines published by CDC, matriculating students who have not had a tetanus booster within the past ten (10) years must receive the tetanus, diphtheria, and pertussis (Tdap) vaccine and are required to keep this current.

A single dose of Tdap must be given for adults aged 19 through 64 years who have not received a dose of Tdap previously.

Tetanus/diphtheria (Td) booster is not accepted.

Hepatitis B

Students must show documented proof of vaccination and immunity to Hepatitis B, as described below. Students must document anti-HBs hepatitis B titer status.

If the titer is positive, no further action is necessary.

If the titer is negative, the following steps are required:

Begin required three dose hepatitis B series immediately. Proof of receipt of at least the first dose of hepatitis B vaccine is required prior to the first day of classes. The remainder of the three-dose series must be completed eight (8) weeks prior to beginning the clinical phase.

Repeat titer six (6) weeks after completing the 3-dose series. This must be completed prior to beginning the clinical phase.

If the hepatitis B surface antibody titer is negative, the student is considered a non-responder.

Students who continue to have a negative hepatitis B surface antibody titer receive individual counseling on how best to protect themselves and prevent hepatitis B infection and special procedures to follow should a needle stick injury occur.

Chickenpox (varicella)

Proof of positive (immune) varicella antibody titer is required. If immunity is not shown, completion of the 2-shot series four to eight (4 to 8) weeks apart is required and documentation must be submitted.

Meningococcal

Highly recommended for anyone with a risk factor (medical, occupational, lifestyle, or other indication), according to the Iowa Department of Public Health. We recommend discussing your meningococcal vaccine status with your health care provider. This recommendation may be preempted by the clinic and hospital policies of the clinical rotation sites.

Polio (IPV)

Proof of vaccination must be provided. Students should consult with their healthcare provider.

Health Insurance Policies

University of Dubuque and the MSPAS program are committed to protecting the health and well-being of all students, faculty, staff, patients, and the public. During the matriculation process into UD, students are required to provide documentation of immunizations, health examination, drug screening, and background check through Castlebranch as outlined below. All documents must be received by July 1. Students who do not meet the mandated requirements are not allowed to register for classes or participate in a clinical setting. Exceptions to this policy may be granted in the event of valid medical contraindications or if the student is in the process of receiving the complete vaccine series (e.g., hepatitis B, varicella) in a compliant manner.

All students are required to have proof of current health insurance coverage and should consider current long-term disability insurance as well.

Student immunization forms will be kept by the MSPAS office. Please note: student health records are confidential and are not accessible to or reviewed by program faculty or staff except

for immunization, tuberculosis, and drug screening results. These will be released as required to clinical sites with written permission from the student. Student health records are kept by the student's health care provider. Principal faculty, the Program Director, and the Medical Director must not participate as health care providers for students in the program, except in an emergency. (A3.09)

MSPAS students may be required to have additional vaccines, drug testing, and/or other medical tests prior to starting classes and/or clinical rotations, as required by the MSPAS program and all affiliated clinical educational sites. Additional periodic evaluations or tests may be required as indicated or if exposure to an infectious patient or pathogen occurs.

IT IS THE STUDENT'S RESPONSIBILITY TO UPDATE, MAINTAIN, AND RETAIN A COPY OF ALL RELEVANT PERSONAL HEALTH RECORDS.

Health Insurance

MSPAS students are required to possess current and adequate medical insurance to cover emergencies and common medical problems that might occur during their educational training period. The cost of medical insurance is borne by the student.

Students should be prepared to show proof of health insurance. The policy must provide continuous coverage for the entire period the insured is enrolled as a MSPAS student and must be renewable. The policy must provide in-network and out-of-network coverage for providers, hospital, diagnostic, and therapeutic coverage for both emergency and nonemergency outpatient and inpatient services. *Students should be aware clinical rotations occur outside the State of Iowa.*

Disability Insurance

All MSPAS students are encouraged to enroll in a disability insurance plan to cover injuries that might result in chronic disability during their educational training period.

Liability Insurance

Each MSPAS student is covered for professional liability under a professional liability insurance plan with The Travelers Indemnity Company (Cottingham & Butler, producer). This is an occurrence based form, therefore, a tail policy is not indicated. Students can contact the MSPAS Program Director or Clinical Education Director to learn more about this program. MSPAS students rotating at a clinical site must maintain the role of a student; they are prohibited from assuming any responsibilities outside those clearly defined and agreed upon for a student.

Students should be appropriately and routinely supervised by the preceptor of record and must perform duties within the scope of the agreed-upon clinical experience. Remaining within the scope of agreed-upon student duties and responsibilities is vital to preserving the professional liability coverage provided by the University and is important in protecting the student, University of Dubuque, and the clinical site in the case of legal action sought by a patient.

Students are prohibited from participation in any patient care activity outside of the formal rotation assignment, even in the case that an occasion for participation is presented by the clinical site as a potential employer. Though these opportunities may be attractive and are seemingly benign, they must be avoided, as MSPAS program's liability coverage does not cover the student in these circumstances.

MSPAS students working in paid positions in a different health care related capacity at any time during their physician assistant education are not permitted to assume the role of MSPAS student while on duty as a paid employee. Liability insurance will not cover any student assuming the role of a MSPAS student outside an assigned clinical rotation.

Progression Policies and Procedures

Academic Progression Policy

PURPOSE:

To provide students with the policies and procedures regarding academic progression within the University of Dubuque Master of Science in Physician Assistant Studies Program (MSPAS).

POLICY STATEMENT:**I. ACADEMIC REQUIREMENTS**

The MSPAS Student Evaluation Committee (SEC) monitors academic progress and notifies students regarding their status if they fail to meet the standards of performance required by the PA Program.

A. PA Program Retention Standards

The below standards must be met to remain enrolled in the PA Program leading to a Master of Science in Physician Assistant Studies (MSPAS) Degree. Failure to comply with the PA Program Retention Standards will result in dismissal from the program:

1. Achieve a cumulative grade point average of at least a 3.00 after completion of the didactic phase and by the completion of the degree program; and
2. No didactic course failure during the didactic phase of training and no more than one (1) cumulative clinical rotation failure during the clinical phase of training (which must be remediated to a passing grade); and
3. Students must have earned a minimum passing final course grade (defined as C+, $\geq 77\%$, or P) in all courses-including all remediated courses; and
4. Students must comply with all MSPAS and University Policies, unless such policies note the MSPAS program policy supersedes; and

5. Students must adhere to MSPAS professionalism standards and University's code of conduct policy; and
6. Students must meet all ***technical standards*** of an MSPAS student ([Technical Standards](#)).

B. Didactic Phase

The Didactic Phase is composed of courses outlined in the program's course of study ([Curriculum](#)).

Students are required to earn a *passing final course grade* to receive academic credit. Each Course Director determines and publishes in the course syllabus how the final grade will be calculated. Successful completion of all didactic courses and a cumulative grade point average of at least a 3.0 are required for promotion to the Clinical Phase. There may be no course failures during the didactic phase.

PA 649 Didactic Summative Examination Course

The Didactic Summative Examination Course is composed of an assessment of medical knowledge, interpersonal skills, patient care skills, and professionalism required to enter the clinical phase of training. The student is required to pass all components of the examination to earn a *passing final course grade* and progress to the Clinical Phase in the MSPAS Program. One reexamination attempt is allowed. Failure of the reexamination results in dismissal from the program.

C. Clinical Phase

The Clinical Phase is composed of courses outlined in the program's [course of study](#). Students are required to earn a passing final course grade to receive academic credit. Course components and grade calculation are published in the course syllabus. Up to one (1) course failure will be allowed and must be successfully remediated prior to graduation.

PA 662 Professional Competency Course and Program Summative Exams

The Program Summative Examination is composed of an assessment of medical knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities required for entry into the profession. The Program Summative Examination takes place three (3) months prior to graduation. The components and prerequisites are defined in the syllabus. The student is required to pass all components to earn a *passing final course grade* for the course as part of the graduation requirements. One reexamination is allowed. Failure of the reexamination results in dismissal from the program.

D. Graduation

Students will become eligible to graduate once all of the following conditions have been met:

1. SEC confirms all requirements for graduation have been met and they recommend the student for graduation to University Administration and ultimately the Board of Trustees; and
2. Successful completion of the MSPAS Program Curriculum with a minimum cumulative GPA of at least a 3.0 within (48) months of matriculation, excluding any and all approved Leaves of Absence; and
3. The student is in “Good Academic Standing”; and
4. Compliance with standards of professional and moral conduct and adherence to all University and clinical affiliate rules and codes of conduct; and
5. Payment of all financial obligations; and
6. Return of all loaned equipment.

Students who have completed all of the above requirements within 30 days after commencement and verified by the SEC will receive a diploma with the published commencement date. Those completing all requirements greater than 30 days after commencement and within 48 months of matriculation will receive a diploma with the date of late April/Early May, late May, mid-August, or mid-December, with date and year applicable to the academic calendar.

II. ACADEMIC ACTIONS

A. Academic Advising

Student academic performance, professionalism behaviors, ability to meet the technical standards of a PA student, as well as adhering to the University’s Student Code of Conduct is continually tracked throughout enrollment in the MSPAS Program. Each student is assigned a faculty member as an academic advisor upon matriculation. The academic advisor will assist in monitoring the performance of their assigned students to facilitate student-developed plans for improvement, assess risk, and encourage and promote healthy outcomes.

B. Promotion

The SEC will approve for Promotion all students who successfully complete requirements for each phase of the MSPAS Program.

C. Remediation

Any course exam/OSCE failure, professional behavior deficiency, or mid-term GPA <3.0 will require a document of concern to address a plan for improvement.

D. Probation

A clinical rotation course failure or a cumulative grade point average of < 3.0 will result in the student being placed on probation. The student will remain on probation until the cumulative grade point average is 3.0 or greater. A student with a clinical rotation course failure will be enrolled in a remediation version of the same course and remain on probation until the failed course has been successfully remediated as indicated by earning a passing final grade. The student will be removed from probation and returned to good standing when the remediated course has been successfully completed. Probationary status is documented on official transcripts.

Students not adhering to the professionalism standards, student conduct policy, or technical standards will be referred to the SEC and placed on probation or possibly be dismissed from the program. In order to return to good standing, students must refrain from demonstrating any deficiencies outlined in these policies. The probationary period will last from the time the student is placed on probation until the end of the following term at which time the SEC will conduct its review. A subsequent violation may result in up to a dismissal decision. A record of probation will be noted in the Tracking Form, as well as the status of return to good standing. The academic notations of Probation and Return to Good Standing will also be included on the student's official transcripts.

F. Deceleration

The program does not offer deceleration to any students who are not on an approved leave of absence. All students, except leave of absence students, will remain enrolled with their cohort, including those students who require remediation. In accordance with I: D.7, the date of conferral of degree will differ from the cohort if the student completes all requirements greater than 30 days after commencement. Those students will still be allowed to walk during graduation with their cohort.

G. Dismissal

The circumstances listed below will result in dismissal:

1. Students who fail to achieve at least a 3.0 GPA after completion of all didactic phase courses; or
2. Students who fail to achieve at least a 3.0 GPA at the time of graduation; or
3. Students with a course failure during the didactic phase of training or more than one (1) clinical course failure during the clinical phase of training; or
4. Remediation failure; or
5. Violation of MSPAS Program or University Policies resulting in a dismissal decision by the SEC or the Academic Dean; or
6. Failure to meet the technical standards of an MSPAS student; or
7. Failure to meet the requirements for graduation outlined in I:D1-7; or

8. Students who have a subsequent violation while on probation.

9. Any student who does not finish the MSPAS program curriculum within the required timeframe of 48 months.

III. REMEDIATION POLICY

A. Didactic Phase Remediation Process

All courses in the didactic phase require a passing grade before a student may progress to the clinical phase of the Program. Students must pass the cumulative final exam in all courses with a final exam, regardless of their overall course grade. A failed cumulative final exam may be retaken once. Failure of the reexamination results in failure of the course and dismissal from the program. Students passing the reexamination are awarded a final course grade of 77%.

Students are notified of failed course components (unit exams, OSCEs, presentations, assignments) through a Document of Concern (DOC) issued by the course director. The student must develop a plan to address the deficiency (inclusive of a timeline). This plan is reviewed and discussed with the student's course director and advisor to ensure appropriateness. Upon agreement, the plan is approved by the course director and advisor and signed by the student, course director, and advisor and is to be accomplished within the remaining time scheduled for the course.

B. Clinical Phase Remediation Process

All courses in the clinical phase require a passing grade before a student may progress to graduation in the MSPAS Program. Failure to obtain a passing grade in any clinical course requires successful remediation of the failed course. All clinical courses will include a remediation version of the course. The Course Director determines the content based on the student's identified deficiencies. Students who require remediation will be notified with a Document of Concern issued by the SEC regarding the specifics of the course remediation.

Students have only one attempt to remediate a failed clinical phase course. The student is permitted one (1) attempt for an EOR examination in a remediated course. If the score is not within 1.5 standard deviations of the national mean, the student fails the exam, which results in failure of the course and dismissal from the program.

A minimum of a 4-week Academic Delay will occur due to clinical course remediation. Remediated courses during the clinical phase will be scheduled upon availability and may not occur until the end of the clinical phase of training and following commencement ceremony.

The credit hours and grading assigned for remediation courses will be identical to the original course for which remediation is necessary. Students who successfully complete the remediation course will receive a "Pass" for purposes of GPA calculation in the MSPAS Program. However, the original course's final failing grade will remain on the student's official transcript with an (*), indicating the course was repeated and the original grade will no longer be used in the calculation of the final cumulative GPA.

IV. ACADEMIC APPEALS

See *Academic Appeals Policy* Section IV: [Appeals Policy and Procedure](#)

DEFINITIONS:

Academic Delay – Period of time needed to remediate a failed course/rotation.

Deceleration - A term used to denote the loss of a student from their initial enrollment cohort, who remains matriculated in the MSPAS Program.

Dismissal - Removal from the MSPAS Program such that reapplication and readmission is necessary for a student to return. Upon dismissal notification, the student may not attend currently enrolled courses. This is to protect the student from incurring unnecessary educational expense and the likelihood of having to repay distributed financial aid.

Document of Concern – Document outlining area(s) of deficiency and student developed plan for improvement reviewed, approved and signed by the course director, student, advisor, and program director.

Failing Final Course Grade - An assessment of “C” (<76.5%) or lower in a letter graded course/rotation or “F” in a Pass/Fail graded course/rotation.

Final Course Grade. The course grade issued to each student at the conclusion of the course and submitted by the final grade submission date set forth by the University’s Registrar.

Grade of Incomplete or “I” - Temporary grade assigned when a student is unable (for non-academic reasons) to complete certain requirements of the course by the end of the current academic term.

Good Academic Standing – Academic status indicating a student meets the current MSPAS Program retention requirements.

Passing Final Course Grade - An assessment of “C+” (77%) or better in a letter graded course/rotation or “P” in a Pass/Fail graded course/rotation. In order to be promoted, a student must receive a grade of "P" (Pass) or "C+" or better in all courses.

Probation – The failure to meet program requirements, professionalism standards, code of conduct policy, or technical standards. Academic standing is evaluated at the end of each subterm. Probation is noted on the student’s transcript for the applicable term and monitored at the end of each subterm. Cumulative GPA is evaluated at the end of each term.

Program Curriculum – Academic materials and assessments that comprise the didactic phase, didactic summative, clinical phase, and program summative of the PA Program.

Progression - Advancement to the next term/semester of the MSPAS Program.

Promotion - Advancement to the next phase of the MSPAS Program.

Remediation – Specific corrective action for academic deficiencies identified

through the MSPAS Program's assessment of individual performance within the MSPAS Program Curriculum.

Remediation Course – An enrolled course designated as a “repeat of the original failed course” that includes a specific curriculum designed to remediate an individual student's identified deficiencies. Additional fee based on course credit borne by the student.

Student Evaluation Committee (SEC) – The MSPAS Program Committee which applies Program standards and procedures to each student's overall program performance and acts in accordance with this policy.

Suspension - Specified period of time that students are ineligible for academic or disciplinary reasons to continue in the MSPAS Program until they have met the terms outlined in their suspension letter.

Subterm – A subdivision of a term used during the clinical phase.

Term – A defined portion of the academic year: Fall, Spring, Summer.

Attendance

Attendance and participation is mandatory. MSPAS students are expected to be present, prepared, and actively engaged in all classes, labs, and clinical rotations. Attendance and promptness to class and clinic is a reflection of professional behavior. A pattern of absences or tardiness will result in a Document of Concern and impact progression in the program.

During the pre-clinical phase, students are provided a class schedule each term outlining course time, location, and course director. The program hours during the pre-clinical phase are 8:00 a.m. to 5 p.m. Monday through Friday, unless noted otherwise. Students are expected to be available during those hours for schedule changes and adjustments. Personal appointments should be scheduled during program breaks and outside of program hours. Clinical phase hours are outlined below.

Program activities will not be rescheduled to account for student absences, including course sessions, labs, evaluations, and assessments. Should absences occur, students are responsible for completing all material missed. It is the student's responsibility to learn the covered material. Some activities cannot be made up which may result in an unexcused absence, grade deduction, or Document of Concern.

Students may be required to attend weekend, early morning, and/or evening events outside of regularly scheduled courses or rotations. Students will be notified of any changes in course times, lectures, or exams.

Absences

Pre-Clinical Phase

Excused Absences: This may include illness and family emergencies, but it does not include routine activities that can be rescheduled to accommodate a student's education and career. Students are required to notify the appropriate course director(s) of any absence and the

reasons for the absence. The MSPAS program reserves the right to determine whether an absence is excused. Three unexcused absences or a trend of tardiness or early departure is grounds for failure in that course.

Notification of Absence: The course director must be notified in writing (email) as soon as possible if a student will be late to or absent from class (or if the student needs to leave early) for any reason. Students must contact the program in advance if they know in advance, and they should notify the program at the first opportunity should an emergency arise.

Absence Due to Illness, Personal Emergency, or Urgent Health Care Appointments: If a personal illness or personal/family emergency necessitates missing a required activity other than an examination, the student must contact the appropriate course director prior to the beginning of the scheduled activity to inform him or her of the situation, receive permission to miss the activity, and make arrangements for completing the course requirements. Students should receive confirmation (direct conversation, return email, or phone call) from the course director indicating awareness and approval of the student's absence. Documentation of reason(s) for the request should be submitted, and the missed work should be made up as soon as possible. If a personal illness or personal/family emergency necessitates missing an examination, permission to reschedule the examination must be granted by the course director prior to the start of the examination. It is the student's responsibility to contact the appropriate course director; documentation of the reason(s) for the request may be required. Students who do not contact the course director to receive permission for the absence and arrange for a make-up examination, or do not have a valid emergency excusal, will earn a grade of zero for the examination. Students who miss an examination as the result of an excused absence are expected to make up the examination within a reasonable amount of time, as agreed upon by the Academic Director, course director, and the student. Every effort will be made for the student to take the exam prior to the absence. Should the student be unable to take the exam prior to the scheduled absence, the make-up examination may differ from the one missed.

In the event of an anticipated absence from any scheduled class, the student must complete the Absence Excusal Form (Section VII: Form F) and submit it to the Program Director *at least seven (7) days* in advance of the anticipated absence. Examples include an elective operation, funeral/visitation of a first-degree relative, and recovery from a car accident. *Submission of an Absence Excusal Form does not guarantee approval of the absence.*

Personal events, including, but not limited to, weddings, graduations, receiving awards, and health care appointments, should be scheduled during breaks and should not be scheduled during required activities. Students will not be excused from coursework for these kinds of events.

Clinical Phase

Student clinical rotation schedules and hours are determined by the primary preceptor and the MSPAS program. Unreliable or undependable behavior is considered unprofessional behavior. Scheduled activities and/or clinical rotations may take place any day of the week (including

weekends) and may take place during day or night hours. Students should follow the instructions from clinical site preceptor(s) regarding the schedule for a particular clinical rotation with approval from the Clinical Education Director. MSPAS students must maintain sufficient flexibility to respond to schedule changes and unexpected patient care demands. Students may be required to be “on-call” during clinical rotations. Students must be present in the clinic or hospital for on-call hours to count toward rotation required hours.

The program recognizes the value of participation in professional activities; however, the primary focus of the clinical phase is the development and application of knowledge attained by active participation in clinical rotations. Thus, time missed per rotation for such participation should not exceed 16 hours. Professional activities include, but are not limited to, attendance at a professional conference, poster or speaker presentation at a professional conference, or participation in professional service or leadership activities. Absences from clinical rotation for participation in professional activities will be considered on a case-by-case basis and must be approved by the Clinical Education Director prior to the anticipated absence.

Students are afforded up to eight (8) days of excused absences for the entire clinical phase. No more than two (2) days may be missed per rotation. A student’s absence requires submission of a Leave Request and approval by the Clinical Education Director *at least seven (7) days* in advance of an anticipated absence. In the event of an unanticipated absence, the form requires submission and approval by the Clinical Education Director within 24 hours. *Submission of a Leave Request does not guarantee approval.*

In the event of an emergency, students must notify the following by email and phone within 30 minutes of the time they were expected on site:

- MSPAS Clinical Education Director
- On-site preceptor or clinic administrator

Students are required to fulfill missed clinical rotation hours and provide documentation supporting all absences. Lack of required hours, acceptable documentation, or appropriate notification of and approval by both the Clinical Education Director and clinical site preceptor will render an unexcused absence. Any unexcused absences from a clinical rotation are grounds for failure in that course.

Students exceeding two excused absences within a clinical rotation or eight excused absences in the clinical phase will result in review by the Clinical Education Director and may be referred to the Student Evaluation Committee (SEC).

Attendance at end-of-rotation days on the UD campus is mandatory. Students may contact the Clinical Education Director in advance regarding extenuating circumstances. Students are required to complete the End-of-Rotation Day requirements within 14 days. It is the student’s responsibility to learn missed material. Some activities cannot be made up which may result in an unexcused absence, grade deduction, or document of concern. Students with an unexcused

absence or an invalid emergency excusal will earn a grade of zero for the End-of-Rotation Day requirements.

Leave of Absence Policy

The MSPAS program requires students be enrolled in classes on a continuous basis for the entire duration of the program. Exceptions to this are rare and must be formally approved by the Program Director and the SEC Committee.

Students may request a leave of absence when personal (non-academic) circumstances arise, which jeopardize the likelihood for successful completion of their studies. Examples of personal (non-academic) circumstances include medical emergencies, military service, or family obligations that impact the ability to progress unimpeded in the program of study. The conditions for return will be documented by the SEC Committee and may include repetition of completed semesters.

Students who request leave must complete an Absence Excusal Form (Form F). Absences greater than three (3) days due to illness require that a medical clearance be provided to the program from the student's health care provider, upon return, stating that the student is able to resume all activities fully, without limitation, as required by the program. Missed classroom time and clinical shifts must be made up. If they cannot be completed during the scheduled course or rotation period, the student will receive an incomplete I grade, until the minimum requirements have been met. In the didactic phase, failure to resolve the incomplete grade by the beginning of the following term will result in an SEC meeting to determine status in the program which may be dismissal. In the clinical phase, progression to the next rotation with an incomplete grade requires approval from the CED and may require an SEC meeting. Any student under treatment for an ongoing issue (including pregnancy) must provide the program with a medical clearance to continue in the program.

If time off is needed for chronic health issues and/or appointments, the student must contact the Disability Services Office to arrange accommodations (563.589.3262, Appendix A). A leave of absence that prevents completion of a term must follow procedures for re-admittance to the MSPAS program.

Students are encouraged to consider all academic, financial, and personal factors that will be impacted by a leave of absence prior to making the request (including tuition, loan repayment, and financial aid). Questions related to financial implications should be directed to the Office of Student Financial Planning.

Withdrawal Policy (A3.17e)

Students may *withdraw from a course or courses* from the UD MSPAS program any time after the Add/Drop period up to shortly after the course's midterm point (roughly the 60% mark). The official withdrawal deadline date is maintained in the Office of the Registrar. A grade of W will be recorded for any withdrawn course and the student will be obligated for paying the tuition costs associated with the course. A W grade is not factored into the cumulative GPA. However, a W

grade is treated as a course failure for progression purposes. A student withdrawing from a course in the didactic phase may finish out the semester with their other courses, but only so with the knowledge they are dismissed at the conclusion of the semester. A student withdrawing from a course in the clinical phase may continue in the program so long as the withdrawal does not result in dismissal due to a second course failure. A student considering to withdraw from a course is encouraged to consult with the Program Director as to the ramification of the decision.

To initiate a *withdrawal from the program* requires the student notify the Program Director and complete the Withdrawal Form. The Withdrawal Form for the MSPAS program is found in Section VII: Form G. Final grades of W will be assigned to all *unfinished* courses for the term in which the student withdrew, so long as the withdrawal was initiated before the withdrawal deadline date.

Students who voluntarily withdraw from the program and desire to return to the program must re-apply, adhering to the MSPAS Admission process outlined on the UD MSPAS website.

Student Professional Behavior in an Academic Program Policy

The UD MSPAS program strives to attract and train students with the intellectual capacity to become a health care professional who demonstrates ethical and professional behavior. Ethical and professional behaviors are critical to an effective educational model and are considered a core competency in the PA academic program, and thus, are a key factor in academic good standing.

Failure to meet ethical and professional behavior standards will result in action up to, and possibly including, dismissal and may jeopardize progression in the program.

This policy is not intended to address types of student conduct violations as described in the Student Code of Conduct, Values, and Academic Integrity sections of the University of Dubuque Graduate Handbook, as these policies have their own disciplinary processes. However, violation of University policies on Code of Conduct, Values, and Academic Integrity are not without consequence to a PA student's progression in the MSPAS program. All violations of University policy may result in a document of concern and recorded in the Tracking Form.

All UD MSPAS students are expected to demonstrate high standards of ethical and professional behavior in all educational and clinical settings, including but not limited to:

1. Classroom-based setting (classrooms, labs, online classes)
2. Professional and clinical sites part of the learning program (hospitals, clinics, community health centers, etc.)

3. Other settings not part of the formal educational program but that contribute to the learning process (clubs, special-interest groups, governance structures, community service/volunteer activities)

4. Other settings as described below:

While this policy is not intended to directly guide or address behavior that is a part of a student's private life, such behavior may be brought to the attention of UD in several ways and become a focus of a policy investigation or charge:

a. Conduct may be reported to a member of the faculty or administration by a variety of sources (police, friends, parents, other agencies) that raises a concern about the student's capacity to continue his or her studies. If such reported conduct raises a concern about the safety of the student or other students that could indicate an issue with moral, ethical, or personal values that would preclude satisfactory functioning in the discipline, an investigation may be conducted and action taken on the basis of the investigation.

b. If a student is charged with an offense in the civil justice system and the University becomes aware of and verifies this circumstance through self-report of the student or a reliable, verified source, the University may elect to not pursue an investigation until the outcome of the civil court proceeding is known, unless the alleged offense is such that allowing the student to continue his or her studies could be detrimental to the safety of patients or others as determined by the Dean.

c. If a student is charged with a criminal offense, he or she is obligated to report this to the program director immediately. If a matriculating student has been charged with a criminal offense between the time he or she wrote an application and the time he or she arrives at school, or at any time while a student, he or she must inform the program director of the charges before the first day of classes. If the University later discovers the student withheld disclosure of a criminal charge, he or she may be subject to immediate dismissal by the program. Depending on the nature of the criminal charge, the student may not be allowed to continue the course of study until there is a final disposition of the criminal charge either by verdict, plea, or dismissal. This is consistent with the obligation of the University to ensure the safety of patients, students, and others.

Fundamental attributes of professionalism and ethical and professional behavior include, but are not limited to, honesty and integrity, dedicated desire to learn, respect for the academic process, concern for the welfare of patients and their families, a commitment to patient confidentiality, respect for the rights of others, emotional maturity, and self-discipline.

While not all inclusive, examples of unacceptable ethical and professional behavior include, but are not limited, to the following:

- Lack of integrity and honesty (i.e. lying, misrepresenting, or not reporting information about care given, clinic errors, or any action related to clinic functions; acting outside the scope of his or her role in a clinical, academic, professional, or administrative setting). Allegations of academic misconduct (i.e. cheating, plagiarism) are addressed in the Academic Integrity policy of the [2020-2021 Graduate Catalog and Student Handbook](#).
- Failure to demonstrate professional demeanor or concern for patient safety (i.e. offensive language or gestures, being under the influence of alcohol or drugs in the educational or clinic setting)
- Unmet professional responsibility (i.e. not contributing to an atmosphere conducive to learning due to poor attendance, punctuality issues, distracting or insensitive behavior in class, lab, or clinic; poor personal hygiene; needing continual reminders to complete responsibilities in a timely manner; not responding to requests – written, verbal, email, telephone – in a timely manner; breaching patient confidentiality)
- Exhibiting disruptive behavior (i.e. pushing, punching, throwing things, threats, verbal intimidation, demeaning language, negative comments with racial, ethnic, religious, age, gender, or sexual overtones, inappropriate written entries in medical records, or statements attacking students, faculty, or staff)
- Lack of effort toward self-improvement and adaptability (i.e. resistant or defensive in accepting constructive criticism; remaining unaware of own inadequacies; resisting considering or making suggested changes to improve learning, behavior, or performance; not accepting responsibility for errors or failure; abusive or inappropriately critical; arrogant)
- Lack of respect for cultural diversity
- Exhibiting diminished relationships with members of the health care team (i.e. inability to collaborate with fellow students or not functioning appropriately within a team)
- Failure to maintain and safeguard the confidentiality of patient information, including paper and electronic records, verbal communication, social networking, and electronic media sites
- Failure to comply with program academic and clinical-related requirements (i.e. training, certification, immunization, HIPAA)

Procedures for Violations of the Professional Behavior policy

Violations of this policy will result in a Document of Concern and may result in an SEC meeting, based on the egregiousness of the violation or pattern of unprofessional behavior. See the [SEC Hearing Process and Procedure](#).

Technical Standards Policy and Physician Assistant Competencies

The technical standards set forth by the MSPAS program establish the essential qualities considered necessary for students to be admitted to and successfully complete the program. These standards ensure graduates possess the intellectual ability to learn, integrate, analyze, and synthesize data. MSPAS students must meet all technical standards upon matriculation and

throughout enrollment in the MSPAS program. The MSPAS program has a duty to make reasonable accommodations, but no duty to correct a deficiency in any technical standard. In the event, therefore, a student is unable to fulfill these technical standards, with reasonable accommodations, the student is subject to dismissal.

MSPAS students must be fully able to perform the essential functions in each of the following categories:

Observation: A candidate must be able to

1. Observe demonstrations and visual presentations in lectures and laboratories.
2. Observe patients accurately and completely both at a distance and closely.

This standard requires functional vision, hearing, and somatic sensation.

Communication: A candidate must be able to

1. Perceive nonverbal communication, speak intelligibly, hear sufficiently, and observe patients in order to elicit information.
2. Elicit and transmit patient information in oral and written English to members of the health care team.
3. Communicate effectively and sensitively with patients.
4. Possess demonstrated reading skills at a level sufficient to accomplish curricular requirements and provide clinical care for patients.
5. Be capable of completing appropriate medical records and documents in the written and electronic form in a thorough and timely manner.

Sensory and Motor Coordination and Function: A candidate must

1. Possess motor skills sufficient to directly perform palpation, percussion, auscultation, and other basic diagnostic procedures.
2. Be able to execute motor movements required to provide basic medical care. Examples of basic medical care include, but are not limited to, airway management, placement of catheters, suturing, phlebotomy, application of sufficient pressure to control bleeding, simple obstetrical maneuvers, etc. (Such actions require coordination of gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.)
3. Be able to manipulate equipment and instruments to perform basic laboratory tests and procedures.
4. Be able to transport themselves from one location to another in a timely fashion in order to facilitate patient care responsibilities and necessary to receive educational training.

Intellectual-Conceptual, Integrative, and Quantitative Abilities: Problem solving is the critical skill demanded of Physician Assistants. This requires that students have the ability to measure, calculate, reason, analyze, and synthesize. A candidate must

1. Be able to incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans.

2. Be able to independently access and interpret medical histories or files.
3. Identify significant findings from history, physical examination, and laboratory data.
4. Provide a reasoned explanation for likely diagnoses and prescribed medications and therapy.
5. Recall and retain information in an efficient and timely manner.

Behavioral and Social Attributes: A candidate must

1. Possess the ability to use their intellectual capacity, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis under potentially stressful and/or emergency circumstances.
2. Be able to accept criticism and respond by appropriate modification of behavior.
3. Be able to develop mature, sensitive, and effective relationships with patients and colleagues.
4. Have a high level of compassion for others with sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds, and all belief systems.
5. Be able to adapt to changing environments and to learn in the face of uncertainties inherent in the practice of medicine.
6. Be able to use supervision appropriately and act independently, when indicated.

Technological compensation can be made for some disabilities in certain areas, but a candidate should be able to perform in a reasonably independent manner.

Meeting the technical standards is required but does not guarantee a student's eligibility for the Physician Assistant National Certifying Exam (PANCE). Students also must meet the expectations of the program and program's accrediting agency (Accreditation Review Commission on Education for the Physician Assistant, Inc. [ARC-PA]).

Physician Assistant Competencies

The MSPAS program has adopted and integrated into its curriculum the National Commission on Certification for Physician Assistants (NCCPA) 2012 revised guidelines defining physician assistant competencies. These competencies encompass the skills, knowledge, education, and attitudes that PAs should acquire through training and subsequent careers. The following listing and description of competencies is taken in full from the NCCPA "Competencies for the Physician Assistant Profession," which can be found at <https://www.aapa.org/career-central/employer-tools/employing-a-pa/competencies-physician-assistant-profession/>.

The essential abilities required by the curriculum and for the practice of medicine are in the areas listed below and cannot be compromised without fundamentally threatening a patient's safety and well-being, the institution's educational mission, or the profession's social contract:

Medical Knowledge

Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving 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 of 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; and
- history and physical findings and diagnostic studies to formulate differential diagnoses.

Interpersonal and Communication Skills

Interpersonal and communication skills encompass 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, caregivers, physicians, professional associates, and other individuals within the health care 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 health care 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; and
- 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 health care 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; and
- 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; and
- commitment to the education of students and other health care professionals.

Practice-Based Learning and Improvement

Practice-based learning and improvement includes the processes through which physician assistants engage in critical analysis of their own practice experience, the medical literature, and other information resources for the 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; and
- recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others.

Systems-Based Practice

Systems-based practice encompasses the societal, organizational, and economic environments in which health care 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 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; and
- apply the concepts of population health to patient care information resources for the purposes of self- and practice-improvement.

Social Media Policies

Computer Usage

By signing the Agreement for Use of the Computer System, you will be able to take advantage of all the privileges of using the University of Dubuque's computer and telephone systems. These services include:

- Microsoft Office Applications (Word, Excel, PowerPoint, Access, Publisher, and FrontPage)
- Research programs/library catalogues
- Adobe Acrobat Reader
- Network storage space for your files (access locally and via internet)
- Internet access
- Opportunity to post a personal web page
- University email account (access locally and via Internet)

- Voice mail (if requested)
- Moodle – UDOOnline, www.dbq.edu (course management system)
- MyUD (registration, grades, student accounts, etc.)

Documentation and instructions on this process are at the UD Office of Technology (Van Vliet Hall) and online at <http://www.dbq.edu/campuslife/facilitiesandservices/officeoftechnology/>.

Print Counts

Please note in the Acceptable Use Policy, under Access, Item #7, 250 prints will be allotted to each student per semester at no charge. When this allotment is diminished, additional print counts of 250 each can be purchased from the Cashier’s Office, third floor Charles and Romona Myers Center. Print counts carry over from one semester to the next. Printing to a color printer will use more print counts than a monochrome printer.

Technology Acceptable Use Policy: <http://www.dbq.edu/media/admissions/financialaid/Technology-Acceptable-Use-Policy.pdf>

Email Policy

Each student has been provided with a UD email address. The MSPAS program uses UD email as the primary means of communication with students. This is the only email address used for MSPAS program communications. MSPAS students should check their UD email daily for important information and notifications from the MSPAS program. Failure to respond to faculty or staff communications in a timely and respectful manner may result in disciplinary action. The MSPAS program cannot be held responsible for missed notifications resulting from unread email. The UD MSPAS email address should only be used when acting in your official role at UD MSPAS.

Social Media Policy

Subject to applicable UD policies, and state and federal laws regarding the use of such technologies for transmitting protected information, the MSPAS program welcomes the responsible use of social media technologies to support and engage learning and for effective outreach to the global community. Professional platforms (LinkedIn, Doximity, ResearchGate, etc.) are encouraged by the MSPAS program; however, program faculty and staff will not connect with students on these platforms until completion of the pre-clinical phase.

The term “social media” includes the following:

Communication via email, text messaging, or transfer of photographs or file documents using computers, smart phones, portable communication devices, and other technologies;

The use of web-based applications such as, but not limited to, Facebook, Twitter, Tumblr, Instagram, Myspace, LinkedIn, YouTube, Flickr, blogs, wikis, and other outlets where comments

are posted in network-based public settings; and future technologies that permit internet-based information sharing.

This policy applies to all types of social media participation at any time by UD MSPAS students.

Students must abide by the laws, rules, regulations, and policies governing the protection of sensitive information such as the Health Insurance Portability and Accountability Act of 1996 (HIPAA) governing the dissemination of health information and the Family Education Rights and Privacy Act (FERPA) governing the dissemination of education records. Failure to do so can result in serious consequences both academically and legally. Confidential information must be protected at all times and must never be shared on any social media site, including, but not limited to, the following:

- Health information about anyone other than the student posting the information.
- Personal information about MSPAS students, employees, or alumni (e.g., private email addresses, grades, health information, demographic information, information about interactions with patients, and photographs of patients or the care environment – some of which may be FERPA protected).
- Defamation of MSPAS and its affiliates, faculty, staff, and other students.

If UD and/or MSPAS become aware of postings on any social media venue that have a negative or detrimental impact on the University or MSPAS program, such information can be used in determining the appropriate sanction for failure to act in accordance with this policy, which may include dismissal.

Be proactive about your professionalism:

- Separate personal from professional. Identify your opinions as your own;
- Be professional and respectful;
- Always think before you post, remembering that anything you share via social media is not private and can be shared, stored, and spread globally;
- Never post anything when you are angry, stressed, or lack sufficient time to review carefully;
- Only post information, photos, and comments online if you would feel comfortable seeing them on TV or on the front page of the newspaper;
- Remember postings are permanent and can be retrieved even after being deleted by the user;
- Be timely and accurate. Check facts, grammar, and spelling of all content before posting; and
- Use the highest privacy settings available. Social media sites are often targeted by cyber-criminals who use personal data for identity theft.

Prohibited activities, which may represent violations of the law and/or University policy and may result in academic discipline and/or legal sanctions:

- Communicating with patients using social media, including “friending” a patient;
- Posting patient information, including protected health information or photos, on any social networking sites, blogs, instant messaging, or text messaging services;
- Taking photos of patients and procedures. Photos of patients may only be taken when instructed by clinical faculty and proper protocols are followed and permissions obtained;
- Using cell phones, fax machines, or email to transmit confidential information;
- Posting personal information (e.g., home address, phone, password clues, social security number) or photos that show or appear to show you engaging in any offensive behavior, including, without limitation, promiscuity, intoxication, or substance abuse;
- Posting potentially inflammatory or unflattering material on another’s website or wall;
- Posting educational records or other student information protected by FERPA;
- Posting profane or disparaging information about students, faculty, courses, rotations, hospitals, UD, or the MSPAS program;
- Presenting yourself as an official representative or spokesperson for UD or the MSPAS program on social media;
- Using UD and/or MSPAS logos or personal identification numbers in any social media postings;
- Creating personal social media sites using UD email addresses or computer equipment; and
- Using smart phones, portable communication, and/or other social media devices for personal or non-emergent reasons during encounters involving patients or patients’ families and friends, to include, but not limited to, the following areas:
 - Hospital patient rooms, exam and treatment areas, operating room, emergency room, etc.
 - Outpatient clinics
 - Physician or patient lounges, nurse’s stations, hallways, waiting rooms, elevators, etc.
 - During patient care rounds or presentations that discuss specific patients

Violations of Policy

Students who violate this policy are disciplined and verbally instructed by the Program Director to implement immediate corrective action. Depending on the type and severity of the infraction, immediate disciplinary and/or legal action may be warranted. This policy does not replace other UD or MSPAS program policies governing disclosure of confidential information, including protected health information and education records.

Student Evaluation Committee (SEC) Hearing Process and Procedures (partial compliance of C3.02 and C3.03)

The following describes the processes employed to evaluate MSPAS student academic performance, professionalism, and progression by the SEC.

The purpose of the SEC is:

- To ensure that each student who graduates from the University of Dubuque Master of Science in Physician Assistant Studies program possesses the skills and knowledge necessary to assume the responsibilities of a physician assistant;
- To evaluate academic performance in the required curriculum, to assess advancement, and to recommend appropriate intervention in the event of unacceptable academic performance; and
- To evaluate personal qualities which bear on a student's professionalism and fitness to become a physician assistant, and to recommend appropriate intervention.

The SEC relies upon the cooperation, advice, and judgment of faculty and administrators to perform these duties.

All PA students must meet the minimum technical standards, professional PA competencies, and didactic and clinical phase requirements outlined in this handbook, to be eligible for successful progression through the program. Failure to meet any of these requirements at any time during the program will result in a formal review by the Student Evaluation Committee (SEC).

Composition and Selection of SEC Members

The SEC is comprised of all principal MSPAS faculty members, all of whom are voting members. The Medical Director serves as chair. In order to ensure privacy and the confidentiality of students' personal information and academic records, *no students will participate as SEC members.*

Hearing Process of the SEC

Notice of Hearing

All hearing notices are set forth in the MSPAS Student Handbook. Students are provided notice via email a minimum of two (2) University business days prior to the SEC meeting with the student to consider a matter within its jurisdiction. The notice will state:

- A description of the matter under consideration;
- The time, date, and place of the hearing;
- The student has the opportunity to schedule an appointment to review the documents the SEC is relying upon; and
- A list of witnesses (if any).

Causes that Initiate a Formal Review Hearing

All PA students must meet the minimum technical standards, professional PA competencies, and didactic and clinical phase requirements outlined to be eligible for successful progression through the program. Failure to meet any of these requirements at any time during the program will result in a formal review by the Student Evaluation Committee (SEC).

Hearing Procedure

Information Gathering

In the event that a matter is referred to the SEC for evaluation and recommendation, the SEC has the authority to gather information concerning the matter to assist with its deliberation and evaluation of the matter in the context of the student's academic performance and overall professionalism and/or ability to meet the technical standards required of a PA student. The SEC may convene meetings for any purpose including assisting with preparation for the SEC hearing.

Meeting with Student and Confidentiality

All student meetings are conducted in private. During the meeting with the student, the student is advised of the information that forms the basis of the inquiry or allegation; the student then is given an opportunity to respond to the information presented. A student is allowed one non-legal representative to be present during any SEC hearing upon his or her request. The student must provide the program with documentation specifying the name of the individual whom he or she is admitting into the hearing. It is possible that the student's representative could be another MSPAS student. The representative may advise the student but may not address the SEC directly or examine or cross-examine witnesses. The SEC allows witnesses to the incident, if any, to present pertinent information at the meeting with the student. The chair has the authority to exclude witnesses who provide redundant or duplicative information. If witnesses make presentations at any hearing, the student shall be entitled to pose relevant questions to such witnesses. The SEC considers the information it has gathered and any additional information provided by the student and makes written findings of fact and recommendations based upon its assessment of the information presented. Such findings and recommendations shall be provided to the program director within five (5) University business days of the conclusion of the hearing.

Quorum and Voting

A quorum consists of at least 50% of the faculty members of the SEC. A recommendation is adopted when approved by a simple majority of the members present. A recommendation to dismiss a student from the MSPAS program must be approved by a three-fifths majority.

Record of Hearing

Written decisions serve as the official records of a hearing.

SEC Recommendations

The following may be recommended by the SEC:

- Remediation Plan

- Academic Probation
- Dismissal

The SEC may recommend removal of a student's probation once the student has fulfilled the conditions of probation.

Probation

A clinical rotation course failure or a cumulative grade point average of < 3.0 will result in the student being placed on probation. The student will remain on probation until the cumulative grade point average is 3.0 or greater. A student with a clinical rotation course failure will be enrolled in a remediation version of the same course and remain on probation until the failed course has been successfully remediated as indicated by earning a passing final grade. The student will be removed from probation and returned to good standing when the remediated course has been successfully completed and their cumulative GPA is ≥ 3.0 . Probationary status is documented on official transcripts.

Students not adhering to the professionalism standards, student conduct policy, or technical standards will be referred to the SEC and placed on probation or up to dismissal from the program. In order to return to good standing, students must refrain from demonstrating any deficiencies outlined in these policies. The probationary period will last from the time the student is placed on probation until the end of the following term at which time the SEC will conduct its review. The SEC may determine the student should continue on Probation or return the student to Good Standing. A subsequent violation may result in further sanctions up to a dismissal decision. A record of Probation will be noted in the Tracking Form, as well as the status of Return to Good Standing. The academic notations of Probation and Return to Good Standing will also be included on the student's official transcripts.

Responsibilities of the Medical Director

The SEC's recommended action steps are reviewed by the Medical Director. The Medical Director will provide the Program Director the final report. The SEC's findings, recommendations with modifications, if any, and decision are sent to the affected student within five (5) University business days of the Program Director's receipt of the SEC's written report.

Once the student has received notification of the recommendations and decision, the student may schedule an appointment with the Program Director to discuss the findings and recommendations for clarification purposes. The appointment must be requested in writing and received by the Program Director no more than three (3) business days after the student receives written notification of the findings and recommendations by the SEC. If a meeting is requested, it will take place promptly within five (5) University business days.

Student Appeals

A decision of the MSPAS SEC may be appealed for the following reasons:

- There has been a violation of the student's due process rights as outlined in the hearing procedures above;
- The severity of the sanction is not justified by the nature of the misconduct; or
- New, relevant information not available during the earlier proceedings is made available, and the new information could have substantially affected the outcome of the hearing.

See Section IV: [Appeals Policy](#).

Appeals Policy and Procedure

PURPOSE:

To provide students with the policy and procedure regarding how to appeal an adverse decision imposed by the University of Dubuque Master of Science in Physician Assistant Studies Program (MSPAS).

POLICY STATEMENT:

Students are required to adhere to all professionalism and technical standards of a PA student. Details of the professionalism and technical standards are found in the [MSPAS Student Handbook](#) and posted on the [MSPAS website](#).

Further, students are required to adhere to all academic standards of the MSPAS program. Academic standards on progression are published in the MSPAS Student Handbook. Students are responsible to familiarize themselves with the policy and standards on progression.

The [Graduate Catalog and Student Handbook](#) provides details on policy, processes, sanctions and appeals to academic standards that also apply to PA students. PA students should follow the Graduate Catalog and Student Handbook for appeals that apply to *final course grade, academic integrity violation, academic standing, and involuntary medical withdrawal, as well as any violations of the code of conduct for Graduate Students*.

When a student is not meeting one or more professionalism and/or technical standard expected of a PA student, or demonstrates deficiencies or integrity issues in their academic work, the student will be notified, and the incident will be documented in a Document of Concern (DOC) and recorded on the Tracking Form.

The Student Evaluation Committee will monitor the Tracking Form and when there is enough concern regarding a student's ability to adhere to the professionalism and/or technical standards of the PA program a hearing will be scheduled with the student.

A student has the right to appeal any adverse action resulting in probation or dismissal from the PA program by the SEC. The sole basis for an appeal must meet one of the following conditions:

1. There has been a violation of the student's due process rights as outlined in the hearing procedures of the SEC (see [SEC procedures](#)); or
2. The severity of the sanction is not justified by the nature of the misconduct; or
3. New, relevant information not available during the earlier proceedings is made available, and the new information could have substantially affected the outcome of the hearing.

A student may not appeal an action taken simply because he/she does not agree with it, nor may a student appeal a published policy of the MSPAS Student Handbook. If a student has an issue with policy, they may follow the grievance process to file their complaint to the Dean. See the [2020-2021 Graduate Catalog and Student Handbook](#) on the Grievance Procedure.

DEFINITIONS:

Document of Concern (DOC) is a means to formally recognize a deficiency in order for the MSPAS program to take corrective action. A DOC acknowledges deficiencies, provides an opportunity to identify barriers, and outlines a corrective action plan developed by the student and agreed upon by the instructor, advisor, and program director.

Tracking Form is a method to monitor trends in a student's academic performance and professional behavior.

With prejudice: the issues resulting in the sanction cannot be brought back to the Dean.

Without prejudice: the issues resulting in the sanction may be re-introduced in any future hearing before the Dean

PROCEDURE:

- A. When a student is not meeting the academic performance, professionalism standards, or technical standards of the PA program, which impacts their academic standing in the PA program, the SEC will call a hearing. Procedures on a hearing by the SEC are outlined in detail in the MSPAS Student Handbook.
- B. The hearing is closed to the public. The student may seek counsel, but the student must present his or her case without legal representation present. At the hearing, the student may present witnesses, such as classmates, who have firsthand knowledge of the matter. The student may have one non-legal representative present at the hearing for moral support.
- C. At the conclusion of the hearing, the SEC will meet in private to deliberate. The SEC will render a recommendation to the MSPAS Program Director.
- D. The MSPAS Program Director will notify the student of the outcome of the hearing within five (5) University business days of the hearing.
- E. If the outcome results in the student being placed on probation or dismissed, the student may appeal the decision based solely on meeting at least one of the following conditions:
 - a. There has been a violation of the student's due process rights as outlined in the hearing procedures of the SEC; or
 - b. The severity of the sanction is not justified by the nature of the misconduct; or
 - c. New, relevant information not available during the earlier proceedings is made available, and the new information could have substantially affected the outcome of the hearing.

- F. A student may not appeal an action taken simply because he/she does not agree with it, nor, may a student appeal a published policy of the MSPAS Student Handbook.
- G. The filing of a written statement by the student to appeal a probation or dismissal decision of the SEC shall be made to the Dean for Academic Affairs, Graduate and Adult Studies within five (5) University business days. The Dean shall deny any appeal that does not meet this deadline unless the student is on an approved leave of absence.
- H. Within five (5) University business days, the Dean shall review the student's written appeal and the record of the formal hearing of the SEC to determine if the student has met their burden of proof that at least one condition for an appeal has been met requiring further investigation.
- I. If the Dean determines the student has not met the standard of proof required of an appeal, the decision of the SEC will stand. The Dean's decision is final, and the matter may not be appealed any further.
- J. Should the Dean determine the student has met the burden of proof required of an appeal, the Dean will issue a statement on further action to be taken and the timeline needed to arrive at a fair and impartial conclusion. Examples of further action may include, but not limited to: request additional information from the SEC and/or student, send the matter back to the SEC, call a hearing with the Graduate Curriculum, Admission and Academic Standing Committee (GCAAC), or repeal the decision of the SEC with or without prejudice.
- K. If a student is dismissed by the SEC they may not attend currently enrolled courses while their appeal is in-progress. Furthermore, a student dismissed by the SEC may not enroll or start new courses until the final decision of the appeal has been made. This is to protect the student from incurring unnecessary educational expense and the likelihood of having to repay distributed financial aid.
- L. If a student is dismissed from the MSPAS program, any courses currently listed as "work in progress" (WIP) will be assigned a letter grade of "W" (withdrawn) as a final grade. Any course listed as "incomplete" (I) will be assigned the default letter grade shown on the Incomplete Form.

EXHIBITS:

MSPAS SEC Hearing Procedures – MSPAS Student Handbook, Section IV

MSPAS Academic Progression Policy - MSPAS Student Handbook, Section IV

MSPAS Technical Standards - MSPAS Student Handbook, Section IV

MSPAS Professionalism Standards - MSPAS Student Handbook, Section IV

[2020-21 Graduate Catalog & Student Handbook](#)

[Code of Conduct Policy](#) – 2020-2021 Graduate Catalog & Student Handbook, Pg 107

University of Dubuque Policies and Procedures

Students with Disabilities

University of Dubuque Policy on Reasonable Accommodation for Qualified Students with Disabilities. The policy below is a shortened form of UD's full policy. For the full text, please visit www.dbq.edu/academics/academicsupportsuccess/disabilityservices/.

University of Dubuque (UD) encourages qualified students with disabilities to fully participate in the community of the University of Dubuque. All faculty, staff, and administrators will actively support qualified students with disabilities in all the University's educational programs, services, and activities. UD prohibits unlawful discrimination against qualified students with disabilities.

Campus Safety Policies and Procedures (partial compliance of A1.03g)

Safety policies and procedures and safety guidelines are available online at <https://www.dbq.edu/AboutUD/CommunityStandards/SafetyandSecurity/>.

University of Dubuque also publishes their annual safety reports in compliance with the Jeanne Clery Act on their website:

<https://www.dbq.edu/AboutUD/CommunityStandards/SafetyandSecurity/CampusSafety/JeanneCleryAct/>

Safety and security for students on clinical rotations are addressed during the clinical phase orientation. These rely on the personal safety and security measures in place at each clinical facility as documented on Site Visit Forms. The facility at which the rotation/experience takes place shall provide PA students access to the facility's rules, regulations, policies, and procedures with which the PA students are expected to comply, including the facility's OSHA standards, personal and workplace security, and personal safety policies and procedures for all PA students and any instructors on site.

Personal safety measures also include student instruction in the application of universal precautions and risks of bloodborne pathogens during the program's didactic phase prior to potential exposure with a review of the policy/procedures in the clinical phase orientation.

Sexual Harassment Policy (Title IX) (partial compliance of A3.17g and A3.11)

University of Dubuque strives to foster respect for the dignity and worth of all members of the University community by providing an educational and professional environment free of unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct that is oppressive or intimidating. The University has a zero tolerance policy regarding sexual harassment. All MSPAS students are required to attend the annual Title IX/Jeanne Clery Act training. For more information, please refer to the Title IX Policy: Discrimination on the Basis of Sex & Sexual Misconduct, which can be found at

<http://www.dbq.edu/AboutUD/CommunityStandards/TitleIX/>. Students with questions or concerns about the above issues should immediately consult the Title IX Coordinator (563.589.3619).

Non-Discrimination Policy and Discrimination Complaint Procedures

University of Dubuque does not discriminate on the basis of race, color, national origin, sex, handicap, disability, sexual orientation or age. Any violations of such should be reported to the Director of Human Resources.

Drug Free Schools and Communities Act (DFSCA)

The Drug Free Schools and Communities Act (DFSCA) and Part 86 of the Department of Education's General Administrative Regulations (EDGAR Part 86) requires University of Dubuque (UD) to develop and implement a Drug and Alcohol Abuse Education and Prevention Program (DAAPP) designed to prevent the unlawful possession, use, and distribution of drugs and alcohol on campus and at campus events. UD is required to distribute written information about its DAAPP as well as conduct a biennial review to measure its effectiveness and ensure a consistent enforcement of its disciplinary sanctions.

Alcohol and other drug abuse has serious effects on campus safety, community well-being, and on the academic performance of our students. Conducting a biennial review provides an opportunity for UD to document its prevention efforts, and closely examine its scope and effectiveness. Throughout this process, UD can continually identify gaps in evidence-based practices and develop recommendations for future improvements.

DFSCA Notification

- The Annual Notification DFSCA can be found here: [Annual Notification DFSCA](#)
- The Biennial Review DFSCA can be found here: [Biennial Review of DFSCA](#)
- Or visit www.dbq.edu, scroll to the bottom footer, and click on the Jeanne Clery Act
- You may contact the Director of Safety and Security for additional question about DFSCA at 563.589.3333.

Grievances

There may be times when an MSPAS student seeks an investigation and possible resolution to a grievance. MSPAS students are encouraged to *informally* resolve a grievance as soon as possible through a meeting with the instructor (or the Clinical Education Director during the clinical phase). If the matter cannot be resolved, or if the professor cannot be reached, the student should meet with the Program Director. If the student's grievance is against a MSPAS committee, the student must meet with the committee chairperson and the Program Director to attempt an informal resolution. A mutually agreeable resolution to an informal complaint shall be formalized through a notation in the student's file/record that is initialed by the student and the professor or committee chairperson.

Formal Grievance Procedure

In any disagreement over the interpretation of academic regulations or the existence of extenuating circumstances that might justify special consideration, the student may file a formal grievance to the Program Director. Students wishing to file a formal grievance should consult [Appendix A of the 2020-2021 Graduate Catalog and Student Handbook](#).

Section V: Student Activities, Organizations, and Services

Class Officers

Each MSPAS class shall elect class officers by the 10th week of their first semester.

Class President

The Class President has the following primary duties:

1. To serve as a student representative on the Curriculum Committee. This committee is charged with evaluation and critique of the curriculum and supporting resources with suggestions and plans for improvement. It is expected that the class president will gather and relay student concerns and suggestions regarding current curriculum and resources to the committee for consideration.
2. To serve as chief organizer of any class activities the class agrees to sponsor, eventually including reunions of alumni.
3. To serve as chief officer of the MSPAS class Executive Board and representative for incoming classes.
4. To serve as class representative when needed by UD for broader University functions.

Class Vice President

The Class Vice President has the following duties:

1. Organize and coordinate events and class activities in collaboration with the President and other Executive Board members, while serving as lead organizer of UDPA program social events on campus (Orientation Week, PA Potlucks, holiday events).
2. Assist the President with primary organization of Annual PA Week event and/or other outreach events.

Class Treasurer

The Class Treasurer has the following duties:

1. Investigate grant opportunities and draft initial grant proposals.
2. Investigate fundraising opportunities as well as UD specific rules about fundraising.
3. Act as lead organizer of fundraisers with support from other executive board members.

Class Secretary

The Class Secretary has the following duties:

11. Record Executive Board meeting minutes.

12. Assist with social media advertising/production of flyers for public events under the direction of the MSPAS program.
13. Collect information from IPAS representatives and distribute to class.
14. Manage class calendar.
15. Be responsible for managing records of class volunteering hours/submit them to the program director.
16. Be responsible for managing event volunteer recruitment/sign-ups (i.e., STEM Festival, fundraising, PA Week event).

Professional Organizations

MSPAS students will become student members of the following professional organizations:

- American Academy of Physician Assistants (AAPA). The Student Academy of the American Academy of Physician Assistants (SAAAPA) is the student chapter of AAPA. Membership in the SAAAPA can keep students abreast of important and current issues affecting PA education and practice.
- Iowa Physician Assistant Society (IPAS) is a state chapter of AAPA.

UD Student Services (partial compliance of A3.10)

To provide timely access and referral of students to services addressing personal issues which may impact the student's progression in the PA program, the University provides all students access to Counseling and Life Services, the Office of Health Services, and the Academic Success Center. A complete list of services and contact information can be found in Appendix A. Student Services information can also be found on the UD website at <http://www.dbq.edu/CampusLife/InformationforStudents/>.

Academic and Career Counseling
Office of Advancement and Alumni Engagement
Babka Bookstore
Campus Ministry
Charles C. Myers Library
Food Services
Lost and Found
Office of Counseling and Life Services
Office of Health Services
Campus Post Office and Print Room
Office of Safety and Security
Office of Student Accounts
Office of Student Financial Planning
Office of Technology

Section VI: Appendices

Appendix A — Student Services, Resources, and Campus Facilities

Master of Science in Physician Assistant Studies

Advising, Academic and Career Counseling (Partial compliance of A2.05e, A3.10)

Upon entrance to the MSPAS program, each MSPAS student is assigned a faculty advisor who primarily provides academic advising; however, they also are available to assist with any problem that even remotely affects academic progress. They may not have all the answers, but they will help find the right people who do have the answers. The student is responsible for ensuring they have the correct requirements for graduation. Academic advisors do not counsel students on medical, personal, or mental health issues; rather, they will provide timely access or referral of students to campus resources in the University Center for Advising and Vocation or Academic Success Center for assistance.

Students are expected to meet with their assigned advisor regularly. Advising sessions will be documented and will include academic counseling of students, as well as general discussions related to student well-being, guidance, and attainment of professional behaviors. As advisors, faculty members are available anytime during the school year, not just during class registration periods. If an advisor is out-of-town or otherwise unavailable, please seek assistance from another faculty member within the PA program.

Counseling and Life Services (Partial compliance of A3.10)

UD's Counseling Services was established to provide helpful and effective programs, counseling, and crisis management services to students. Counseling Services works collaboratively with students, academic and co-curricular departments, faculty and staff members, and other pertinent departments, as well as off-campus resources to enhance academic, personal, and career success.

UD's Counseling Services are available to students at no extra fee. Students who receive services by off-campus providers and/or treatment services are financially responsible for those off-campus services.

All appointments are attempted to be scheduled by the Call Center within five business days of the dated call. If a student requests to be seen on the same date of the call, UD's Counseling Services Team is notified by the Call Center and accommodates the request. The first available Counseling Service Team member will reorganize their schedule and contact the student to confirm the start time for the consultation. Walk-ins are welcome, however, counselors may or

may not be able to see students depending on their availability and the nature of the visit (i.e., students in distress). However, if a distressed student presents on their own or accompanied by a fellow student, faculty, or staff member, UD's Counseling Services Team will accommodate the distressed student within 30 minutes of the request, by the first available team member. Calls received for UD's Counseling Services are answered 24 hours/7 days per week by its contracted confidential Call Center at 563.589.3911, which is certified in HIPAA compliance. Per the caller request, they will be patched immediately to the on-call Crisis Counselor 24 hours/7 days per week, in collaboration with Iowa Helpline/Hillcrest Family Services. However, if the situation warrants, the Call Center will notify first responders (911). If UD's Counseling Service Team members are not available and the situation does not warrant first responders (911), the University collaborates with Hillcrest Family Services and their Crisis Mobilization Unit to guarantee an on-campus Crisis Counselor to a distressed person within 30 minutes of the initiated request.

UD's Counseling Services works collaboratively with the University's Disability Services/Academic Success Center. The Disability Services assists students with all disability services at the University by verifying, recommending accommodations, and providing information. Once any student contacts UD's Counseling Services regarding a need for accommodations, this takes precedence and facilitation of an appointment is made as soon as a provider is available and/or an identified off-campus provider is available.

UD's Counseling Services also works collaboratively with the campus Office of Health Services. Once any student contacts the Office of Health Services regarding a need for off-campus resources for brain health/mental health, this takes precedence and facilitation of an appointment is made as soon as the identified off-campus provider is available.

Counseling and Life Services is located on the second floor of Peters Commons and can be reached at the following numbers: 563.589.3132, 563.589.3253, or 563.589.3455. Services are available to students from all departments of the University. Programs, resources, and services include, but are not limited to, the following:

- UD Counseling Team
- UD Cares Team
- Initial assessment and short-term personal and career counseling
- Life coaching
- Advocacy
- Spiritual counseling
- Professional referral services for issues such as, but not limited to, the following: alcohol and other substance abuse, anxiety, debt management, depression, eating disorders, gambling, homicidal ideations, pregnancy, rape, self-mutilation, sexual assault, sexual orientation, stress management, suicidal ideations, and other concerns.
- Informational session(s) on recreational risks and prevention among college students.

- Online mental health screenings.

For more information, visit the second floor of Peters Commons or <http://www.dbq.edu/campuslife/officeofstudentlife/counselinglifeservices/>. To reach a counselor after hours, on weekends, or holidays, please contact UD's Office of Safety and Security at 563.589.3333 and you will be connected to a counselor upon request in a confidential manner.

Health Services (partial compliance of A3.10)

The Office of Health Services hours are 8:30 a.m. to 4:30 p.m. Monday through Thursday and 9:00 a.m. to 2:30 p.m. Friday

The mission of the University of Dubuque's Office of Health Services is to promote the health and wellness of the University community, to enhance student retention, and to support academic and personal success.

University of Dubuque has an agreement with UnityPoint Health-Finley Hospital. All students enrolled at University of Dubuque have access to the services UnityPoint Health-Finley Hospital has to offer. Students are able to seek care at the three locations indicated below, no matter what insurance plan they have. The three locations to seek free office visits (student responsibility for all testing such as labs, X-Rays, etc.) are UnityPoint Health-Finley Occupational Health, UnityPoint Health-Finley Urgent Care – East, and UnityPoint Health-Finley Urgent Care – West.

During the hours listed above, please see Office of Health Services for consultation for seeking prompt medical, dental, and vision appointments. The Office of Health Services will be able to assist in prompt referral to appropriate medical providers not only with UnityPoint Health-Finley Occupational Health or UnityPoint Health-Finley Urgent Care Clinics but with other medical facilities as deemed by the student's personal medical insurance. Medical care for chronic illnesses or injuries or any injury or illness that falls outside the UD Student Care Menu (as indicated above); please visit the Office of Health Services to establish prompt care with a local physician, physician assistant, or nurse practitioner. If a health condition is affecting academic performance, a prompt appointment with appropriate health care provider is made. The Office of Health Services can also assist with scheduling dental, vision, chiropractic, physical therapy, women's health concerns, men's health concerns, and specialty clinics as well as establish care with PCP, orthopedic, etc.

Outside of the Office of Health Services hours, students can utilize Urgent Care:

UnityPoint Health-Finley Urgent Care – East
1550 University Avenue, Dubuque, Iowa, 563.589.4960
8:00 a.m. to 8:00 p.m. Monday through Sunday

UnityPoint Health-Finley Urgent Care – West

2255 John F. Kennedy Road, Dubuque, Iowa, 563.589.4960
8:00 a.m. to 8:00 p.m. Monday through Sunday

It is imperative that students always have their insurance card and student ID with them for medical appointments and emergency room visits.

Transportation to Medical Facilities

Students are encouraged to organize rides with friends if they cannot transport themselves. Taxi or Uber services are available in Dubuque if students cannot find other modes of transportation. The University does not provide transportation to or from medical facilities.

Making a Medical Appointment

To schedule a medical appointment for an illness or injury, please call the Office of Health Services at 563.589.3857.

If medical services are needed outside of the Office of Health Services or Urgent Care hours, students should report to UnityPoint Health-Finley Hospital Emergency Department. If it is an emergency, students should contact UD Office of Safety and Security at 563.589.3333 or call 911.

Contact Information

Office of Health Services in the Stoltz Sports Center, 563.589.3857

After Hours and Weekend

UnityPoint Health-Finley Urgent Care – East
1550 University Avenue, Dubuque, Iowa, 563.589.4960
8:00 a.m. to 8:00 p.m. Monday through Sunday

UnityPoint Health-Finley Urgent Care – West
2255 John F. Kennedy Road, Dubuque, Iowa, 563.589.4960
8:00 a.m. to 8:00 p.m. Monday through Sunday

UnityPoint Health-Finley Hospital Emergency Department
350 North Grandview Avenue, Dubuque, Iowa, 563.589.2658

Following evaluation, should a student require absence from class or a follow-up appointment, the student must notify the Health Services Administrator and provide documentation to the Office of Health Services. The Health Services Administrator can assist the student in notifying faculty and in arranging follow-up appointments. If an extended absence or restriction is indicated, the Health Services Administrator will notify the Disability Services Office for prompt evaluation so appropriate accommodations can be made.

Disability Services Policy

University of Dubuque's policy can be found online at
<http://www.dbq.edu/academics/academicsupportsuccess/disabilityservices/>

Responsibility for Identification and Request for Disability Services

It is the responsibility of the qualified student with a disability to disclose information regarding the nature and extent of the disability to the Disability Services Coordinator (DSC) in the Academic Success Center when requesting accommodations. The DSC will help the qualified student determine which UD personnel, i.e. faculty advisor, teaching faculty, administrators, etc., should be aware of the disability in order to provide the accommodations that are necessary and appropriate. UD will assist the qualified student in identifying potential accommodations taking into consideration, among other matters, the qualified students' needs, preferences, and available resources. Although every appropriate effort will be made to provide qualified students with requested accommodations, UD does not guarantee that a qualified student will automatically receive his or her choice of accommodations and reserves the right to make the final decision on the accommodations to be provided.

The State of Iowa has developed documentation guidelines for individuals with disabilities. The guidelines provide criteria regarding qualified diagnosticians as well as a time line for the documentation process. UD typically applies those guidelines. A copy of those guidelines is available from the DSC, or can be found online at www.dbq.edu/academics/academicsupportsuccess/disabilityservices/.

It is the responsibility of the qualified student with a disability to regularly provide appropriate current medical documentation of the nature and extent of the disability and the need for specific services or accommodations to the DSC and to cover any costs associated with acquiring the appropriate medical documentation. If the University has reason to doubt the validity, accuracy, or completeness of the medical documentation, UD may require, at its own expense, the re-examination of the qualified student and/or his or her documentation by a service provider designated or approved by UD.

The process for identification should begin with the qualified student registering with the DSC, where the student will receive procedural information and assistance in arranging needed services and accommodations. Qualified students with disabilities are expected to follow standard office procedures for requesting and acquiring services relative to a disability. Standard office procedures will include:

1. A meeting with the DSC to review the student's medical documentation.
2. The DSC will provide a Verification of Individualized Student Accommodations (VISA) Form once the appropriate documentation has been provided.
3. The qualified students will provide the VISA Form to the professor/instructor of a course in which they are requesting specific accommodations.

4. An instructor who has concerns regarding the provision or nature of the requested accommodations should address those concerns with the DSC who will act as a liaison with the qualified student.
5. Requests for additional accommodations should be directed to the DSC.
6. It is the responsibility of the qualified student requesting an accommodation to follow up with a professor/instructor or other UD department(s) to ensure the accommodation is provided in a timely manner.
7. Faculty members who are not familiar with specific disabilities or appropriate accommodations should contact the DSC for clarification and assistance.
8. In the event a faculty member denies an accommodation, the qualified student may request a joint review of the decision by the DSC and the Office of the Vice President for Academic Affairs. Findings and recommendations will be forwarded to the President for a final decision.

A copy of the Request for Accommodation Form and response must be forwarded to the DSC to be included in the qualified student's file.

The DSC can be contacted at 563.589.3757.

Campus Services and Facilities

Office of Advancement and Alumni Engagement

Van Vliet Hall

<https://www.dbq.edu/Alumni/NotefromtheDirector/>

Phone: 563.589.3351

Email: udalumni@dbq.edu

Social Media: Facebook – www.facebook.com/udoaa, Twitter - @UDSpartanNation, LinkedIn – University of Dubuque Alumni & Friends

Babka Bookstore

Peters Commons

www.bookstore.dbq.edu

Phone – Gift Shop: 563.589.3131

Phone – Textbooks: 563.589.3195

Campus Ministry

Blades Hall, Room 203

<https://www.dbq.edu/CampusLife/CampusMinistry/>

Phone: 563.589.3582

Marge Kremer Little Spartans Childcare Center

<https://www.dbq.edu/AboutUD/ChildcareCenter/>

Phone: 563.585.7461

Campus Post Office and Print Room

Heritage Center

Phone: 563.589.3141

Hours: 8:00 a.m. to 5:00 p.m. Monday through Thursday and 8:00 a.m. to 4:00 p.m. Friday

Charles C. Myers Library

Charles C. Myers Library

<https://www.dbq.edu/Library/AboutUs/>

Phone: 563.589.3100

The library provides a variety of individual and small-group workspaces including some located in designated quiet areas. There are over 60 computers available for student use as well as laptops that can be checked out. The library has a designated liaison for the MSPAS program who actively helps students and faculty to effectively access information for teaching and learning.

The PA library page/resources is available at <http://libguides.dbq.edu/PA>

Computer Labs

UD offers six computer labs for student and faculty use:

Jackaline Baldwin Dunlap Technology Center T103 33 workstations

Jackaline Baldwin Dunlap Technology Center T111 25 workstations

Charles and Romona Myers Center M151 25 workstations

Charles C. Myers Library L106 29 workstations

Library Academic Support Center (ASC) L218 10 workstations

Library Multimedia Center L212 9 workstations

All labs have network printers available. Hours are posted here:

<https://www.dbq.edu/CampusLife/FacilitiesandServices/OfficeofTechnology/OpenLabHours/>

Facilities/Room Reservations

Office of University Relations

Charles and Romona Myers Center

Phone: 563.589.3868

Lost and Found

Office of Student Life

Peters Commons

Phone: 563.589.3128

Media Services

Van Vliet Hall, Room 100

Phone: 563.589.3350

Media Services loans equipment to students for classes and school events.

Office of International Studies and Study Abroad

Heritage Center, Susan Magill Smith Suite

www.dbq.edu/CampusLife/OfficeofStudentLife/InternationalStudents

Phone: 563.589.3712

Office of Multicultural Student Engagement

Heritage Center, Susan Magill Smith Suite

<https://www.dbq.edu/CampusLife/OfficeofStudentLife/MulticulturalStudentEngagement/>

Phone: 563.589.3129

Office of Student Financial Planning

Charles and Romona Myers Center

<http://www.dbq.edu/admission/financialaid/>

Additionally, MSPAS students are encouraged to apply for other grants and scholarships offered by sources outside the University, such as the Physician Assistant Foundation, the National Health Service Corps Program, the Physician Assistants in Orthopedic Surgery, and the Iowa Physician Assistant Society. More information is available on funding sources through the American Academy of Physician Assistants' (AAPS) website.

Grants are also available for veterans at <http://www.dbq.edu/veterans/>.

Office of Technology

Van Vliet Hall, Room 114

Phone: 563.589.3737

Email: helpdesk@dbq.edu

Hours: 8:00 a.m. to 5:00 p.m. Monday through Friday.

Note: The Office of Technology monitors HelpDesk emails after hours and on weekends. Voice mail messages left after hours will not be addressed until the next working day.

If you experience widespread technology-related difficulty (network, internet, email, or phone) outside of normal working hours, the Office of Safety and Security may be contacted at 563.589.3333. They will contact the appropriate staff to resolve the problem.

Student Accounts/Check Cashing

Charles and Romona Myers Center

Phone: 563.589.3212

Hours: 8:00 a.m. to 5:00 p.m. from Monday through Thursday and 8:00 a.m. to 4:30 p.m. Friday

Food Service/Convenience Store

Barbara and Jack Smeltzer Dining Hall

Peters Commons

CyberCafé

Heritage Center

Mike and Betty's Ice Cream Shoppe

Heritage Center

Sparty's Convenience Store

Heritage Center

Sylvia's Common Ground

Charles C. Myers Library

Phone: 563.589.3274

Identification Cards

All students are required to carry a UD photo ID card. The dedicated PA classrooms/labs have key card entry controlled access; therefore, only PA students and faculty have access to their classrooms in Linda Chlapaty Hall. ID cards are needed to cash checks, check out books at the library, enter the CRWC, and receive free admission to the Stoltz Sports Center and home intercollegiate athletic events. Every student receives an ID card when he or she first registers for classes. If cards are lost or damaged, they can be replaced for a \$25.00 fee in the Office of Safety and Security. Students may make a cash deposit on their card and may do so in Office of Student Accounts located on third floor of the Charles and Romona Myers Center. This credit allows the student to make purchases in the Health Bar, the Barbara and Jack Smeltzer Dining Hall, the CyberCafé, the Babka Bookstores, and Sylvia's Common Ground. Any charges made against the credit balance are automatically deducted until the credit balance is depleted. For assistance, please call 563.589.3333.

Appendix B— Courses and Course Descriptions

Master of Science in Physician Assistant Studies

Courses and Course Descriptions

PA 611 – Anatomy (6 credits): PA 611 Anatomy is a clinically oriented course in which descriptive and surface anatomy are correlated with diagnostic imaging and physiology. The objective is to provide students with hands-on experience in the study of the structure and function of the human body. It will prepare the student for intensive study of the clinical presentation, pathophysiology, and recognition of various diseases and anomalies in the population.

Prerequisites: none. At the end of this course, the student will be able to:

- Define anatomic terms and relationships that are acquired through lectures, diagnostic imaging, cadaver dissection and discussions and use them appropriately in describing disease states relevant to the adult population.
- Describe the structural manifestations of diseases by discriminating abnormal from normal anatomic findings in order to assess disease states and manage patients.
- Combine anatomic pathology with previous learning in order to predict specific clinical manifestations as they affect the patient's well-being as a whole entity.
- Show appropriate ethical behavior in handling human remains and maintaining the confidentiality of the deceased.

PA 612 – Physiology I (4 credits): PA 612 Physiology I is an integrated primary core course, foundational to physician assistant instruction. It involves an intensive study of physiology relevant to the clinical presentation, pathophysiology, and recognition of various diseases and anomalies in the population. The course assumes and incorporates prior and current learning in the basic sciences, anatomy, ancillary diagnostics and medical terminology. Prerequisites: none. At the end of this course, the student will be able to:

- Explain the workings of structures learned in anatomy in regards to their functional interrelationships and contributions to other organ systems and overall health.
- Describe the etiology, pathogenesis, and functional manifestations of diseases that affect specific organ systems of the body in terms of deviations from normal function.
- Demonstrate skill in laboratory test selection and interpretation to make judicious and cost-effective use of the clinical laboratory to solve clinical problems.
- Combine physiology and pathophysiology with previous learning in order to predict specific clinical manifestations as they affect the patient's well-being as a whole entity.

PA 613 – Clinical Assessment I (4 credits): PA 613 Clinical Assessment I is the first of two courses designed to instruct students in comprehensive history taking and physical exam assessments, along with proper documentation of these components in the medical record. Students are introduced to the sequential process and skills involved in history taking and physical

examination techniques, while integrating concepts of effective communication and basic knowledge of human anatomy and physiology. The course emphasizes the “normal” physical exam assessment, while also introducing students to assessment techniques for the most common abnormal physical exam findings. Prerequisites: none. At the end of this course, the student will be able to:

- Outline the components of a full and focused medical history as they would be documented in a medical record.
- Classify each aspect of the OPQRSTA used in the history of present illness.
- Summarize examples of appropriate / skilled patient interviewing techniques.
- Discuss adaptive interview techniques that can be utilized to address challenging patient situations.
- Outline the components of a comprehensive and focused physical examination as they would be documented in a medical record.
- Explain the various exam techniques utilized to accurately assess each organ system included in the full physical examination.
- Conduct a full head to toe examination comprising selected organ systems.
- Differentiate normal from abnormal physical examination findings.
- Characterize the variety of examination techniques utilized to evaluate abnormal physical exam findings.
- Participate in an interdisciplinary team including, but not limited to, nurses, physical and speech therapists, podiatrist and physician to demonstrate knowledge and appreciation of patient-centered care teams.

PA 614 – Lab Interpretation (2 credits): PA 614 Lab Interpretation introduces the student to medical laboratory testing including test indications, specimen collection, test methods, costs, diagnostic ranges, and the implications of test results. The goal is to develop the foundation for later student competency in proper selection, ordering, and interpretation of laboratory tests as part of the Integration into Clinical Concepts I – III courses in subsequent terms. Prerequisites: None. At the end of this course, the student will be able to:

- Describe the characteristics of common laboratory tests, including their required specimens, costs, indications, methodology, and pitfalls.
- Formulate and execute a laboratory diagnostic workup for a patient presenting for evaluation.
- Evaluate laboratory results to determine appropriate next-level investigation or treatment plans as indicated.

PA 615 – Role of the PA I (1 credit): The Role of the PA in American Health Care provides a broad overview of the structure and function of the U.S. health care system and reviews important issues in health care delivery such as cost, access, quality, and health policy issues. This material

lays the groundwork for addressing the PA profession and its role in the medical care delivery system. Areas of the PA profession to be addressed include history, trends, education and accreditation, PA law and licensing, practice economics, specialization, primary care, public health, impact on access to medical care, quality of care, and professional issues. Professional ethics in health care will be discussed. At the end of the course, the student will be able to:

- Evaluate the role of the PA profession both past and present and its impact on the US health care system.
- Describe the standard PA educational goals, PA licensure, credentialing, and laws and regulations regarding professional practice.
- Describe how inter-professional teams best work as an approach to patient care.
- Describe the U.S. health care delivery system and its impact on health policy, access to care, health insurance, and health disparities.
- Discuss patient safety and quality improvement measures utilized in the prevention of medical errors and the role of risk management.
- Demonstrate one's understanding of the professional ethics of a PA in the practice of medicine.

PA 621 – Medical Microbiology & Infectious Disease (4 credits): The Medical Microbiology & Infectious Disease course builds upon undergraduate microbiology to integrate knowledge of pathogens with clinical syndromes, their presentation, course, and outcomes. It includes the study of epidemiology, modes of transmission, and preventive measures as related to infectious disease. By the end of this course, students will be able to identify organisms involved in clinical syndromes, their behavior, and the concepts involved in diagnosis and treatment in the human host. Prerequisites: All Fall-1 PA courses. By the end of this course, students will be able to:

- Identify common infectious diseases and the appropriate medical management of such infections.
- Describe the basic aspects of immunity, antigen processing, and autoimmunity.
- Apply knowledge about risk factors, modes of transmission, and epidemiology to diagnose infectious diseases of medical importance.
- Interpret the clinical features of infectious diseases; the results of laboratory or radiologic investigations; the medical implications, and identify and evaluate a differential diagnosis of the most likely causative microorganisms.
- Differentiate between non-threatening and life-threatening infectious diseases syndromes, including possible bioterrorism events.
- Apply the principles of infection control to choose appropriate measures that prevent and reduce nosocomial infections.

PA 622 – Physiology II (4 credits): PA 622 Physiology II is the continuation of PA 612 Physiology I, involving an intensive study of physiology relevant to the clinical presentation, pathophysiology, and recognition of various diseases and anomalies in the population. Physiology II concentrates

on the renal, gastrointestinal, and endocrine systems. Prerequisites: All term 1 PA courses. At the end of this course, the student will be able to:

- Explain the workings of structures learned in anatomy in regards to their functional interrelationships and contributions to other organ systems and overall health.
- Describe the etiology, pathogenesis, and functional manifestations of diseases that affect specific organ systems of the body in terms of deviations from normal function.
- Demonstrate skill in laboratory test selection and interpretation to make judicious and cost-effective use of the clinical laboratory to solve clinical problems.
- Combine physiology and pathophysiology with previous learning in order to predict specific clinical manifestations as they affect the patient's well-being as a whole entity.
- Describe how specific physiologic problems, possible treatments and the patient's chosen level of participation in their care can determine treatment outcome when practicing patient-centered care.

PA 623 – Pharmacology in Disease Pathology I (2 credits): PA 623 Pharmacology in Disease Pathology I for PA students is presented in the spring semester of the first year pre-clinical learning segment in conjunction with PA 624 Clinical Medicine I. These lectures are integrated with the appropriate organ or disease systems in which an appreciation of the pathophysiology is helpful for understanding the basis of use of a class of drugs in a particular disease. Examples are anticholinergic drugs in the Autonomic Nervous System section, antifungal agents in the Antimicrobial section, etc. Prerequisites: All term 1 PA courses. By the end of this course, students will be able to:

- Apply pharmacodynamic and pharmacokinetic principles that describe drug actions in humans.
- Compare and contrast the specific pharmacology of the major classes of drugs against each other.
- Identify important distinctions among members of each drug class in relation to the organ systems they affect and the diseases for which they are used therapeutically.
- Compare and contrast the risks and benefits of pharmacologic therapy for major classes of drugs.
- Recognize the role of molecular, genetic and pharmacogenomic principles in pharmacotherapeutics and drug development.
- Use medical literature to evaluate drugs in the context of evidence-based medical practice.

PA 624 – Clinical Medicine I (4 credits): PA 624 Clinical Medicine I for PA students is the first of a three-course sequence reviewing the epidemiology, pathophysiology, clinical manifestations, diagnosis and management of the most common diseases in humans. This first course in the series concentrates on dermatology, otolaryngology, ophthalmology, pediatrics, geriatrics and

women's health. Prerequisites: All term 1 PA courses. At the end of this course, students will be able to:

- Describe the most common diseases of each system discussed in terms of the following seven dimensions: epidemiology, pathophysiology, clinical manifestations, diagnostic studies, differential diagnosis, therapeutics, management, and prognosis.
- Synthesize data from the epidemiology, patient history, physical history, physical examination and diagnostic studies in order to make an appropriate list of diagnostic possibilities.
- Evaluate the diagnostic possibilities of a given patient case and prioritize the appropriate steps in management.

PA 625 – Clinical Assessment II (3 credits): PA 625 Clinical Assessment II is a continuation of PA 613 Clinical Assessment I, designed to instruct students in comprehensive history taking and physical exam assessments, along with proper documentation of these components in the medical record. The course emphasizes the “normal” physical exam assessment, while also introducing students to assessment techniques for the most common abnormal physical exam findings in the areas of the nervous and reproductive systems, women's health, geriatrics, and pediatrics. Prerequisites: All term 1 PA courses. At the end of this course, the student will be able to:

- Outline the components of a full and focused medical history as they would be documented in a medical record.
- Classify each aspect of “OPQRST” mnemonic used in the history of present illness.
- Summarize examples of appropriate / skilled patient interviewing techniques.
- Discuss adaptive interview techniques that can be utilized to address challenging patient situations.
- Outline the components of a comprehensive and focused physical examination as they would be documented in a medical record.
- Explain the various exam techniques utilized to accurately assess each organ system included in the full physical examination.
- Conduct a full head to toe examination.
- Differentiate normal from abnormal physical examination findings.
- Characterize the variety of examination techniques to evaluate abnormal physical exam findings.
- Participate in an interdisciplinary team, including, but not limited to, nurses, clergy and holistic practitioners, to develop knowledge and appreciation of spirituality in patient care.

PA 626 – Clinical Skills I (3 credits): This course is the first in a two-course series designed to provide students with an overview of the necessary skills and procedures needed for clinical

practice as a Physician Assistant. It allows students to develop the diagnostic and therapeutic skills required to provide proficient care throughout their future careers. This course includes both lecture and laboratory components. Lectures provide the foundation necessary for students to interpret various diagnostic studies, safely perform clinical procedures, and further enhance communication and physical examination skills. At the end of this course, the student will be able to interpret EKG & imaging studies, provide life support, perform minor invasive procedures using sterile technique, and inform and obtain consent from patients. Prerequisites: All first-semester PA courses. At the end of this course, the student will be able to:

- Interpret normal as well as abnormal findings on electrocardiograms (EKGs).
- Demonstrate the initial steps of resuscitation with Basic Life Support (BLS), ACLS, & PALS techniques..
- Analyze and interpret basic radiological studies.
- Perform common clinical procedures.
- Explain the indications and possible complications of various clinical procedures.
- Demonstrate how to obtain appropriate informed consent for various clinical procedures, and provide quality patient education for patients undergoing clinical procedures.

PA 627 – Integration into Clinical Concepts I (4 credits): PA 627 Integration into Clinical Concepts I is the first of a three-course sequence devoted to providing students the opportunity to translate knowledge gained in concurrent didactic curriculum courses to clinical problems and to clinical decision making. Prerequisites: All term 1 PA courses. At the end of this course, students will be able to:

- Elicit a complete and accurate patient history including past medical history, family history, and social history.
- Select and describe appropriate physical examination components based on a presenting history and knowledge of underlying anatomy.
- Synthesize and orally present a coherent description of the patient’s clinical condition based upon the information obtained.
- Create clear and accurate documentation of a full H&P and of an appropriately focused H&P.

PA 631 – Pharmacology in Disease Pathology II (2 credits): Pharmacology in Disease Pathology II for PA students is a co-requisite in the Summer Semester with PA 632 Clinical Medicine II. These lectures are integrated with the appropriate organ or disease system in which an appreciation of the pathophysiology is helpful for understanding the basis of use of a class of drugs in a particular disease. Prerequisites: All 1st and 2nd term PA courses. At the end of this course, students will be able to:

- Apply pharmacodynamic and pharmacokinetic principles that describe drug actions in humans.
- Compare and contrast the specific pharmacology of the major classes of drugs. Identify important distinctions among members of each drug class in relation to the organ systems they affect and the diseases for which they are used therapeutically.
- Compare and contrast the risks and benefits of pharmacologic therapy for major classes of drugs.
- Describe the role of molecular, genetic and pharmacogenomic principles in pharmacotherapeutics and drug development.
- Use medical literature to evaluate drugs in the context of evidence-based medical practice.

PA 632 – Clinical Medicine II (4 credits): Clinical Medicine II for PA students is the second of a three-course sequence reviewing the epidemiology, pathophysiology, clinical manifestations, diagnosis and management of the most common diseases in humans. This second course in the series concentrates on cardiovascular and respiratory diseases as well as neurology, rheumatology, and travel medicine. At the end of this course, students will be able to describe common illnesses and their treatments encountered in cardiology, pulmonology, rheumatology, neurology and travel medicine prior to actual clinical experience. Prerequisites: All 2nd term PA courses. At the end of this course, students will be able to:

- Describe the most common diseases of each system discussed in terms of the following seven dimensions: epidemiology, pathophysiology, clinical manifestations, diagnostic studies, differential diagnosis, therapeutics, management and prognosis.
- Synthesize data from the epidemiology, patient history, physical examination and diagnostic studies in order to make an appropriate list of diagnostic possibilities.
- Evaluate the diagnostic possibilities of a given patient case and prioritize the appropriate steps in management.
- Participate in an interdisciplinary team including, but not limited to, nurses, dieticians, hospice, PT/OT/speech, administration and physicians to demonstrate knowledge and appreciation of patient-centered care teams.

PA 633 – Integration into Clinical Concepts II (3 credits): PA 633 Integration into Clinical Concepts II is the second of a three-course sequence devoted to providing students the opportunity to translate knowledge gained in concurrent didactic curriculum courses to clinical problems and to clinical decision making. Prerequisites: All 1st and 2nd term PA courses. At the end of this course, students will be able to:

- Articulate the underlying anatomical, physiological, pathophysiological, microbiological and /or infectious disease concepts related to select clinical cases. Select and describe

appropriate physical examination components based on a presenting history and knowledge of underlying anatomy, physiology, and pathophysiology.

- Propose and justify appropriate additional studies and tests, where appropriate, to facilitate formulation of an appropriate differential diagnosis for select clinical cases.
- Synthesize historical and physical examination data to formulate an accurate assessment and appropriate differential diagnosis for select case-based scenarios.
- Orally present a coherent description of the patient's clinical condition based upon the clinical information obtained.
- Create clear and accurate documentation of appropriately focused H&P, assessment and plan.

PA 634 – Behavioral Health (3 credits): PA 634 Behavioral Health for PA students is a foundational course prior to a clinical rotation in psychiatry and involves study of normal and abnormal behavior and of strategies to prevent, treat, and rehabilitate patients with mental disorders. Students will develop the necessary skills to evaluate and manage psychiatric and behavioral health conditions commonly seen in primary care settings. At the end of this course, students will be able to:

- Explain how age, culture, ethnicity, class, gender, aging, chronic illness, death, and dying affect health-centered encounters.
- Define, assess, and properly record aspects of a general history and physical, which provide information relating to possible mental health problems.
- Create a differential diagnosis and select the most likely diagnosis of a given patient behavior and prioritize the appropriate steps to management.
- Describe ethical approaches toward helping and treating culturally diverse patients appropriate to their lifestyles and needs.
- Discuss the various mental health provider types and their roles in meeting the needs of patients with a variety of mental health concerns.

PA 640 – Role of the PA II (1 credit): Role of the PA is part of a 2-course series that provides students with foundational information on the PA role and profession as students prepare for transition into the clinical phase. This will be valuable throughout the program and prepare students to function in their new role as physician assistants (B1.03, B1.04). In addition to further development of professional behavior and opportunities to understand the health care system and the various roles PAs play, Part Two of the course will focus on the transition from classroom to clinical practice with instruction on licensing, credentialing, documentation, coding, and reimbursement. Students will be exposed to a variety of health care professions and gain first-hand knowledge in effective interprofessional collaboration for team-based care, which will assist them in working with a wide range of patients across the life span. By the end of this course, students will be able to:

- Evaluate the role of the PA profession both past and present and its impact on the US health care system.
- Explain PA licensing, certification, and credentialing for a new graduate.
- Explain how inter-professional teams best work as an approach to patient care.
- Evaluate the U.S. health care delivery system and its impact on health policy, access to care, health insurance, and health disparities.
- Explain the role of the PA in public health, primary care, specialty care, and preventive medicine.
- Demonstrate one's understanding of the professional ethics of a PA in the practice of medicine.
- Apply basic EM coding of sample office visits recognizing the importance of proper documentation of patient care in the EMR for billing and reimbursement.

PA 641 – Clinical Medicine III (4 credits): PA 641 Clinical Medicine III for PA students is the third of a three-course sequence reviewing the epidemiology, pathophysiology, clinical manifestations, diagnosis and management of the most common diseases in humans. This third course in the series concentrates on infectious disease, gastrointestinal and genitourinary systems, renal disease, orthopedics, hematology and oncology, endocrine disorders and emergency medicine. Prerequisites: All 3rd term PA courses. At the end of this course, students will be able to:

- Describe the most common diseases of each system discussed in terms of the following seven dimensions: epidemiology, pathophysiology, clinical manifestations, diagnostic studies, differential diagnosis, therapeutics, management, and prognosis.
- Synthesize data from the epidemiology, patient history, physical examination and diagnostic studies in order to make an appropriate list of diagnostic possibilities.
- Evaluate the diagnostic possibilities of a given patient case and prioritize the appropriate steps in management.

PA 642 – Role of the PA in American Health Care (2 credits – *retiring Fall 2020*) - The Role of the PA in American Health Care provides a broad overview of the structure and function of the U.S. health care system and reviews important issues in health care delivery such as cost, access, quality, and health policy issues. This material lays the groundwork for addressing the PA profession and its role in the medical care delivery system. Areas of the PA profession to be addressed include history, trends, education and accreditation, PA law and licensing, practice economics, specialization, primary care, public health, impact on access to medical care, quality of care, and professional issues. Professional ethics in health care will be discussed, and documentation and medical coding will be introduced as well. At the end of the course, the student will be able to outline how and why PAs function within health care teams in their new role as physician assistants. By the end of this course, students will be able to:

- Evaluate the role of the PA profession both past and present, its impact on the US health care system, and current trends in the profession with implications for the future.
- Describe the PA educational model, including accreditation guidelines & requirements.
- Define inter-professional teams and analyze their effect on patient care.
- Explain the legal basis for PA practice and differentiate between PA law and regulation, including national certification and institutional credentialing.
- Discuss the role of the PA in public health, primary care, specialty care, and preventive medicine.
- Explain issues of medical ethics applied to the PA role/profession and demonstrate professional behavior.
- Examine access to care in diverse patient populations.

PA 643 – Clinical Skills II (3 credits): This course is the second in a two-course series designed to provide students with an overview of skills and procedures needed for clinical practice as a PA. It allows students to develop the diagnostic and therapeutic skills required to provide proficient care throughout their future careers. This course includes both lecture and laboratory components. Lectures provide the foundation necessary for students to interpret various diagnostic studies, safely perform clinical procedures, and further enhance communication and physical examination skills. At the end of this course, students will be able to interpret imaging studies, perform minor invasive procedures using sterile technique, and inform and obtain consent from patients. Prerequisites: All third term PA courses. At the end of this course, students will be able to:

- Identify abnormalities found on radiological studies...
- Perform common clinical procedures in addition to those learned in PA626 Clinical Skills I.
- Explain the foundations of various clinical procedures as well as their indications, possible complications, and relevant patient education.

PA 644 – Evidence Based Medicine (2 credits): This course explores advanced application of research, statistical, and evidence-based medicine concepts with emphasis on studies assessing therapeutic interventions. The goal of the course is to equip students to examine clinical issues in health care and develop skills to apply information from research to inform clinical decision making. Prerequisites: All third term PA courses. At the end of the course, students will be able to:

- Define Evidence-Based Medicine (EBM) and identify the key steps in the practice of EBM.
- Formulate answerable clinical questions (PICO questions) representative of clinical problems encountered in medical practice.
- Design and effectively conduct search strategies to obtain the best available evidence to address clinical questions.
- Apply knowledge of study design and statistical methods to critically appraise scientific biomedical literature.

- Evaluate the clinical relevance and applicability of scientific evidence.
- Identify strategies for the integration of best available evidence in the treatment of patients.
- Further advance critical and analytical thinking skills.

PA 645 – Integration into Clinical Concepts III (4 credits): PA 645 Integration into Clinical Concepts III is the third of a three-course sequence devoted to providing students the opportunity to translate knowledge gained in concurrent didactic curriculum courses to clinical problems and to clinical decision making. Prerequisites: All 3rd term PA courses. At the end of this course, students will be able to:

- Articulate the underlying anatomical, physiological, pathophysiological, microbiological and /or infectious disease concepts related to select clinical cases.
- Propose and justify appropriate additional studies and tests to facilitate formulation of a reasonable differential diagnosis for select clinical cases.
- Synthesize historical and physical examination data to formulate an accurate assessment and appropriate differential diagnosis for select case-based scenarios.
- Develop an appropriate plan of care including pharmacological management and patient education for select clinical cases.
- Orally present a coherent description of the patient’s clinical condition, physical exam findings, results of further evaluations, assessment and plan of care based upon the information obtained.
- Create clear and accurate documentation of an appropriately focused patient history, physical examination, assessment, and plan, and where appropriate, hospital admission orders, and/or medication prescriptions.

PA 646 – Pharmacology in Disease Pathology III (2 credits): Pharmacology in Disease Pathology III for PA students is a co-requisite in the Summer Semester with PA 632 Clinical Medicine III. These lectures are integrated with the appropriate organ or disease system in which an appreciation of the pathophysiology is helpful for understanding the basis of use of a class of drugs in a particular disease. Prerequisites: All 3rd term courses.. At the end of this course, students will be able to:

- Apply pharmacodynamic and pharmacokinetic principles that describe drug actions in humans.
- Compare and contrast the specific pharmacology of the major classes of drugs. Identify important distinctions among members of each drug class in relation to the organ systems they affect and the diseases for which they are used therapeutically.
- Compare and contrast the risks and benefits of pharmacologic therapy for major classes of drugs.

- Describe the role of molecular, genetic and pharmacogenomic principles in pharmacotherapeutics and drug development.
- Use medical literature to evaluate drugs in the context of evidence-based medical practice.

PA 649 – Didactic Summative Exam (1 credit): PA 649 Didactic Summative Exam completes the study of material taught during the previous 15 months, comprised of four terms of didactic courses. The goal is for students to review all didactic content prior to entering their final Didactic Phase examinations. Prerequisites: All fourth term PA courses. At the end of this course, the student will be able to:

- Demonstrate knowledge of both basic science and clinical medical content as measured by the Didactic Summative Written Exam.
- Demonstrate proficiency in assessment and interventional skills as measured by a set of Didactic Summative OSCEs.

PA 650 through PA 660 courses are found in the clinical phase of the MSPAS program, and are each four-week supervised clinical practice experiences. Please reference each course syllabi for specific learning outcomes.

PA 650 – Emergency Medicine Clinical Rotation (4 credits): This four week supervised clinical practice experience provides an in-depth exposure to the illnesses and injuries prevalent in emergency care. These educational experiences are intended to emphasize interview and examination skills and the performance of techniques and procedures essential to the proper management of emergent illnesses and injuries. At the end of this course, the student will be able to perform appropriate evaluation and treatment of common conditions seen in emergency medicine. Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic program.

PA 651 – Family Medicine Clinical Rotation (4 credits): This four week supervised clinical practice experience introduces the student to the family medicine setting where emphasis is placed on common diseases treated by the primary care practitioner in conjunction with other members of the health care team. At the end of this course, the student will be able to obtain detailed histories, perform complete and problem-focused physical exams, diagnose, treat, and develop a management plan for common diseases seen in family medicine. Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic program.

PA 652 – Internal Medicine Clinical Rotation (4 credits): This four week clinical course focuses on the practice of internal medicine. During this rotation the physician assistant student is exposed to the common medical problems encountered during in-patient/out-patient medical care. Emphasis is placed on the history and physical examination and the process required for

appropriate evaluation and management of patients. At the end of this course, the student will be able to manage common diseases encountered in the field of internal medicine.

Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic phase.

PA 653 – Medical Specialties Clinical Rotation (4 credits): This four week clinical course focuses on a general or subspecialty rotation in the practice of internal medicine. During this rotation the physician assistant student is exposed to the common medical problems encountered during in-patient/out-patient medical care. Emphasis is placed on the history and physical examination and the process required for appropriate evaluation and management of patients. At the end of this course, the student will be able to manage common diseases encountered in the field of internal medicine and/or a subspecialty. Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic phase.

PA 654 – Women’s Health Clinical Rotation (4 credits): During this four week clinical rotation the student will participate in the care of gynecological and obstetrical patients. Students participate in providing basic health care for the female patient and are introduced to common gynecologic and obstetric conditions. At the end of this course, the student will be able to manage common concerns encountered in women’s health. Prerequisites: Successful completion of the University of Dubuque, 15-month PA didactic program.

PA 655 – Pediatrics Clinical Rotation (4 credits): This four week clinical course in the pediatric care setting introduces students to childhood illnesses and variations in growth and development. Students perform histories and physical examinations pertinent to the disease and developmental stage and provide education to the patient and caregiver(s). At the end of this course, the student will be able to monitor growth and development and manage common diseases encountered in the field of pediatrics. Prerequisites: Successful completion of the University of Dubuque, 15-month PA didactic program.

PA 656 – Psychiatry/Behavioral Health Clinical Rotation (4 credits): This four week clinical course in a psychiatry or psychology setting allows students to gain knowledge and experience evaluating and treating patients with the use of therapy and/or psychotropic medications. At the end of this course, the student will be able to manage common psychiatric disorders and appropriately refer patients to specialists in the field of psychiatry/behavioral health. Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic phase.

PA 657 – Surgery Clinical Rotation (4 credits): This four week clinical course introduces the student to a variety of clinical problems routinely seen with surgical patients. Emphasis is placed on preoperative, intraoperative and postoperative management of the patient. In the operating room the student will practice aseptic technique and operating room principles. At the end of this course, the student will be able to manage minor surgical problems, assist in surgery and properly prepare and refer patients for surgery. Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic phase.

PA 658 – Rural Medicine Clinical Rotation (4 credits): This four week supervised clinical practice experience introduces the student to practicing medicine in a rural setting where access to large healthcare facilities is limited by distance. At the end of this course, the student will be able to take detailed histories, perform complete and problem-focused exams, diagnose, treat, and generally manage common diseases seen by rural practitioners. Prerequisites: Successful completion of the University of Dubuque, 15-month PA didactic program.

PA 659 – Elective I Clinical Rotation (4 credits): This four week elective clinical course provides additional clinical exposure and knowledge in an area of primary care or specialty medicine such as radiology, orthopedics, dermatology, etc. At the end of this course, the student will be able to perform a subset of skills typical of the field. Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic phase.

PA 660 – Elective II Clinical Rotation (4 credits): This four week elective clinical course provides additional clinical exposure and knowledge in an area of primary care or specialty medicine such as radiology, orthopedics, dermatology, etc. At the end of this course, the student will be able to perform a subset of skills typical of the field. Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic phase.

PA 662 – Professional Competency Course (1 credit): The PA 662 Professional Competency Course concentrates on the essential skills and procedures necessary for a PA student to demonstrate competency in prior to graduation. The Review Course consists of knowledge areas and skills listed in the NCCPA Content Blueprint that have been identified as important to physician assistant practice through an intensive practice analysis. Formative assessment occurs throughout the clinical phase and culminates with summative assessment of student knowledge and skills in the form of program summative examinations and OSCEs. At the end of this course, students will be able demonstrate achievement of Program Learning Outcomes. Prerequisites: Completion of didactic phase. At the end of this course, students will be able to:

- Demonstrate knowledge of and skills in each of the major task areas listed in the NCCPA blueprint.
- Demonstrate knowledge of each of the major disease content areas listed in the NCCPA blueprint.
- Identify areas of weakness that require additional study through the pre and post examination process.
- Demonstrate competency of program identified core skills and procedures.
- Demonstrate achievement of the program learning outcomes as it relates to preventive, emergent, acute and chronic care across the life span including women's health, surgical management, and behavioral and mental health conditions.

PA 663 – Capstone Project (2 credits): PA 663 Capstone Project is designed to enable PA students to investigate an approved case-related medical question, interpret research, write scholarly papers in clinical medicine, present findings, and participate in continuing medical education that enhances the professional development of the student. At the end of the course, the student will be able to:

- Demonstrate expertise in the assessment of literature at the forefront of medicine through the investigation of a case-based medical query.
- Demonstrate achievement of the knowledge, skills, and behaviors characteristic of an evidence-based healthcare professional.
- Translate evidence into practice and disseminate findings through a novel paper and oral presentation.

Section VII: Forms



Form A – Statement of Health

This form must be completed prior to enrollment into the PA program AND on an annual basis.

Healthcare Provider (*Physician, Physician Assistant or Advanced Practice Nurse*):

I have examined: Last _____ First _____ MI _____

DOB ____/____/_____, and find her/him to be free of communicable disease and, in concordance with the terms below, can perform the essential functions of a physician assistant as outlined in the *Technical Standards on page 2*.

- ___ General good health - No restrictions or concerns
- ___ Fair health - Attach description(s) of concerns and/or restrictions
- ___ Poor health - Attach description(s) of concerns and/or restrictions

Suggested Physical Exam Components:

• Height, weight, vitals	• Cardiac	• Neurological	• Skin/Integument
• HEENT	• Gastrointestinal	• Brain Health	
• Respiratory	• Immunological	• Musculoskeletal	

Signed: _____ Title: _____ Print Name: _____		

Facility: _____		Address: _____

City: _____	State: _____	Zip: _____

Phone: (____) _____		Date: _____

STUDENT: Please upload the completed form to your *Tracker* within *Certified Profile*. *Clinical Phase students, please upload into Typhon.*

Required Technical Standards

MSPAS students must be fully able to perform the essential functions in each of the following categories:

Observation:

1. Observe demonstrations and visual presentations in lectures and laboratories.
2. Observe patients accurately and completely both at a distance and closely.
3. This standard requires functional vision, hearing, and somatic sensation.

Communication:

1. Perceive verbal and nonverbal communication, speak intelligibly, and observe patients in order to elicit information.
2. Elicit and transmit patient information in oral and written English to members of the healthcare team.
3. Communicate effectively and sensitively with patients.
4. Possess demonstrated reading skills at a level sufficient to accomplish curricular requirements and provide clinical care for patients.
5. Be capable of completing appropriate medical records and documents in the written and electronic form in a thorough and timely manner.

Sensory and Motor Coordination and Function:

1. Possess motor skills sufficient to directly perform palpation, percussion, auscultation, and other basic diagnostic procedures.
2. Be able to execute motor movements required to provide basic medical care. Examples of basic medical care include but are not limited to: airway management, placement of catheters, suturing, phlebotomy, application of sufficient pressure to control bleeding, simple obstetrical maneuvers, etc. (Such actions require coordination of gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision).
3. Be able to manipulate equipment and instruments to perform basic laboratory tests and procedures.
4. Be able to transport themselves from one location to another in a timely fashion in order to facilitate patient care responsibilities and necessary to receive educational training.

Intellectual-Conceptual, Integrative and Quantitative Abilities: Problem solving is the critical skill demanded of Physician Assistants. This requires that students have the ability to measure, calculate, reason, analyze, and synthesize.

1. Be able to incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans.
2. Be able to independently access and interpret medical histories or files.
3. Identify significant findings from history, physical examination, and laboratory data.
4. Provide a reasoned explanation for likely diagnoses and prescribed medications and therapy.
5. Recall and retain information in an efficient and timely manner.

Behavioral and Social Attributes:

1. Possess the ability to use their intellectual capacity, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis under potentially stressful and/or emergency circumstances.
2. Be able to accept criticism and respond by appropriate modification of behavior.
3. Be able to develop mature, sensitive, and effective relationships with patients and colleagues.
4. Have a high level of compassion for others with sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds, and all belief systems.
5. Be able to adapt to changing environments and to learn in the face of uncertainties inherent in the practice of medicine.
6. Be able to use supervision appropriately and act independently, when indicated.



**Form B – Campus Exposure Student/Faculty Incident
Report Form**

(To be completed by the student and faculty member)

STUDENT NAME: _____

DATE: _____

INCIDENT: _____

Student Referred for Medical Services: YES NO (PLEASE CIRCLE)

IF NOT REFERRED, PLEASE EXPLAIN WHY: _____

Faculty/Staff Signature: _____ Date: _____

Student Signature: _____ Date: _____

Program Director's Signature: _____ Date: _____



Form C - Evaluation of Student Exposure Report Form
(to be completed by medical provider evaluating exposure)

STUDENT NAME: _____

DATE: _____

INCIDENT: _____

Student notified of source lab results? Yes No (Please circle)

Student notified of personal lab results? Yes No (Please circle)

Further follow-up indicated? Yes No (Please circle)

Student notified about need for further follow-up? Yes No (Please circle)

SIGNATURE OF MEDICAL PROVIDER: _____

Return original form to:

Program Director
PA Program – University of Dubuque
2000 University Ave
Dubuque, IA 52001
Ph. (563)589-3662
Fax (563)589-3650



Form D - Student Injury Report Form

(This form is not applicable for needle stick or body fluids exposures.)

In the event of an accident/injury occurring on campus or at a clinical rotation site, the following form needs to be completed and submitted to the MSPAS Program (fax: 563-589-3650) within 24 hours of the incident. Please notify the Program Director and/or Clinical Education Director (*clinical phase students*) as soon as possible following the incident.

Student name _____

Date of injury _____

Where injury occurred _____

Time of injury _____

Please describe in full detail how the accident occurred (use additional sheet if needed)

Did you receive medical evaluation and/or treatment? Yes No

Was the Program notified? Yes No

By email, phone call, other? (circle one)

Date and time MSPAS Program was notified: _____

Did you miss time from class/clinical rotation? Yes No

If yes, how many days? _____

NOTE: If your absence from a clinical rotation will exceed 2 days, you will need a note from the medical provider who examined you in a clinic or hospital and the date you can resume clinical activities. You may not return to clinical rotations until this note has been processed by the MSPAS program.

Student Signature

Date



Form E – Student Exposure Incident Form – Clinical Phase

Master of Science in Physician Assistant Studies

Dear Healthcare Professional:

One of our MSPAS students may have been exposed to bloodborne pathogens during their clinical rotation. This individual had direct contact with potentially infected blood or other potentially infectious materials.

In accordance with the requirements of OSHA's Bloodborne Pathogen Standard, the exposed student must immediately have made available to them a confidential medical evaluation and follow-up which must include at least the following elements:

- a. Documentation of the route(s) of exposure, and the circumstances under which the exposure incident occurred;
- b. Identification and documentation of the source individual, unless the clinical education site can establish that identification is infeasible or prohibited by state or local law;
 1. The source individual's blood shall be tested as soon as feasible and after consent is obtained in order to determine HBV, HCV and HIV infectivity. If consent is not obtained, the clinical education site shall establish that legally required consent cannot be obtained. When law does not require the source individual's consent, the source individual's blood, if available, shall be tested and the results documented.
 2. When the source individual is already known to be infected with HBV, HCV, or HIV, testing for the source individual's HBV or HIV status need not be repeated.
 3. Results of the source individual's testing shall be made available to the exposed student, and the student shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.
- c. Collection and testing of blood for HBV, HCV, and HIV serological status;
 1. The exposed student's blood shall be collected as soon as feasible and tested after consent is obtained.
- d. Post-exposure prophylaxis, when medically indicated, as recommended by the U.S. Public Health Service
- e. Counseling
- f. Evaluation of reported illnesses

In accordance with the requirements of OSHA's Bloodborne Pathogen Standard, you are being provided with the following information:

- a. A copy of the Bloodborne Pathogen Standard https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=standards&p_id=10051 Please pay special attention to sections 1910.1030 (f)(3 to 5) of the Bloodborne Pathogen Standard if you are not familiar with this regulation; the indicated sections deal specifically with post-exposure evaluation and follow-up, information provided to the healthcare professional, and the healthcare professional's written opinion;
- b. A description of the exposed student's duties as they relate to the exposure incident;
- c. Documentation of the route(s) of exposure and circumstances under which exposure occurred;
- d. Results of the source individual's blood testing, if available; and
- e. Copies of all medical records relevant to the appropriate treatment of the student, including hepatitis B virus vaccination status, which are the University's responsibility to maintain.

Please review the provided information and complete the post-exposure evaluation form. Return the original copy of the completed form to the MSPAS Program Director and give a copy to the patient within 15 days of the completion of the evaluation.

The healthcare professional's written opinion for post-exposure evaluation and follow-up (copies attached) must be limited to the following information:

- a. That the student has been informed of the results of the evaluation; and
- b. That the student has been told about any medical conditions resulting from exposure to blood or other potentially infectious materials which require further evaluation or treatment.

All other findings or diagnoses must remain confidential and shall **NOT** be included in the written report. If medical follow-up is indicated, please complete the medical follow-up form for each follow-up visit and return it to the address indicated.

Signature of Medical Provider: _____

Signature of Clinical Preceptor: _____

Signature of Program Director: _____

Name of Affected Student: _____

Signature of Student: _____

Date: _____



Form F — Absence Report Form

Master of Science in Physician Assistant Studies

In the event of *any* anticipated absence during the *pre-clinical phase* or to request a *leave of absence any time during the program*, the student must complete this Absence Report Form and submit it to the Program Director a minimum of seven (7) days in advance of the anticipated absence. For unplanned absences, following required notification to the course director(s) via email, this form should be completed and submitted to the MSPAS office as soon as possible. Documentation supporting the unplanned absence should be provided when applicable.

Student Name (PRINT): _____

Anticipated date(s) off: _____

Class(es)/Shifts missed: _____

Reason for Absence: (state general reason without detail about illness, condition, personal issue)

Student Signature: _____ Date Submitted: _____

Program Use Only

Request:

Approved: _____ Not Approved: _____

Course Director Signature(s): _____ Date: _____

Program Director Signature: _____ Date: _____

Comments: _____



Form G — Withdrawal Form

Master of Science in Physician Assistant Studies

Withdrawal Form

In the event that a student needs to withdraw from the program, this form is intended to be the official memorandum of understanding between the student and the program as to the permanence of the withdrawal.

Student Name (PRINT): _____

Start Date of Withdrawal: _____

Reason for Withdrawal:

Student Signature: _____

Date Submitted: _____

Program Use Only (submit to registrar once completed)

Date: _____

Advisor Signature: _____

Program Director Signature: _____

Comments: _____



Form H — Informed Consent/Release Form*

Master of Science in Physician Assistant Studies

*The University of Dubuque may amend this policy from time to time without notice to PA students.

I, _____, acknowledge I have read the University of Dubuque Substance Abuse and Drug Testing Policy for the Physician Assistant Program in its entirety, have been given the chance to ask questions about it, and fully understand its provisions.

I understand that the use of marijuana, opiates, phencyclidine (PCP), barbiturates, benzodiazepines, cocaine, methadone, methamphetamine, methaqualone, propoxyphene, tricyclics, MDMA/ecstasy, and amphetamines as described in the Substance Abuse Policy and Urine Drug Screen Policy is a violation of University of Dubuque Physician Assistant rules for all students.

I hereby consent to have samples of my urine collected for mandatory random testing or when informed by the University of Dubuque Physician Assistant Program Director that he/she has determined directly or through UD faculty or staff that there is a sufficient basis for reasonable suspicion that I have used or that I am under the influence of prohibited drugs. I understand that my urine samples may be submitted for testing prohibited substances and that this analysis will be conducted by qualified laboratory personnel. The purpose of this analysis will be to determine the presence or absence of prescribed substances in my urine.

I authorize the individual or organization designated by the University of Dubuque, as well as appropriate University of Dubuque personnel, to collect urine samples, determine test results and to make a confidential release of the results to the Medical Director appointed by the Physician Assistant Program, to other University of Dubuque personnel for the purpose of administering the policy, and to any individual, entity or agency to who or which disclosure is required by Federal, state, or local law.

I understand that I must sign the Informed Consent/Release Form to participate in the Physician Assistant Program at the University of Dubuque.

I understand and agree that the results of my drug tests will only be disclosed on an as needed basis in accordance with the University of Dubuque policy or as authorized in this form.

I hereby release the University of Dubuque and its Board of Trustees, officers, employees and agents from all liability and legal responsibility for any action related to the implementation of the Substance Abuse or Drug Testing policies for the Physician Assistant Program, or the release of information and records in accordance with the terms of the Substance Abuse and Drug Testing policies for the Physician Assistant Program and as authorized on this form.

Last Name: _____ First Name: _____ MI: ____ Date of Birth: _____
Signature of Physician Assistant Student: _____ Date: _____



Form I — Authorization to Release Information

Master of Science in Physician Assistant Studies

University of Dubuque

Master of Science in Physician Assistant Studies

Authorization to Release Information

Student name: _____ Date: _____

Date of Birth: _____

Students in the Master of Science in Physician Assistant Studies (MSPAS) Program participate in direct patient care, observation, and clinical rotations which are part of the requisite coursework for the MSPAS degree offered by University of Dubuque (UD). To enable UD and the clinical sites to determine a student's eligibility to participate in these experiences, certain medical, criminal background checks, and drug screen information pertaining to that student are required by UD and the clinical sites.

UD is authorized to release to the MSPAS Program and its affiliates results of criminal background checks, results of drug screens, immunization records, current Tuberculosis screening results, current certifications, statement of health, letter of standing, date of birth, and the last four digits of your social security number to be used to satisfy the information requirements of clinical sites at which the student will participate in educational activities.

I hereby release UD and its officers, trustees, and employees from any and all liabilities, responsibilities, damages, and claims which might arise from the release of information authorized above. I understand that I may withdraw this consent for release of information at any time prior to the expiration date, except to the extent that action has been taken in reliance hereon. I understand that withdrawal of this consent may affect my ability to complete required coursework and my ability to graduate from the MSPAS Program.

I acknowledge it is my responsibility to keep a copy of this signed form and all aforementioned records eligible for release for my own records. I acknowledge I have fully read and understand this release. I further acknowledge that all of my questions have been answered prior to the signing of this release.

Student Signature

Date



Form J — Document of Concern

Master of Science in Physician Assistant Studies

STUDENT: _____ ADVISOR: _____

COURSE (if applicable): _____ DATE: _____

This information is provided to inform you that you are not meeting program expectations, and to help you develop an improvement plan so that you can successfully complete this course/clinical rotation. Some of the violations listed below are serious enough to warrant sanctions up to and including dismissal from the MSPAS Program. Please reference the handbook sections on Technical Standards and Physician Assistant Competencies for definitions.

NOT MEETING PROGRAM EXPECTATIONS	
Technical Standards _____ Observation _____ Communication _____ Motor _____ Intellectual _____ Behavioral/Social	PA Competencies _____ Medical Knowledge _____ Interpersonal & Communication Skills _____ Patient Care _____ Professionalism _____ Practice-based Learning & Improvement _____ Systems-based Practice

Description of Event (completed by program faculty/staff):

Program Director Notified

Action Plan:

Warning

Reexamination

Assignment

Referral to SEC

Student Plan for Improvement (completed by student; approved by advisor/course director):

*I *AGREE* with this Document of Concern and/or the decision of the Program Director

*I *DISAGREE* with this Document of Concern and/or the decision of the Program Director

Student

Date

Faculty/Course Director

Date

Advisor

Date

Program Director

Date

File

Section VIII: Addendum

UD MSPAS Test Question Policy Statement

For the purposes of the UD MSPAS Program, poorly performing multiple choice test questions may be identified using item analysis/statistics. While item statistics may identify potentially problematic questions, statistics are not necessarily sufficient to consider questions poorly performing.

Once poorly performing questions have been identified using means as described below, the Course Director should determine the reason for the poor performance. The Course Director(s), working with the Academic Director if necessary, can then decide if credit should be given for more than one answer, a different answer than was initially designated for the question(s), or the question removed.

Based on question statistics alone, the following results indicate the need for question review by the Course Director. For a particular question:

1. The item should be scrutinized closely for content and/or construct validity, incorrectly keyed answer choices, questions with more than one correct answer and lectures should be reviewed to ensure content was adequately instructed if:
 - a. The facility index is < 0.5 on a multiple-choice question (MCQ)
 - b. The facility index is < 0.7 and the discrimination index is < 0.2 on an MCQ
 - c. A student submits a complaint regarding the question using one of the underlined criteria that follow.
2. Further review is at the discretion of the Course Director if the facility index is 0.5-0.7 and the discrimination index is 0.2-0.3
3. Further review is not necessary if the discrimination index is > 0.3 .

RESOLVING "POORLY PERFORMING" MULTIPLE CHOICE QUESTIONS

Once poorly performing questions have been identified using means as described above, the Course Director, working with instructional faculty as needed, should determine the reason for the poor performance and follow the actions as described below:

Inconsistently Taught:

The information for the question was inconsistently taught (i.e., the reading materials or other assigned materials did not match the lecture or multiple lecturers taught on the subject and the information presented was not consistent).

- Action: Give credit to all correct answers OR remove the question.

No Single Best Correct Answer:

There is no clear "best choice" option.

- Action: Remove the question.

Multiple Correct answers:

There are multiple correct options that could be considered “best choice.”

- Action: Give credit to all correct answers.

Was not Taught or Covered in Individual Learning Assignments:

The material was not taught or covered in supplemental or required text reading assignments.

- Action: Remove the question.

Mendacity:

The material was not to be included on the test but was (e.g., a lecturer says that specific information will not be on the test, and it is on the test).

- Action: Remove the question.

To provide consistency between student appeals and this policy, students must base their appeals for poor performing exam questions on one of the criteria listed above, and provide evidence to support the criterion.

Exam Item Feedback

It is the policy of the PA program to assess the quality and effectiveness of policies. During the 2020 Annual Retreat, the faculty reviewed student and faculty feedback to revise the policy as stated below.

- (1) The course director, following the exam, will complete a test item review (within 7 business days) and address any poorly performing items as described above.
- (2) Following the test item review, grades will be released within Moodle.
- (3) For major exams (excluding cumulative finals and summative exams), following release of grades, students may attend a scheduled exam review. The test review is optional for students who passed the test and mandatory for those students who failed the exam (or who are on academic probation status). Students will have their individual exams opened for 15 minutes in Moodle with their answers available for review. *Students are prohibited from taking screen shots or having their phones available during review.* Students **may not** take notes during the review. If the exam review on Moodle is proctored by a staff member, the course director will offer a review the following week to address specific questions, explain commonly missed questions/themes, and/or emphasize important concepts.
- (4) Exam reviews on Moodle will be held Friday afternoons as scheduled on the Outlook calendar.
- (5) The review session is an opportunity to review the exam for learning purposes. As test item analysis has been completed and grades have been posted at the time of the review, these sessions are not to be used for challenging questions or points. If students are unable to follow this policy, review sessions will no longer be offered.

Approved 8/11/2020