PHYSICIAN ASSISTANT STUDIES STUDENT HANDBOOK

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Welcome

Welcome to Samford University, the School of Health Professions and the Department of Physician Assistant Studies. Our department is committed to providing you with a quality educational experience thus preparing you for clinical practice. Graduates will be well-trained physician assistants and taught the necessary skills and medical knowledge to be successful both personally and professionally. We are honored to have you at Samford University.

Paul Harrelson PA-C
Program Director

Disclaimer for Students

Students are expected to know regulations and policies that are published from time to time in the catalog and student handbook. Keeping abreast of the school calendar, critical deadlines and all university mail received in one’s university mailbox and/or electronic mail is also the student’s responsibility. Samford University reserves the right to change the policies, procedures, rules, regulations and information in this handbook at any time. Changes become effective at the time the proper authorities so determine and the changes apply to both prospective students and those already enrolled. This handbook is a general information publication only, and it is not intended to, nor does it contain all regulations relating to students. This student handbook is not a contract and may not be deemed or construed as part of any contract between Samford University and any student or student representative. Samford University is an equal opportunity institution that complies with applicable law prohibiting discrimination in its educational and employment policies and does not unlawfully discriminate on the basis of race, color, national origin, sex, age, disability, genetic information, or veteran status in admission or access to, or treatment or employment in, its programs or services. Inquiries concerning Samford’s nondiscrimination policy or applicable civil rights laws may be directed to the Vice President for Business and Financial Affairs, Samford Hall Room 200, Birmingham, AL 35229, (205) 726-2811.

The Samford University Physician Assistant Studies program policies apply to all students, and if applicable principal faculty and the program director regardless of location.

General Information

Introduction to Samford University

Samford University was chartered in 1841 as Howard College in Marion, Alabama, about 80 miles southwest of Birmingham. Located in Birmingham since 1887, the school is Alabama’s largest private university and the state’s only private doctoral/research university as classified by the Carnegie Commission on Higher Education.
Today, the institution includes the School of the Arts, Howard College of Arts and Sciences, Brock School of Business, Beeson School of Divinity, Orlean Bullard Beeson School of Education, Cumberland School of Law, and the College of Health Sciences with Ida V. Moffett School of Nursing, McWhorter School of Pharmacy, the School of Public Health and the School of Health Professions. Samford is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate’s, bachelor’s, master’s, educational specialist’s and doctor’s degrees. It holds accreditation by numerous special accrediting groups. Samford University has a close relationship to the Alabama Baptist State Convention, which has been generous in its financial support. Every student enrolled at Samford—undergraduate and graduate, full- or part-time—benefits from the Christian charity and generosity of Alabama Baptists.

Samford Vision, Mission and Core Values

Vision of Samford University
Anchored in Christian understanding, Samford University will be a diverse community, stressing vigorous learning and personal faith, in the Baptist tradition. Within that commonality, the Community will be innovative in teaching, learning and research; sensitive to global issues; aggressive in self-assessment and continuous improvement. Faithful to its mission, Samford will be known and acknowledged worldwide by holding to its core values. The world will be better for it.

Samford University Mission Statement
The mission of Samford University is to nurture persons in their development of intellect, creativity, faith, and personhood. As a Christian university, the community fosters academic, career, and ethical competency, while encouraging social and civic responsibility, and service to others.

Samford Core Values
The Samford community values lifelong:
I. Belief in God, the Creator of heaven and earth, and in Jesus Christ, His only Son, our Lord
II. Engagement with the life and teachings of Jesus
III. Learning and responsible freedom of inquiry
IV. Personal empowerment, accountability and responsibility
V. Vocational success and civic engagement
VI. Spiritual growth and cultivation of physical well-being
VII. Integrity, honesty and justice
VIII. Appreciation for diverse cultures and convictions
IX. Stewardship of all resources
X. Service to God, to family, to one another and to the community.
College of Health Sciences
The College of Health Sciences (CHS) approved by the Board of Trustees in 2013, is a new and innovative initiative for Samford University. The college includes four schools: Ida Moffett School of Nursing, McWhorter School of Pharmacy, School of Health Professions, and School of Public Health. The college will offer multiple degree programs and majors within the health sciences with an interprofessional education focus that reflects today’s team approach to health care delivery and professional practice. College faculty and students have special opportunities for cross-disciplinary collaboration.

Vision of the College of Health Sciences
The College of Health Sciences is an educational leader that prepares graduates to live out a vocational call to serve individuals, populations and organizations. Our graduates are distinguished by their ability to integrate emerging technologies with practice wisdom, demonstrate leadership, work collaboratively and care for the whole person.

Mission of the College of Health Sciences
The mission of the College of Health Sciences is to prepare graduates in an interprofessional, Christ-centered learning community to promote and improve the health and well-being of individuals and communities. The College of Health Sciences emphasizes healing the body, nurturing the mind and inspiring the spirit through rigorous academics, local and global service and innovative scholarship.

The College of Health Sciences Core Values
I. Christian Ethos
II. Interprofessional Collaboration
III. Innovation
IV. Excellence
V. Lifelong Learning
VI. Servant Leadership
VII. Diversity
VIII. Advocacy.

School of Health Professions
Mission School of Health Professions
Our mission is to prepare leaders in a Christian environment who promote health, wellness and quality of life through excellence in professionalism, scholarship and service.
Physician Assistant Studies

Vision of the Physician Assistant Studies Program
The vision of the program is to prepare graduates to provide compassionate and competent medical care to a diverse community. Students will be prepared both academically and professionally to enter the workforce and provide medical care.

Mission of the Physician Assistant Studies Program
Anchored in Christian understanding, the mission of the Samford University Physician Assistant program is to nurture and develop students both spiritually and academically to provide empathetic, compassionate medical care and service to the community.

Introduction to the Physician Assistant Studies Program

Program Information
As health care demands across the country have increased, so has the demand for health care providers. The College of Health Sciences, recognizing this increased need for providers, began to explore the addition of a physician assistant studies program to better serve the medical community. Through the vision of Samford University, the Dean of the School of Health Professions, and the Vice Provost of the College of Health Sciences, the Physician Assistant Studies program began development in the fall of 2017. The program anticipates an inaugural class in the fall of 2019. The program is 27 months in length including both the didactic and clinical phases of the program. It is the goal of the University and faculty that students are provided with the education and clinical experiences to become leaders in their perspective medical fields. The first-year students will undergo a rigorous didactic curriculum. After completing the first year, students will enter into the clinical phase of the program where they will complete 12 four-week rotations in a medical specialty. After successful completion of both the didactic phase and clinical phase of the program students will be eligible for graduation, enabling them to sit for the PANCE examination (Physician Assistant National Certification Examination), which is administered by the NCCPA. We look forward to watching you grow into competent and confident medical providers and welcome you to Samford.

Program Faculty and Staff

Paul Harrelson MPAS, PA-C, Program Director
John Hurt MPAS, PA-C, Director of Academic and Curriculum
Wes Johnson DHSc, MSPAS, PA-C
Brad Cantley MSPAS, PA-C, Director of Clinical Education
Leslie Sawyer M.D., Medical Director
Christina Carrier, Administrative Assistant
Program Competencies

The Physician Assistant Studies program has developed learning objectives and competencies expected of our graduates. The program considered the following areas in determining the content of the curriculum: The National Commission on Certification of Physician Assistants (NCCPA) Blueprint, Competencies for the Physician Assistant developed by NCCPA, ARC-PA, AAPA, and PAEA, ARC-PA guidelines, the clinical experiences of the faculty, as well as input from the medical director.

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

Medical Knowledge
Includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations. Physician assistants are expected to understand, evaluate, and apply the following to clinical scenarios: evidence-based medicine, scientific principles related to patient care, etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions, signs and symptoms of medical and surgical conditions, appropriate diagnostic studies, management of general medical and surgical conditions to include pharmacologic and other treatment modalities, interventions for prevention of disease and health promotion/maintenance, screening methods to detect conditions in an asymptomatic individual, history and physical findings and diagnostic studies to formulate differential diagnoses.

Interpersonal and Communication Skills
This encompasses the verbal, nonverbal, written, and electronic exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients’ families, physicians, professional associates, and other individuals within the 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, 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, 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 ongoing professional development, commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices, sensitivity and responsiveness to patients’ culture, age, gender, and abilities, self-reflection, critical curiosity, and initiative, healthy behaviors and life balance, commitment to the education of students and other health care professionals.

The expected competencies for physician assistants can be found at the following link: [https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf](https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf)
Program Goals
The Department of Physician Assistant Studies has adopted the following objectives to support excellence and innovation with academic and clinical programming. The program goals are consistent with ARC-PA standards for entry into professional practice.

1. Matriculate highly qualified applicants who will successfully complete the demanding Master of Science Degree in Physician Assistant Studies Program.

2. Prepare physician assistant students with depth of knowledge, clinical reasoning/critical thinking skills, documentation skills, and appropriate professional behavior for the clinical practice of medicine.

3. Prepare graduates to deliver culturally-sensitive, socially equitable, patient-centered, evidence-based care as members of the inter-professional team.

4. Prepare graduates with communication skills necessary to work successfully in team based health care environment.

5. Encourage professional involvement in leadership and service.

Program Learning Objectives
Upon graduation, the students will be expected to:

1. Formulate a clinical approach to various diseases and conditions taught throughout the program and arrive at a working differential diagnosis based on the presenting signs and symptoms.

2. Formulate a working differential diagnosis and create an assessment and plan that is evidence based and appropriate based on the patient’s signs and symptoms.

3. Perform the essential knowledge and skill components of a comprehensive and focused history and physical examination.

4. Describe the pathophysiology associated with the various diseases and conditions addressed throughout the program.

5. Understand the etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions.

6. Compare and contrast which diagnostic modalities are most appropriate for the evaluation of a specific condition or set of differential diagnoses as well as be able to interpret basic radiologic studies and be familiar with more complex modes of study including CT imaging and MRI.

7. Assess the pertinent positive and negative findings from the history and physical examination, laboratory findings, and radiographic studies.

8. Interpret and recognize the significance of various laboratory and radiographical studies in relation to the disease process.

9. Demonstrate the knowledge and skills to the application of interventions for prevention of disease and health promotion/maintenance.

10. Devise a treatment plan for disease processes that would include specific pharmacotherapy and/or surgical interventions based on the best available information.

11. Explain the indications, contraindications, and side effect profiles for the pharmacologic agents used in the treatment of various course diseases and conditions.
12. Recognize the importance of patient education and compliance as it relates to pharmacologic interventions.
13. Discuss and defend non-pharmacologic interventions that may be used in the treatment of various course diseases and conditions.
14. Formulate treatment plans for specific disease prevention and evaluate the success of those treatments.
15. Describe the complications associated with various diseases processes and distinguish the need for rehabilitation or long-term care.
16. Identify when referral to or consultation with a physician or specialist is indicated and work effectively with physicians and other health care professional as a member of a patient centered health care team.
17. Critically evaluate landmark research publications that lead to establishment of national and international guidelines for disease management and apply that information in the health care of their patients.
18. Evaluate the impact of the racial, ethnic, and socioeconomic ramifications on the diagnosis and treatment of various medical conditions as well as the ethical consideration within medical practice.
19. Understand the commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
20. Demonstrate correct techniques, including sterile techniques in multiple medical procedures used to treat and diagnose patients.
21. Recognize and provide culturally competent care to a medically and culturally diverse populations.
22. Demonstrate understanding of health care policy, billing and coding, and procedures and how those apply in clinical practice.
23. Recognize the regulations and limitations on physician assistant practice and demonstrate understanding the legal and regulatory requirements of a physician assistant.

Essential Functions, Technical Standards of Physician Assistants

The Master of Science in Physician Assistant Studies, is an intense and rigorous program that requires knowledge in all fields of medicine and the basic skills needed within these fields to practice effectively. The objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a diverse patient population. Students must exhibit both the mental and cognitive capabilities to complete the program including all of its didactic and clinical components. Students are expected to graduate in good standing and successfully complete the board examination obtaining licensure. Samford University will provide the necessary accommodations to prepare our students from both the didactic and technical aspects preparing them for their future careers as physician assistants.

Physical Requirements

Candidates must meet certain physical requirements for acceptance and completion of the program. The Program has the ethical responsibility to assure that patients will be provided with safe and appropriate medical care. With this in mind, patient safety is a major consideration in determining the physical, cognitive and emotional capabilities of
students both through admission and matriculation through the program. All students must possess those intellectual, ethical, physical and emotional capabilities necessary to achieve levels of competence in the full curriculum required by the faculty. A student’s intention to practice in a narrow area of clinical medicine will not alter the technical and didactic requirements needed to successfully graduate. All students will be required to demonstrate competency in both the didactic and technical curriculum in order to complete the program.

Motor Skills
The skills needed to practice as a physician assistant are numerous. Graduates will have training in many of these skills to prepare them for the clinical year and future careers. Once properly oriented, students must be able to observe and participate in demonstrations and experiments in the basic sciences. The students should have sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques. Students will be able to accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients. The motor skills required from students include but are not limited to dissection of cadavers, examination of gross specimens in gross anatomy and pathology laboratories, preparation of microbiologic cultures and microscopic studies of microorganisms and tissues. Observation of gross and microscopic structures necessitates the functional use of the senses of vision and touch and is enhanced by the functional sense of smell. After reasonable training and experience, the candidate must be capable of performing a complete physical examination, including observation, palpation, percussion and auscultation. The candidate must be capable of using instruments such as, but not limited to; a stethoscope, an ophthalmoscope, an otoscope and a sphygmomanometer. Again, students will need to demonstrate motor skills needed to perform each of these tasks. The candidate must also possess the motor skills needed to perform numerous clinical procedures such as, but not limited to, the following: pelvic examination, digital rectal examination, lumbar punctures, central venous lines, suturing, drawing blood from veins and arteries and giving intravenous injections, basic cardiopulmonary life support and simple obstetrical procedures. The student must be capable of performing basic laboratory tests, using a calculator and a computer, reading and interpreting an EKG and interpreting common imaging tests. The student must be able to move in the clinical setting so as to act quickly in emergencies. At the conclusion of the didactic phase, the student should demonstrate proficiency in the skills described above. By the conclusion of the clinical clerkships, the student should achieve full competence in the skills described above including the ability to synthesize and organize these skills.

Communication
A student must be able to communicate with patients, families and the health care team. From eliciting patient histories to preventative care, clear and concise communication is essential in patient care. Students must be able to communicate effectively and
sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment at a level consistent with competent professional practice.

_Sensory and Observational Skills_
Students must be able to observe classroom demonstrations and participate in technical procedures as required by the curriculum. They must be able to observe a patient accurately at a distance, as well as, close at hand and be able to obtain a medical history directly from the patient, while observing the patient's medical condition. This observation necessitates the functional use of the sense of vision, hearing and other sensory modalities in order to elicit accurate patient information, make diagnoses and perceive both verbal and non-verbal communication.

_Conceptual, Integrative and Quantitative Skills_
Students will demonstrate the skills and ability to critically think. These skills include measurement, calculation, reasoning, analysis and synthesis. Both problem solving and critical thinking require such skills, and are essential to clinical practice. Students must exhibit the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

_Behavior and Professionalism_
Students must possess key components needed to be a physician assistant. Empathy, integrity, work ethic, motivation and interpersonal skills, will be assessed during the admission process and throughout the program. Students must possess the emotional well-being required for the full use of their intellectual abilities; the exercise of sound judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients; and the development of mature, sensitive and effective relationships with patients. Students must be able to tolerate physically taxing workloads and to function effectively when stressed. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainty inherent in the clinical problems of many patients.

**Physician Assistant Studies Academic Information**
_Accreditation-ARC-PA_
Our Accrediting body is Accreditation Review Commission on Education (ARC-PA) has granted Accreditation-Provisional status for the Samford University Physician Assistant Studies program.
Accreditation – The ARC-PA has granted Accreditation-Provisional status to the Samford University Physician Assistant Studies Program sponsored by Samford University.

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

The provisional accreditation process begins with a thorough review of the planning, organization and proposed content of a program that is in the advanced planning stages, but not yet operational. The provisional accreditation pathway is the only entry way for proposed new programs into the accreditation process.

The ARC-PA accredits only qualified PA programs offered by or located within institutions chartered by and physically located within, the United States and where students are geographically located within the United States for their education. A single institution must be clearly identified as the sponsor of the program. Sponsoring institutions applying for provisional accreditation of a new PA program must be authorized under applicable law to provide a program of post-secondary education. They must be accredited by, and in good standing with, a recognized regional accrediting agency and must be authorized by that agency to confer upon graduates of the PA program a graduate degree.

Academic Plan of Study and Degree Conferred

The students will undergo 27 months of study. The first year will be mostly didactic followed by the clinical service year. Graduates will receive a Master of Science in Physician Assistant Studies and will be eligible to apply for certification examination after graduation sponsored by the National Commission on Certification of Physician Assistants (NCCPA). Please refer to the curriculum map listed below for the program curriculum.

Curriculum

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**Total 117**
PAST 501 Gross Anatomy: This course content will be delivered by lectures and student dissection of cadavers. The students will be examining the normal structure of the human body, the embryologic basis of adult anatomy and the relationship between the human body structure and function. Students are expected to become skilled at proper dissection techniques, identification of anatomical structures and to become proficient at recognition of structural arrangements and structural relationships. Students have the opportunity to further their knowledge of anatomy by using computer-assisted technology, which is available online.

PAST 502 Fundamentals of Physiology: Within this course, students will be introduced to the physiological principles and regulatory processes that underlie the normal function of the human body. This course will be taught utilizing classroom lectures, small group assignments, as well as online media to enhance learning. Through this, the student will develop an understanding of the physiologic responses to changes in normal state of homeostasis and of pathophysiologic alterations that occur in disease. Topics include the physiology of the neuromuscular, cardiovascular, pulmonary, renal, digestive, endocrine and reproductive systems.

PAST 503 Clinical Laboratory Diagnostics: An introduction to laboratory diagnostics with an emphasis on pathology, microbiology, hematology and clinical chemistry. This course utilizes different formats including lecture, practical learning in a clinical laboratory, cost effective diagnostic algorithms and problem-based case scenarios.

PAST 504 Foundations of the PA Profession: Foundation of the PA profession presents and discusses the clinical practice, role and responsibilities of physician assistants in a team based medical practice. In order to prepare the students for the PA profession, discussion and lectures will be held regarding; appropriate professional behavior and practices, cultural and social awareness, as well as basic concepts for quality healthcare delivery. This course will also examine the future of physician assistants and examine the diversity among health care teams and the physician assistant’s role within them. Along with this, students will examine the PA oath and the core ethics that provide the foundation of our profession. In addition, it will also address acceptable practices for physician assistants and the legal limitations that govern physician assistant practice. This course will be delivered in a lecture style format with small group and large group discussions as well as reading assignments outside of the classroom.

PAST 505 Biomedical Ethics/Genetics: The Bio-ethics component of this course is designed to expose the student to legal and ethical dilemmas faced in medical practice. The course presents approaches that facilitate critical thinking through the complex ethical issues that they will encounter in profession practice. In addition, representative opinions are offered. The format will include assigned readings, reflection and application papers and classroom discussions. Topics include patient autonomy, veracity, truth telling and confidentiality, death and dying in the terminally ill, informed consent, decision making capacity, cultural and religious considerations, euthanasia and physician assisted suicide, genetic screening and stem cell use and the use of humans in clinical research. Students will develop the ability to recognize and critically evaluate ethical issues as they arise in their professional practice.
The second part of this course is devoted to introducing the foundations of human genetics. By introducing the students to the ethical considerations in genetic testing, we will transition into human genetics and the genome. Topics include normal transmission of dominant and recessive genetic traits, sex-linked/autosomal-linked inheritance, common genetic defects and diseases, inheritance patterns and probabilities, genetic mapping and common risk factors in inherited/acquired.

PAST 506 Health Care Policy and Case Management/Risk Management: This course is an overview of health care management and policy and its applications. This course will provide first year physician assistant students with an introduction to the legal, political and professional issues affecting physician assistant practice. This includes malpractice and risk management.

PAST 507 Patient Assessment I: This is the first course in a three-part series in history and physical examination. An essential and basic skill of physician assistants is the ability to fully evaluate a patient’s health status. An accurate medical history and thorough physical examination provides the foundation and basis of such an evaluation. The goal of this course is to provide the physician assistant student with the necessary skills to elicit a comprehensive medical history, perform a complete physical examination and systematically report his/her findings. A variety of teaching formats will be utilized in delivering the course content, enabling the student with the necessary skills to:

1. Recognize and describe normal and common abnormal clinical conditions.
2. Develop the proper techniques for performing a comprehensive physical examination.
3. Organize relevant data gathered during history taking and physical assessment and arranging this in the correct form within the history and physical documentation.

PAST 508 Fundamentals of Clinical Medicine I: This is the first class of a three-course series on instruction of clinical medicine. This course prepares students for clinical rotations by providing medical lectures dealing diseases and the pathology associated with them including recognition, diagnosis and treatment. The course series will expand on information presented in earlier courses and addresses clinical diseases associated with the Dermatological, Ophthalmologic, Musculoskeletal, Cardiac, Pulmonary, Gastrointestinal and Neurological systems. Additionally, a brief basic radiology section is included dealing with the principles of radiology, the basic interpretation of chest, abdomen films, as well as basic neurological and musculoskeletal imaging to enhance the students understanding of the diagnostic modalities utilized to diagnose and treat disease processes.

PAST 509 Clinical Therapeutics I: Clinical therapeutics is a three-course series that serves as an introduction to pharmacology with an emphasis on pathology, physiology, pharmacokinetic, pharmacodynamics and pharmacotherapeutic information of a specific drug or drug class will be emphasized. This course utilizes different formats including: lecture, podcasts, cost effective diagnostic algorithms, case based studies and problem-based case scenarios. As the first two courses will examine the pharmacokinetics behind drug classes and medications, the final course
will look at the clinical uses of the medications including: dosing, common and trade names for medications, routes of administration, as well as cost and drug allergies.

PAST 510 Evaluating Electrocardiography/Diagnostic Imaging: This course is designed to develop the student’s ability to order, interpret, analyze and evaluate 12 lead electrocardiograms and well as radiologic imaging. The development of these skills are essential to PA providing medical care. Emphasis will be placed on ischemic heart disease, heart blocks, atrial flutter and atrial fibrillation, arrhythmias and multiple other cardiac abnormalities and its appearance on electrocardiogram.

This course will also address the basic interpretation of radiologic studies including common fractures, effusions and fat pad signs, dislocations and also teach the students the basic techniques used to evaluate both CT and MRI. Students will learn to select, interpret and evaluate these diagnostic studies to guide their treatment.

PAST 511 Fundamentals of Surgery I: This is the first class in two part course that will delivered by didactic instruction, instructional videos and case based studies that focuses on the diagnosis and treatment of surgical disease. This course evaluates the signs and symptoms associated with surgical disease processes, the preoperative evaluation of surgical patients, intraoperative surgical care as well as post-operative management involved in their care. This series will systematically evaluate the multiple surgical procedures including procedures in; general surgery, urology, cardiovascular surgery, neurosurgery, orthopedic surgery, trauma and trauma surgery, thoracic surgery, transplant surgery and other core surgical areas providing the students with a solid surgical foundation and the ability to recognize and treat surgical disease processes.

PAST 512 Pathophysiology: This is an introductory pathophysiology course that will enable the students to identify and describe the pathologic processes involved in common medical disorders and diseases. It will focus on the pathologic basis for disease and the recognition of it. It will provide the foundation that the physician assistant student will need as the further there education in clinical medicine.

PAST 513 Patient Assessment II: This is the second course in a three-part series in history and physical examination. We will continue to expand our assessment skills and learn new body systems and exam techniques. An essential and basic skill of physician assistants is the ability to fully evaluate a patient’s health status. An accurate medical history and thorough physical examination provides the foundation and basis of such an evaluation. The goal of this course is to provide the physician assistant student with the necessary skills to elicit a comprehensive medical history, perform a complete physical examination and systematically report his/her findings. A variety of teaching formats will be utilized in delivering the course content, enabling the student with the necessary skills to:

1. Recognize and describe normal and common abnormal clinical conditions.
2. Develop the proper techniques for performing a comprehensive physical examination.
3. Organize relevant data gathered during history taking and physical assessment and arranging this in the correct form within the history and physical documentation.
PAST 514 Fundamentals of Clinical Medicine II: This is the second course of a three-course series on instruction of clinical medicine. This course prepares students for clinical rotations by providing medical lectures dealing diseases and the pathology associated with them including recognition, diagnosis and treatment. The course series will expand on information presented in earlier courses and addresses clinical diseases associated with the Dermatological, Ophthalmologic, Musculoskeletal, Cardiac, Pulmonary, Gastrointestinal and Neurological systems. Additionally, a brief basic radiology section is included dealing with the principles of radiology, the basic interpretation of chest, abdomen films, as well as basic neurological and musculoskeletal imaging to enhance the students understanding of the diagnostic modalities utilized to diagnose and treat disease processes.

PAST 515 Clinical Therapeutics II: Clinical therapeutics II is a continuation from the first course and is part two of a three course series that serves as an introduction to pharmacology with an emphasis on pathology, physiology, pharmacokinetic, pharmacodynamics and pharmacotherapeutic information of a specific drug or drug class will be emphasized. This course utilizes different formats including: lecture, podcasts, cost effective diagnostic algorithms, case based studies and problem-based case scenarios. As the first two courses will examine the pharmacokinetics behind drug classes and medications, the final course will look at the clinical uses of the medications including: dosing, common and trade names for medications, routes of administration, as well as cost and drug allergies.

PAST 516 Fundamentals of Clinical Research/Literature Evaluation: This course is designed to prepare students to critically evaluate medical literature and use as basis for making medical decisions. If will focus on the examination of medical studies, looking at statistics, confounders and biases within the study that can and often will affect their clinical practice. This class will be presents in a lecture format with small group discussion and assignments, as well as independent media research and reading assignments.

PAST 517 Fundamentals of Surgery II: This is the second class in two part course that will delivered by didactic instruction, instructional videos and case based studies that focuses on the diagnosis and treatment of surgical disease. This course evaluates the signs and symptoms associated with surgical disease processes, the preoperative evaluation of surgical patients, intraoperative surgical care, as well as post-operative management involved in their care. This series will systematically evaluate the multiple surgical procedures including procedures in; general surgery, urology, cardiovascular surgery, neurosurgery, orthopedic surgery, trauma and trauma surgery, thoracic surgery, transplant surgery and other core surgical areas providing the students with a solid surgical foundation and the ability to recognize and treat surgical disease processes.

PAST 518 Advanced Procedures I: This is the first course in a two-part series designed to introduce the student to the technical skills and knowledge required to perform in the operating room and also perform various medical procedures. The course will consist of lectures and practical/technical laboratories and will lay the foundation for the subsequent course. This course
begins by teaching the students surgical instrumentation and its uses within the operating room. Emphasis is placed on learning surgical technique including, first assisting, scrubbing, suturing and wound care. Students will learn this in a live vivisection pig lab performing advanced surgical procedures with faculty instruction.

PAST 519 Patient Assessment III-Clinical Decision Making: This is the third course in a three-part series in history and physical examination. We will continue to expand our assessment skills and will begin to look at the application of these skills in forming working differential diagnoses, ordering and interpreting lab data and imaging and forming treatment plans. This course will examine common pathologic conditions and focus on critical thinking and making an appropriate diagnosis. This course will also contain instruction in the study of medical ethical considerations, the care of the geriatric patients, difficult patient encounters and cultural considerations to patient care in an effort to develop a well-rounded culturally competent provider.

PAST 520 Clinical Medicine III: This is the third course of a three-course series on instruction of clinical medicine. This course prepares students for clinical rotations by providing medical lectures dealing diseases and the pathology associated with them including recognition, diagnosis and treatment. The course series will expand on information presented in earlier courses and addresses clinical diseases associated with the Dermatological, Ophthalmologic, Musculoskeletal, Cardiac, Pulmonary, Gastrointestinal and Neurological systems. Additionally, a brief basic radiology section is included dealing with the principles of radiology, the basic interpretation of chest, abdomen films, as well as basic neurological and musculoskeletal imaging to enhance the students understanding of the diagnostic modalities utilized to diagnose and treat disease processes.

PAST 521 Clinical Therapeutics III-Practical application: Clinical therapeutics III is a continuation from the first and second course and is part three of a three course series that serves as an introduction to pharmacology with an emphasis on pathology, physiology, pharmacokinetic, pharmacodynamics and pharmacotherapeutic information of a specific drug or drug class will be emphasized. This course utilizes different formats including: lecture, podcasts, cost effective diagnostic algorithms, case based studies and problem-based case scenarios. As the first two courses will examine the pharmacokinetics behind drug classes and medications, the final course will look at the clinical uses of the medications including: dosing, common and trade names for medications, routes of administration, as well as cost and drug allergies. This course will have emphasis on the clinical uses, dosing and indications of the medications learned within the first two courses. This will we mostly presents as case studies with an interactive educational environment.

PAST 522 Advance Practice Procedures II: The course is designed to help the 1st year Physician Assistant student’s transition into the 2nd year clinical rotations by exposing them to the operating room environment, the clinic as well as the development of clinical skills that will prepare them for the clinical setting. These will be essential to their clinical year and their professional practice. In this course the students will be divided into three cohorts, with each
cohort rotating within the semester to the operating room, medical clinic and one month of training in advanced techniques. Each cohort will rotate within these areas in four-week cycles.

Cohort A. In the first portion of this course, the student will be assigned to a specific hospital where they will be given daily assignments through the operating room supervisor. These assignments will include exposure to operating room etiquette, first and second assisting on a variety of surgical procedures, exposure to aseptic technique and an increasing awareness of surgical conscience. This is not a true clinical rotation, but is designed to acclimate students to the operating room and make them feel more comfortable when they begin clinical rotations. The hours the student will be responsible for are 6:00am to 11:30am, depending on the OR start times at each hospital and the student will be required to spend 80 hours in the operating room during the 4-week rotation. The hospitals through which students will rotate are: St. Vincent’s Medical Center, St. Vincent’s East, Grandview, Baptist Medical Center Princeton, Gadsden Medical Center, Baptist Medical Center Shelby, Huntsville, Cancer Center of America and other local hospitals. There will be a hospital orientation prior to the beginning of the class with the faculty.

Cohort B. In the second portion of this course students will develop advanced clinical skills and techniques over a four-week block that will be imperative for their clinical their and practice. This includes: central venous lines, arterial lines, intravenous lines, naso-gastric tubes, arterial lines, ultrasound and its uses in invasive procedures, intubation, and draining skin lesions and abscesses. Students will perform these procedures under faculty supervision with a focus on sterile technique, as well as overall technique and understanding of the procedure.

Cohort C. In the third portion of this course students will be assigned to a physician assistant within the clinical setting enabling them to gain valuable experience before transitioning into the clinical year. Students will be performing history and physical exams, ordering tests, interpreting tests and building differential diagnoses.

PAST 523 Behavioral Health: This course is designed to provide an overview of the field of behavioral medicine appropriate to a PA. The student will be able to relate the etiology, epidemiology, clinical presentation, diagnostic features, prognosis, appropriate differential diagnoses, screening, prevention, acute, chronic and end-of-life (as appropriate) treatment plans, and referral in relation to behavioral medicine patients and their associated disorders. This course will also cover rehabilitation, adherence to treatment plans, behavior modification, basics of counseling, culturally competent care, human sexuality as well as the response to stress and illness.

PAST 524 Pre-Clinical Seminar: The course is designed to bridge the gap from the didactic year to the clinical year. The student will spend time in an assigned clinical site with a clinical year student. This will allow the student to gain insight of the professional behavior required during the clinical year.
PAST 525 Advanced Medical Simulation: Laboratory simulated clinical experience to provide supervised practice in clinical skills, practical procedures, teamwork, patient management and decision making in preparation for the student’s clinical year (1 semester credit), meeting once a week for 2 hours. This course will be an interactive team-based learning environment where students will focus on patient assessment, diagnoses, invasive procedures and treatment. This will include ACLS, BLS, intubation and multiple other advanced practice techniques.

PAST 601-612 Clinical Service I – XII: During the clinical phase, students complete 12 four-week rotations (7 mandatory and 5 elective). The clinical phase provides the student with the experience necessary to diagnose, treat and manage a broad spectrum of medical and surgical conditions. Students will learn the importance of working in interprofessional teams with physicians, physician assistants, nurses and various other members of the health care team.

PAST 613 Summative Review: This course is designed to provide end of program review course. This is to prepare the student for Physician Assistant National Certifying Examination (PANCE). Also, there will be the ARC-PA required Objective Structured Clinical Examination (OSCE), programmatic summative examination and a 350 question PANCE style practice examination. This is the culmination of the student’s clinical year. Students will need to demonstrate the mastery of the clinical year goals.

Graduation requirements
The Samford Physician Assistant Studies program students must maintain a cumulative GPA of 3.0 to graduate from the program. The following criteria must be met to be eligible for graduation:

1. Demonstrate professionalism throughout the didactic and clinical phases of training;
2. Satisfactorily complete the Summative Examinations and OSCE.
3. Satisfactorily complete all required courses of study both didactic and clinical year.
4. Complete all evaluation instruments required by the program.
5. Be recommended for conferral of the master's degree by the University Faculty Senate
6. Settle all financial accounts with the University.
7. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

Academic and Professional Requirements
Professional Conduct and Behaviors
Samford University Code of Values

Preamble
We as the Samford community affirm the value of a peaceful and purposeful community, founded on the moral and ethical integrity of students and faculty. We commit ourselves to the values on which Samford University was founded.
**Worth of the Individual**
We value the intrinsic worth of every individual in the community. Our respect for other individuals includes an appreciation of cultural backgrounds different from our own, an understanding of different attitudes and opinions, and an awareness of the consequences of our actions on the broader community.

**Self-Discipline**
We value personal responsibility and recognize the individual’s need for physical, intellectual, spiritual, social and emotional wholeness. We value the full development of every student in terms of a confident and constructive self-image, of a commitment to self-discipline and of a responsible self-expression.

**Integrity**
We value a campus community that encourages personal growth and academic development in an atmosphere of positive Christian influence. We affirm the necessity of academic standards of conduct that allow students and faculty to live and study together. We value the fair and efficient administration of these standards of conduct.

**Respect for Property and the Environment**
We value the rights and privileges of owning and using property, both personal and university, and the benefits of preservation and maintenance of property and of our natural resources. In our stewardship of property, we recognize the accountability of our actions to the future of the Samford community.

**Respect for Community Authority**
We value our privileges and responsibilities as members of the university community and as citizens of the community beyond the campus. We value the community standards of conduct expressed in our system of laws and value the fair administration of those laws, including university, municipal, state and federal laws.

The following link is provided for further information on the core values of Samford University: [https://www.samford.edu/files/Student-Handbook.pdf](https://www.samford.edu/files/Student-Handbook.pdf)

**PA Code of Ethics and Professional Behavior**

*The PA Code of Ethics and Professional Behavior*
Physician assistants are specially trained to extend the health care capabilities of doctors. They work under the direct supervision of a physician. PAs are trained to order and interpret tests, examine patients, treat minor injuries, counsel patients and prescribe medication. PAs do not work alone but as part of a team. Although they work under the supervision of licensed physicians, physician assistants perform many of the same tasks as their supervisors. They examine patients, order lab tests, write prescriptions and offer a preliminary diagnosis. The American Academy of Physician Assistants, or AAPA, is a
professional organization for physician assistants. Along with other activities, the AAPA maintains a code of ethics for physician assistants, which has been adopted in full or used as the framework for other statements of ethical duties established by universities, state physician-assistant associations and other groups. The code is divided roughly into four categories.

**Patient Independence**
Physician assistants must respect the autonomy of their patients. Patients are entitled to make their own decisions regarding their health care, and physician assistants must respect their choices. This may include finding another medical provider, in which case physician assistants should allow patients appropriate access to their medical records. A patient needs information to make proper decisions, so physician assistants ethically ensure that patients receive all information related to their conditions and that they understand the diagnosis, treatment options, prognosis and risks.

**Goodwill**
Physician assistants must always act in the patient's best interests. All actions must be directed toward healing their patients, not causing unnecessary suffering. They have an obligation to provide patients with the best care possible, which may involve continuing education, keeping abreast of new technology, and remaining current on new medications or treatment options, recognizing their own limitations and seeking help from other health care providers when needed.

**Fair Treatment**
All patients are entitled to fair treatment. Physician Assistants students cannot discriminate against patients due to race, gender, national origin, sexual orientation, age, illness, economic status, religion or political affiliation. Each patient is entitled to receive similar care under similar conditions. If physician assistants cannot treat a patient due to religious or ethical conflicts, such as providing contraceptives, they have an obligation to refer the patient to a medical provider who can assist. Fair treatment also means that physician assistants respect and safeguard patients' privacy, maintaining confidentiality and releasing health information only to those authorized to receive such information.

**Nonmaleficence**
Nonmaleficence means that physician assistants cannot act with bad intentions. They must follow the creed, "First, do no harm." Physician assistants must not impose needless burdens or pain on their patients. Nor can they refuse to treat a patient who needs immediate emergency care. Physician assistants cannot misrepresent their credentials, training or skills, through either omission or direct statements. They must obey the law and not offer services that are forbidden or that exceed the scope of their training and experience. Physician assistants should not treat patients if a conflict of interest exists. They are required to place patient care ahead of personal gain.
Dress Code
Guidelines for professional attire require consideration for patients, visitors, and coworkers, as well as personal safety. The below guidelines are applicable in all setting where you are representing Samford Physician Assistant studies program. Therefore, our students are expected to promote a professional image by following these guidelines:

Clothing, Grooming, Hair, Piercings
1. Casual or athletic wear, such as sweat suits or warm-up pants, are not acceptable for the classroom, nor does it portray professionalism. Appropriate attire will be discussed during student orientation.
2. Gym shorts are not acceptable in the classroom, but may be allowed within certain labs.
3. Skirt length shall be no shorter than two inches above the top of the knee.
4. Undergarments shall be worn and shall not be visible, even when in stretching or bending positions.
5. Shoes shall be appropriate for the work environment and compliant with professional attire. Flip flops are not appropriate for the classroom or the lab.
6. Caps or head coverings are not acceptable unless they are for religious purposes.
7. Sunglasses (or hand-tinted, non-prescription glasses) shall not be worn unless they are required for medical purposes.
8. Identification badges shall be worn at all times.
9. Exposed facial and/or body adornments are not permitted other than in the ear lobe.
10. Females may wear no more than two pair of earrings in earlobes only. These should be professional in regard to size.
11. Males should not have any visible piercing.
12. Any tattoo must be covered at all times except when participating in the operating room experience.
13. Hair should be clean and neat.
14. Hair may not be dyed unnatural colors.
15. Hair accessories should be moderate and in good taste.
16. Hair should be well-groomed, closely trimmed beards, sideburns, and mustaches are allowed.

Daily Hygiene
Daily hygiene must include clean teeth, hair, clothes, and body, including use of deodorant. Cologne/Perfume should be not overpowering. Please keep this in mind because this may be offensive to a patient.

In addition to these basic guidelines, students are expected to follow any additional provisions of a facilities dress code while in clinical practice.

Dress Code Infractions
Failure to comply with the above dress code requirements will result in removal from program activities until requirements are met. Students will be counted as absent (unexcused) and will receive a grade of zero for any missed work during that time with no opportunity to make-up the missed work.

Substance Abuse and Drug Screening Policy

Statement of Purpose
The intent of the Substance Abuse Policy is twofold: to identify students who are chemically impaired and to help them return to a competent and safe level of practice. Emphasis is on deterrence, education, and reintegration. All aspects of the policy are conducted in good faith and with compassion, dignity, and confidentiality. The CHS recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of the PA profession. The CHS is committed to protecting the safety, health, and welfare of its faculty, staff, and students and those who come in contact with its faculty, staff, and students during scheduled learning experiences. The CHS strictly prohibits the illicit use, possession, sale, conveyance, distribution and/or manufacturing of illegal drugs, intoxicants, or controlled substances in any amount and/or in any manner and the abuse of nonprescription and prescription drugs. Students in the Physician Assistant Studies program who test non-negative for illegal, controlled, or abuse-potential substances and who cannot produce a valid and current prescription with valid dosage for the drug, is at risk of being in violation of the Samford Drug Abuse Policy found in the Samford University Student Handbook.

The Substance Abuse Policy of Samford University is found in its entirety in the student manual. ([https://www.samford.edu/files/Student-Handbook.pdf](https://www.samford.edu/files/Student-Handbook.pdf))

Drug testing procedures

*When to Test*

The Physician Assistant Studies program requires the student to submit to drug testing under any or all of the following circumstances:

- a. Before starting the Program.
- b. Before starting the clinical year.
- c. Testing as required by the clinical sites of the program
- d. For cause (see Testing for Cause Statement)
- e. Part of a substance abuse recovery program.

*Failure to comply*

Failure to comply with random drug testing at the specified time without administrative permission will result in suspension from clinical attendance until testing is complete.

*Cost*

The student will be responsible for paying the cost for the urine drug screen. This cost will be placed on the student’s e-bill.
Facility
The Physician Assistant program will utilize Employment Screening Service (ESS) for collection of specimens, and ESS will perform testing, utilizing the laboratory’s policies.

Sample Collection
The collection techniques will adhere to the guidelines in accordance with U.S. Department of Transportation 49 CFR Part 40 following chain of custody protocol. ESS will collect urine samples at the discretion of the Dean of The School of Health Profession or program director.

Substances
Substance-related disorders are listed in the Diagnostic and Statistical Manual of Mental Disorders, fourth edition, (DSM-IV). Substances of abuse are grouped into eleven classes: alcohol, amphetamines or similarly acting sympathomimetics, caffeine, cannabis, cocaine, hallucinogens, inhalants, nicotine, opioids, phencyclidine (PCP) or similarly acting arylcyclohexylamines and sedatives, hypnotics, or anxiolytics. Testing may include any of these drug categories. The School of Health Professions shall have the authority to change the panel of tests without notice to include other substances as suggested by local and national reports or circumstances.

Non-negative Results.
If a non-negative result is obtained, the urine sample will be sent to a Substance Abuse and Mental Health Services Administration (SAMHSA) certified laboratory. If the specimen results are non-negative after the screening process at the laboratory the urine samples will be sent for Gas Chromatography/Mass Spectrometry (GCMS) confirmation. All positive results will be reported to the Medical Review Officer (MRO). After review by the MRO, positive results will then be reported to the appropriate dean and/or program director. All non-negative urine samples will be frozen in a secure and locked freezer compartment at the SAMHSA laboratory.

Testing for Cause
Any student, who demonstrates behavioral changes suspected to be related to the use of drugs, including but not limited to alcohol, will be subjected to testing. The decision to drug test for cause will be drawn from those facts in light of the experience of the observers and may be based on: observable phenomena such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a drug, erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, absenteeism, tardiness, and deterioration of work performance, a report of drug use provided by reliable and credible sources which have been independently corroborated, information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional, evidence of involvement in the use, possession, sale, solicitation or transfer of drugs while on a clinical site premise, conviction by a court, or being found guilty of a drug, alcohol or controlled substance in another legitimate jurisdiction.
Testing for cause will be conducted using the following procedure:

1. The faculty member will have another faculty member or health professional at the practice site to confirm the suspicious behavior.
2. The student will be asked to leave the area and go with a faculty member and a witness to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented and the decision to drug test will be made after conferring with the appropriate associate dean and/or department chair.
3. If warranted, the student will submit appropriate laboratory specimens in accordance with the Substance Abuse Policy and clinical site policies.
4. The student will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel or committee designated by the dean of the School of Health Professions.
5. If the lab test is negative for substances classified in the Diagnostic and/or Clinical Statistical Manual of Mental Disorders (DSM-IV), the student will be allowed to return to class and clinical activities without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to class or clinical (whichever comes first).
6. If any part of the lab test is non-negative for substances classified in the Diagnostic and/or Clinical Statistical Manual of Mental Disorders (DSM-IV), the student is in violation of the School of Health Professions, Physician Assistant Studies and Samford University Drug and Alcohol Policy. As provided in this policy in the section entitled, “Non-negative Drug Screen, Sanctions, Treatment, Referral, Re-application, Opportunity for a Re-Test”, violations will result in the imposition of disciplinary sanctions up to and including expulsion of the student (Samford University Student Handbook).
7. Confidentiality will be maintained.
8. Failure to comply with “for cause” drug testing will result in immediate administrative withdrawal and a course grade of “F”.

Confidentiality

All testing information, interviews, reports, statements and test results specifically related to the individual are confidential. Drug test results will be sent to the dean and/or department chair in the School of Health Profession and Physician Assistant Studies program. Records will be maintained in a locked cabinet within the PA program as defined by ARC-PA.

Pursuant to the Family Educational Responsibility and Privacy Act (20 USC 1232g) Samford University may disclose, to a parent or legal guardian of a student, information regarding any violation of a Federal, State or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student’s education records, if
(A) the student is under the age of 21; and (B) the institution determines that the student has committed a disciplinary violation with respect to such use or abuse.

Non-Negative Drug Screen, Sanctions, Treatment, Referral and Re-application, Opportunity for a Re-Test: A non-negative drug screen will result in three different actions.

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

   Violations of the Samford University Drug and Alcohol Policy will result in the imposition of disciplinary sanctions by the School of Health professions up to and including expulsion of the student. (“Drug and Alcohol Policy” as printed in the Samford University Student Handbook). In order to assure patient safety at clinical sites, a non-negative drug screen will be considered evidence of drug use/abuse by the student.

   A non-negative drug screen of any of the following substances will result in immediate dismissal from the Physician Assistant Studies program: amphetamines or similarly acting sympathomimetics, cannabis, cocaine, hallucinogens, inhalants, phencyclidine (PCP) or similarly acting aryloclohexylamines. Action taken under the Drug and Alcohol Policy will be independent of action taken, if any, through the Student Values Process. Dismissal from the Physician Assistant Studies program is not automatically a dismissal from Samford University. The student will be ineligible to receive a letter of good standing from the Dean of the School of Health Professions.

2. **Samford University**
   Violations of the Samford University Code of Values will result in the imposition of disciplinary sanctions up to and including expulsion of the student, (“Code of Values” as printed in the Samford University Student Handbook). Results of a non-negative drug screen will be referred by the dean of School of Health Professions and for Student Services and Values Advocacy. Action taken through the Student Values Process will be independent of action taken, if any, under the Substance Abuse Policy of the Physician Assistant Studies program.

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

Retesting request
If a test result is non-negative, the student may request a re-test of the original urine
sample. A student who desires to have the original sample re-tested must file a written
request with the dean of the School of Health Professions within three (3) business days
following notification of a positive drug test result. The student will be responsible for all
costs of the re-test. If the retest is negative the student will be reinstated.

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

Student Release Form
As a condition of progression, each student will sign the following “Substance Abuse
Policy Release Form” agreeing to adhere to the terms and conditions of the Substance
Abuse Policy and Procedure.

Smoking Policy
Effective March 1, 2013, the smoking policy of Samford University states:

To protect and promote the health and welfare of its faculty, staff, and students, Samford
University is committed to promoting an environment conducive to health promotion by
limiting smoking areas on its campus. In so doing, the following guideline applies to all
university owned, leased, and operated facilities and vehicles. Samford University has
designated “Smoking Areas” outside University facilities. Smoking is prohibited in all
other interior and exterior areas of campus.

Students violating the smoking policy will be subject to disciplinary action as stipulated in the
Student Handbook. Designated smoking areas are indicated below and can be identified by a pad
and smoking urn that will be in place for ashes. Designated smoking areas (smoking areas are
identified by signage and smoking urn).

Background Check
Samford students entering the Physician Assistant Studies program are required to undergo a
background check using the school’s approved vendor, ESS http://www.es2.com/, at the time of
program admission and prior to placement in a clinical rotation. Instructions for requesting the
background check and appropriate consent forms are provided to students by the Physician Assistant Studies Program.

Course Attendance
Student attendance to courses in the Physician Assistant Studies program is mandatory and only pre-approved absences will be considered. Penalties for an unexcused absence will be a ZERO on any missed assignments or examination and a 2% reduction in the overall point total for the student at the end of the term for any missed classes that are determined to be unexcused. No exceptions to this will be made. If a student unexpectedly misses an examination or class and it is determined to be an excused absence, they will be allowed to take a revised examination.

Note: This exam will differ in structure and format from the original examination.

Note: Two unexcused late arrivals will result in an unexcused absence and the 2% deduction on the final semester grade will be enforced.

Students are expected to attend and be prepared for classes, laboratory and clinical experiences. Your learning will be greatly enhanced by the proper preparation for the class and course objectives that day. Specific dates and attendance requirements are established by each course and are indicated in the course syllabus. Each student will be responsible for adhering to these policies. Even for unexpected absences, the student should contact the course instructor via email or phone. The student remains responsible for any material covered, assignments or testing missed. Please note, that the Physician Assistant Studies program has a fast-paced and rigorous curriculum. Excused absences do not include family events, weddings, vacations, or other personal engagements. Class work is typically Monday-Friday from 8:00-5:00, with breaks between classes. We encourage you to use these breaks in class time to handle personal issues.

Extenuating circumstances that require extended periods of absence, such as illness, personal circumstances, maternity, etc. will be considered and handled on a case-by-case basis by the program director. Patterns of excessive absences, in classes or clinical, are not permitted and may result in disciplinary action, including dismissal from the program. It is expected that students will respond to all messages in a timely manner.

Online Attendance
When applicable, students who are registered in web-enhanced or online courses are expected to complete all required coursework through electronic forums. Students are expected to participate in all class discussions. In the event of extenuating circumstances, students should notify the professor prior to class and make arrangements for any make-up work. Failure to do so may affect the course grade. Online class attendance will be assessed by completion of all course assignments by the published due date and time.
Leave of Absence

Students should write a letter requesting a leave of absence for any semester in which they do not intend to enroll or if the student should choose to withdraw from Samford University, with intent to return. Leave of absence requests should be directed to the attention of the program director and the Dean of the School of Health Professions. Students who wish to drop all courses for a semester should formally withdraw in the Office of Student Records. Students who take a leave of absence or withdraw from the program may reapply to continue their course of study the following year. Additional remedial courses may be required on a case-by-case basis prior to readmission. Determination for readmission will be made by the Physician Assistant Studies faculty and Dean of the School of Health Professions. This is further addressed in the Samford student handbook at https://www.samford.edu/files/Student-Handbook.pdf

Pregnancy Policy and Guidelines

All students are encouraged to inform the program director immediately in writing once pregnancy has been confirmed. If students choose not to inform the program of their pregnancy, the program will not consider them pregnant and cannot exercise options that could protect the fetus. For students who voluntarily disclose pregnancy the program director will discuss factors to be considered in cases of pregnancy with the student based on acceptable professional guidelines. A student is offered three alternatives after the consultation with the program director:

1. Immediate withdrawal in good standing from the program. The student will be allowed readmission.
2. Continuation in the program after being given specific instruction regarding safety practices, safety monitoring and specific clinical and laboratory assignments.
3. Continuation in the program with additional safety monitoring but without modification of assignments.

The student must be able to progress in her educational experiences, both clinical and academic. If the student cannot, she will be strongly advised to withdraw as in alternative number one.

If there are any questions regarding any aspect of the above statements, please call the program director.

Academic Calendar

All dates that are related to registration, payments of tuition and fees, drop or withdrawal dates, school holidays and available on the Samford University academic calendar at https://www.samford.edu/events/academic-calendar

The University Observes the Following Holidays
New Year’s Day • Martin Luther King Jr, Day • Easter Monday • Memorial Day • Independence Day • Labor Day • Thanksgiving Day/Friday After • Christmas Day. Additional days off at holiday seasons, are decided upon by the administration on a year-to-year basis. These days and
the conditions under which they are given are announced as each season approaches and may vary.

During the clinical year, the Samford University Physician Assistant Studies program does not follow the Samford University Academic calendar. The clinical year calendar will be listed in the clinical year section of this manual.

Advanced Placement

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

Format and Policies for Writing Assignments


Academic Progression, Academic Good Standing, Remediation, Dismissal

Students within the Physician Assistant Studies program must maintain a minimum cumulative 3.0 GPA through the entirety of the program and before entering the clinical year. Refer to the program academic requirements below for complete details.

**GPA Requirements**

Students within the Physician Assistant Studies program must maintain a minimum cumulative 3.0 GPA throughout the program. If and when a student’s grade point average drops below the required 3.0 GPA, the student will be placed on academic probation. This probation period allows the student one semester to raise their overall cumulative GPA to the 3.0 required by the program. Once the student is placed on academic probation, the student will be counseled by their faculty advisor and Student Success Committee. These groups will discuss the student’s study habits, clinical performance and review the students’ performance in the program. If the student is unable to achieve the 3.0 cumulative GPA required in the probationary semester, they have failed to demonstrate the necessary medical knowledge and competency to continue and will subsequently be dismissed from the program.

Students will only be allowed this probationary status one time. If the students overall cumulative GPA drops below the 3.0 requirement a second time at any point during the didactic or clinical year, they will be dismissed from the program.

**Academic Remediation during the didactic year**

Students that make less than an 80% final course grade, in any didactic course have not demonstrated the satisfactory competency of the material. If a student scores < 80% on their final course grade, they will undergo remediation by the program. This may include
but is not limited to; readings, exams, OSCE’s, clinical hours with faculty and or presentations. To be successfully remediated, the student must complete all assignments in their entirety. A failure to complete the remediation plan will lead to dismissal of the student. Remediation will be determined based on the student’s deficiencies. **Note, the original grade will not be replaced as this is the grade the student earned.** The purpose of this remediation is to assure the students gain the knowledge and competency needed to succeed in clinical practice. Students will have two opportunities within the didactic year to remediate a grade < 80%. If a third final course grade of < 80% is made within the didactic year, the student will be dismissed from the program.

a. First final course grade <80% meets with advisor, and Student Success Committee, remediation plan assigned.
b. Second course grade <80%, meets with advisor and Student Success Committee, remediation plan assigned.
c. Third course grade <80%, may be dismissed from the program.
d. Any grade less than 70% in the didactic year demonstrates severe academic deficiencies and lack of competency. This constitutes failing the course. This will be reviewed by the program director, director of clinical education and the Student Success Committee. After review, students may be dismissed from the program.

*Note: any student that fails to complete the remediation plan assigned will be dismissed from the program.*

**Remediation during the Clinical year**

Students are expected to obtain a grade of 80% or greater during the clinical service courses within the clinical year. This is an overall course grade based on the final average of preceptor evaluations, patient logs, EOR exams, required rotation OSCE’s, written H and P and or elective papers. Review the following policies regarding remediation within the clinical year.

a. First rotation grade 70-79% - meet with the Director of Clinical Education (DCE)
b. Second rotation grade 70-79% - meet with Student Success Committee and DCE, remediation plan assigned to improve areas of weakness, must repeat rotation.
c. Third rotation grade 70-79% - program director, may be dismissed from the program.
d. A student scoring less than 70% within a clinical service rotation will fail the rotation. They will then be required to repeat this rotation at the end of the clinical year. A student failing a second clinical service rotation for any reason has demonstrated continuous deficits in competency and will be dismissed from the program.

*Professionalsm On Clinical Rotations*
Any student scoring a two or less (2/5), on the professionalism component of the preceptor’s final evaluation of the student will be reviewed by the director of clinical education, and the preceptor. This would represent a significant lack of professionalism. The director of clinical education will then meet with the student and devise a remediation plan addressing the area of deficiency. Remediation may include: repeating the clinical rotation, dismissal from the program and a written formal apology from the student to the preceptor. After remediation, if the student continues to exhibit unprofessional behavior(s), they will be subject to dismissal from the program.

**Dismissal**

Any grade less than 70% demonstrates severe academic deficiencies. This constitutes failing the course. This will be reviewed by the program director and students will be dismissed from the program with the opportunity to re-apply.

**Withdrawal**

Withdrawal from a course or from your program is an official process and should be discussed with your academic advisor and/or program director. Most programs in the School are full-time and the curricula specifically sequenced. Withdrawal from a course may risk your wait time to register for the class again. You might have to wait for a full year before resuming enrollment in the program. Withdrawals are made through the Samford registration system. Notice of program withdrawal should be given in writing to the program director. Check the Academic Calendar for deadline. Withdrawal from any course will lead to dismissal from the program. Withdrawals are made through the Samford registration system. Notice of program withdrawal should be given in writing to the program director. Check the Academic Calendar for deadline.

*The program does not offer deceleration in either the didactic or clinical year.*
Academic Integrity Policy

Samford University
Academic Integrity Policy
Governing Graduate & Professional Students in the College of Health Sciences
School of Health Professions, School of Nursing, School of Public Health

The School of Pharmacy will follow the current *Code of Ethical and Professional Conduct* outlined in the School of Pharmacy’s Student Handbook (pg. 28) for any allegation of an academic integrity violation related to courses within the School of Pharmacy.

Pharmacy students enrolled in courses in the Schools of Health Professions, Nursing or Public Health will be held to the Academic Integrity Policy governing graduate and professional students in the College of Health Sciences.

**Effective Date: October 1, 2019**

**ARTICLE I: PREAMBLE**

A degree from Samford University is evidence of achievement in scholarship and citizenship. Activities and attitudes should be consistent with high academic standards and Christian commitment and should be in keeping with the philosophy and mission of the University. At Samford, academic integrity is expected of every community member in all endeavors and includes a commitment to honesty, fairness, trustworthiness, and respect.

The University Statement on Academic Dishonesty is as follows: students, upon enrollment, enter into a voluntary association with Samford University. They must be willing to observe high standards of intellectual integrity, respect knowledge, and practice academic honesty. Those who cheat on an examination or class assignment are not only academically dishonest, but also are deficient in the scholarly maturity necessary for college study. Those who engage in academic dishonesty are subject to severe punishment. Any act to obtain an unfair academic advantage like the acts described in Article VIII is considered dishonest.

**ARTICLE II: SCOPE OF APPLICABILITY**

2.1 **General Applicability**

Articles I through III of this policy apply to students enrolled in the following graduate programs at Samford University: Master of Science in Nursing, Doctor of Nursing Practice, Master of Athletic Training, Master of Science in Speech Language Pathology, Doctor of Physical Therapy, Master of Science in Physician Assistant Studies, Doctor of Audiology, Dietetic Internship, Master of Healthcare Administration, Master of Health Informatics and Analytics, Master of Public Health, Master of Science in Nutrition, Master of Social Work, and Doctor of Public Health. Articles IV-IX apply to students enrolled in any of those listed graduate programs that are not governed by a school-specific academic integrity policy that has been approved by the Provost and the General Counsel of Samford University.

2.2 **Approval of School-Specific Academic Integrity Policies and Procedures**
Specific schools and colleges of Samford University may adopt their own school-specific academic integrity policies and procedures. After August 1, 2021, no school-specific policy may be used unless it was previously approved by the Provost and General Counsel of Samford University. In order to obtain approval of a school-specific policy, the dean of the school must submit a written copy of the proposed policy to the provost of the university and the general counsel. The general counsel shall approve or disapprove the policy within 60 days of receipt. If the general counsel disapproves the policy, he or she shall communicate to the dean the reasons for the policy’s disapproved. If they wish, a school and dean may revise a disapproved policy (perhaps in consultation with the general counsel) and resubmit it.

2.3 Applicability of Various Academic Integrity Policies

In determining which of various academic integrity polices governs an academic integrity violation, all allegations of academic integrity violations shall be governed by the policy that applies in the school or program in whose course or activity the alleged violation occurred.

ARTICLE III: REPORT OF ACADEMIC INTEGRITY TO THE ACADEMIC INTEGRITY OFFICER

3.1 Academic Integrity Officer
The University Registrar or his designee shall serve as the Academic Integrity Officer (AIO).

3.2 Report of Academic Integrity Violations to the AIO by Faculty
All final determinations of an academic integrity violation by a student in a graduate or professional program must be reported to the AIO as follows:

(a) By Faculty. Any faculty member (including faculty in schools that have an approved school-specific academic integrity policy) who finally determines that a student committed an academic integrity violation (as defined by the applicable academic integrity policy) and who adjusts any grade based on the violation must report the violation to the AIO.

(b) By School-Specific Academic Dishonesty Hearing Bodies. If the hearing body or other entity authorized by an approved school-specific academic integrity policy finally determines that a student committed an academic integrity violation (as defined by the applicable policy), the entity must report the violation to the AIO.

(c) By the Graduate Academic Council. If pursuant to this policy the Graduate Academic Council determines that a student committed an academic integrity violation, the GAC must report the violation to the AIO.

(d) Nature of the Report to the AIO. A report of academic dishonesty to the AIO pursuant to this section shall (i) identify the student who committed the violation and the school and academic program in which the violation occurred, and (ii) briefly describe the violation.
3.3 Repository of Academic Violation Reports
The AIO shall create a repository to maintain reports of academic integrity violations submitted pursuant to this section and identify instances in which a student is found guilty of multiple academic integrity violations.

ARTICLE IV: GRADUATE ACADEMIC COUNCIL

4.1 Composition
The Graduate Academic Council (GAC) shall be composed of one (1) faculty member from each of the university’s schools that have graduate/professional degree programs (Howard College of Arts & Sciences, Ida Moffett School of Nursing, Brock School of Business, Orlean Beason School of Education, McWhorter School of Pharmacy, School of Public Health, School of Health Professions and School of the Arts) and the University Library and one student from each school.

Faculty members must be full-time faculty with at least three years of instructional or library experience at Samford University. Each student member must have a cumulative grade point average of 3.0 or higher at the time of the appointment and during service. The student members shall be appointed annually by the deans of the participating schools. Faculty members shall be appointed for three-year terms by their respective deans.

A chairperson shall be selected each year by the faculty members of the Graduate Academic Council. The same person may be elected chairperson in multiple and back-to-back years.

4.2 Jurisdiction
The GAC shall have exclusive jurisdiction to decide all academic integrity matters brought before it pursuant to the procedures set forth in section 6.1 of this policy.

4.3 Duties
The GAC shall have the following duties:

(a) Conduct investigations and hold hearings pursuant to the procedures set forth in this policy to determine whether an accused student committed an academic integrity violation.

(b) Impose sanctions on students who it finds to be guilty of repeated or severe academic integrity violations.

(c) Communicate its decisions as set forth in these policies.

ARTICLE V: ACADEMIC INTEGRITY VIOLATIONS

5.1 Definition of Academic Integrity Violations
Academic Integrity Violations are acts of academic misconduct. The term academic integrity violation includes, but is not limited to, the following acts:
(a) Offering for course credit as one's own work, in whole or in part, the work of another.

(b) Plagiarism, that is, incorporating into one's work and submitting to others (either for course credit or some other university sanctioned purpose) passages taken either word for word or in substance from a work of another, unless the student credits the original author and identifies the original author's work with appropriate quotation marks, footnotes, or other appropriate written explanation.

(c) Offering one's work for course credit or other university sanctioned purpose work that one previously offered for course credit in another course or other university sanctioned activity, unless one secures permission to do so prior to submission from the instructor in whose course the work is being offered or the person in charge of the activity.

(d) Obtaining an unauthorized copy of a test or assignment in advance of its scheduled administration.

(e) Taking an examination (or other evaluative instrument, exercise, or competition) for another student or knowingly permitting another person to take an examination (or other evaluative instrument, exercise, or competition) for oneself.

(f) Giving, receiving, or obtaining information pertaining to an examination (or other evaluative instrument, exercise, or competition) during an examination or exercise period, unless such action is authorized by the instructor giving the examination or the person in charge of the exercise or competition.

(g) Divulging the contents of an essay or objective examination or other evaluative exercise or competition to a student who has not taken the exam or engaged in the exercise or competition.

(h) Taking, keeping, misplacing, or tampering with the property of Samford University, a faculty member, or another student, if one knows or should reasonably know that one would, by such conduct, obtain an unfair academic advantage. This section is intended to include, but not be limited to, material in a university library.

(i) Failing to follow the instructions of a professor in completing an assignment or examination or of a person or entity in charge of an exercise or competition, if one knows or should reasonably know that one would, by such conduct, obtain an unfair academic advantage.

(j) Witnessing conduct which one knows or should reasonably know is dishonorable and failing to report it.

(k) Altering or falsifying academic or student record documents such as transcripts, change of grade forms, University excuses, and add/drop forms.
(l) Giving or receiving unauthorized assistance on an examination, assignment, project, or other academic assignment.

(m) Making a false report of academic dishonesty.

(n) Fabricating, falsifying, or misrepresenting data, results, analyses, or other studies, presenting the results of research or studies not actually performed, or manipulating or altering data to achieve a desired result, including the failure to report or suppressing conflicting or unwanted data.

(o) Violating a Code of Conduct applicable to a program in which the student is enrolled that relates to academic integrity.

(p) Violation of HIPPA Rules.

(q) Falsifying clinical records (Case numbers, hours practice, etc.) and clinical evaluations.

**ARTICLE VI: PROCEDURES FOR ADDRESSING REPORTING ACADEMIC INTEGRITY VIOLATIONS**

6.1 **Faculty Actions Based on a Suspected Academic Integrity Violation**

If a faculty member believes that a student committed an academic integrity violation in a course or activity for which the faculty member is responsible, the faculty member shall follow the following procedures:

(a) **Meeting with the Student.** The faculty member must meet with the student within 15 university working days after discovering the alleged violation. Based on the situation, the faculty member should consider having a witness at the meeting with the student. The faculty member should seek in the meeting to determine whether the student admits or denies the alleged violation. At some point in the discussion, the faculty member must describe the alleged violation and ask if the student committed it. Once a faculty member has charged a student with an academic integrity violation, the student may not withdraw from or change status in the course until the matter is resolved.

(b) **Consultation and Advice.** The faculty member is encouraged to consult with his or her department chair and or dean and may disclose information necessary for the chair and/or dean to provide guidance as a school official with a legitimate educational interest. The faculty member may also consult with colleagues about the suspected academic integrity violation. All such communications shall comply with FERPA. Faculty members may also consult with the AIO regarding a suspected violation.

(c) **Student Admission of Violation.** If the student admits the academic integrity violation, the faculty member shall adjust the student’s grade on the assignment or in the course as the faculty member deems appropriate. The faculty may also submit the matter
to the AIO and request that the GAC review the matter to consider sanctions beyond a grade adjustment due to the seriousness of the violation. In that event, the faculty member shall prepare a report to the AIO describing the violation and related circumstances.

(d) **Faculty Determination of No Violation.** If, after further review, the faculty member is satisfied that no academic integrity violation occurred, then the allegations are dismissed, no report shall be filed, and the matter is closed.

(e) **Student Contests Violation.** If after further review the faculty member determines that an academic integrity violation occurred, but the student denies the violation, then the faculty member shall adjust the student’s grade on the assignment or in the course as the member the faculty member deems appropriate. The faculty member shall in that event prepare a report that (i) states he or she found an academic integrity violation, (ii) describes the violation, and (iii) describes the grade sanction, if any, that he or she imposed. The faculty member shall provide a copy of the report to both the student and the AIO. If the student wishes to contest the faculty member’s determination or the grade sanction imposed, the student may file an appeal with the AIO pursuant to section 7.1 of this policy stating why the student believes the faculty member’s determination or sanction is inappropriate. The student may not withdraw from the course during this process and should continue to attend the course and complete all necessary assignments.

6.2 **Reports of Alleged Academic Integrity Violations by Other Members of the University Community.**

Any member of the Samford community who suspects that a graduate or professional student has committed an academic integrity violation shall report the allegation to the faculty member in whose course the alleged violation occurred. If the alleged violation did not occur in a course, the AIO shall be reported to the AIO.

**ARTICLE VII. GRADUATE ACADEMIC COUNCIL PROCEDURES**

7.1 **AIO Referrals to the Graduate Academic Council**

Within five (5) business days of receiving a report or allegation of an alleged academic integrity violation, the AIO shall in the following instances refer the matter to the chairperson of the GAC:

(a) When a student files an appeal of a faculty member’s determination of an academic integrity violation or the grade sanction imposed based on the violation.

(b) When a faculty member requests GAC review of an academic integrity violation pursuant to section 6.1(c) for consideration of sanctions beyond a grade adjustment due to the seriousness of the violation.

(c) When the AIO determines that an alleged academic integrity violation would be the student’s second or subsequent violation.
(c) When another member of the Samford community reports an alleged academic integrity violation pursuant to section 6.2 that did not occur in a course.

7.2 Referrals Reviewed by the Chairperson of the GAC
Within ten (10) business days after the AIO refers an alleged academic integrity violation to the GAC chairperson, the chairperson shall review the allegation, report, and any other material submitted and determine if there are reasonable grounds to believe that an academic violation occurred. If the chairperson determines such grounds do not exist, the chairperson shall report to the AIO within those ten (10) days that the allegations are dismissed. The chairperson may request assistance from legal counsel and other university departments as appropriate.

7.3 Assembling a GAC Hearing Panel

(a) Composition. Within 10 business days after the AIO refers an alleged academic integrity violation to the GAC chairperson, the shall appoint a Hearing Panel. The Hearing Panel shall consist of three faculty and two student members of the GAC selected by the chairperson. In selecting the faculty members of the hearing panel, the chairperson shall give preference to appointing the GAC representative from the school in whose program the alleged violation occurred. The Hearing Panel shall by majority vote select one of its faculty members to serve as its presiding member who shall assure the panel proceeds in a manner that is timely and consistent with these procedures.

(b) Recusal. A member of the Hearing Panel shall recuse himself or herself if he or she believes that he or she cannot decide the matter before the panel based on the evidence or without bias or prejudice. The Hearing Panel may, by majority vote, recuse one of its members from sitting on a hearing if that recusal would best serve the interests of the university.

(c) Notice to Student. If the GAC chairperson determines that reasonable grounds exist to believe an academic violation occurred, then the chairperson shall within five (5) business days notify the student alleged to have committed the violation that GAC proceedings are being instituted to address the allegation. The notification shall be in writing and shall describe the specific violations alleged.

7.5 Hearing Panel Proceedings

(a) Initial Panel Deliberation. The Hearing Panel must convene (this may occur face to face, WebEx or other electronic means) and begin deliberations within fourteen (14) days after their appointment. The panel shall at that time review the allegations and all material submitted to the AIO and the GAC chairperson. The Hearing Panel may by majority vote decide to dismiss the allegation, investigate further, or proceed to a hearing of the matter.
(b) **Investigation.** If the Hearing Panel believes further investigation is needed, it may interview any member of the Samford community who may have knowledge of relevant facts or request any materials that relate to the alleged violation.

(c) **Scheduling a Hearing.** If after completing any needed investigation, the Hearing Panel does not decide to dismiss the allegation, it shall schedule a hearing of the matter. The hearing must be held within 20 days after the Hearing Panel was appointed.

(d) **Notice of Hearing.** The panel must provide written notice of the hearing to the accused student no less than ten (10) days before the hearing. The notice must set forth:
   (i) the date, time, and place of the hearing;
   (ii) the specific violations alleged;
   (iii) the names of all witnesses whom the panel consulted or on whose statements the panel has relied; and
   (iv) a list (and copies when available) of all materials relating to the violation on which the panel relied; and
   (v) a copy of this policy and any related written procedures.

(e) **Hearing.** At the hearing, the Hearing Panel may hear the testimony of any witnesses and consider any documents it deems relevant to the allegation. The accused student has the right to be present at the hearing, to act as his or her own counsel, to be assisted by a member of the Samford community of his or her choice, to obtain copies of all testimony or reports relied upon by the Hearing Panel; to ask questions of all witnesses who testify at the hearing; and to present evidence in his or her defense.

(e) **Panel Deliberations.** After the hearing concludes, the Hearing Panel shall deliberate and determine (i) whether the student committed academic integrity violations; and (ii) what sanctions, if any, should be imposed.

(f) **Sanctions.** The Hearing Panel may impose the following sanctions:

   (1) Official reprimand that will be made part of the student’s record;

   (2) Removal of awards or honors received by the student as a result of the violation;

   (3) A requirement that the student engage in community service, educational classes, or other appropriate activity;

   (4) Probation (a period in which the student is restricted from participating in all or designated co-curricular or other activities).

   (5) Suspension (termination of student status at the university for a specified period);
(6) Expulsion (termination of student status at the university for an indefinite period or permanently).

(g) Notice of Decision. Within five (5) business days, the chairperson of the Hearing Panel shall communicate its decision in writing to the AIO who will provide a copy of the decision to the accused student, the affected faculty member, and—in the case of a violation—the dean(s) of the appropriate school(s).

(h) Panel Requests for Assistance. The Hearing Panel may at any point during its work request assistance from legal counsel as appropriate. It may also confer with the AIO regarding consistency of decisions and sanctions.

ARTICLE VIII: APPEAL OF SANCTIONS

8.1 Grade Appeals. Any grade adjustment made pursuant to these policies may be appealed through the grade appeals process otherwise applicable in the school.

8.2 Appeal of Non-Grade Sanctions. If a student disputes the sanction(s) imposed by the GAC, he or she may appeal the sanction decision in writing to the AIO within five university working days of the date he or she receives notice of the Hearing Panel decision. The AIO (in discussion with the Provost and Executive Vice President) may review the record of the hearing and the student's academic and disciplinary records, and based upon this review, decide to:

1. Allow the sanction(s) to stand.
2. Modify the sanction(s) or impose a different sanction(s).
3. Suspend the sanction(s).

For issues regarding the same academic integrity incident, the AIO and Provost will consider a grade appeal and an appeal of the University Academic Council’s decision on additional sanctions at the same time. The decision of the AIO and Provost as to the appropriateness of the sanction(s) is final.

ARTICLE IX: CONFIDENTIALITY

9.1 Confidentiality. The proceedings of the Graduate Academic Council and Hearing Panel are confidential and are subject to the provisions of the Family Educational Rights and Privacy Act and its implementing regulations.
Didactic Evaluation and Grading Policy

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

Students are expected to complete and turn in assignments within the prescribed time frame.

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>80-86.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>70-76.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70%</td>
</tr>
</tbody>
</table>

Incomplete of Deferred Credits

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

Grievance Policy

If a student has concerns or questions regarding an examination or assignment, he/she must request an appointment with the course coordinator in writing within seven (7) days of posting of the examination or assignment grade. Students should follow the complaint process as outlined in the current Samford University Student Handbook. [https://www.samford.edu/files/Student-Handbook.pdf](https://www.samford.edu/files/Student-Handbook.pdf)

Course Management System

Canvas is the Web-based learning management system used at Samford University to enhance class communication, organization, and presentation by providing customizable website templates for courses offered. It is designed to provide tools for building online resources for use with face-to-face-instruction, hybrid classes, or to support classes offered completely online. The degree to which the system is used in each course varies. Students may access Canvas at [http://canvas.samford.edu](http://canvas.samford.edu).
Technology, Social Media and Electronic Devices

Technology is an essential and integral aspect of a web-enhanced or online course. The student must have access to a computer and stable connection to the Internet on a regular basis. A high-speed internet connection, such as a cable modem or DSL line is preferred. The student will need access to Word, PowerPoint and an Excel software program. As web-enhanced/online lectures contain an audio component, the student will additionally need the capability to access audio through speakers.

The Technology Service Help Desk is available by phone 205-726-2662 or email at support@samford.edu. The most recent information concerning computer requirements, training, access, hardware, and software options is available at: http://www.samford.edu/departments/technology-services/

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

Social Media
Social media can serve as useful communication tools. However, health professions students should use the forums judiciously. Any use of social media with patient information, images, or identifying information is strictly prohibited and a HIPPA violation.

No postings regarding academic or clinical experiences may be placed on Facebook, SnapChat, Twitter, or Instagram by students. Additionally, please be aware of your own personal postings as your potential employers are now using social media sites as ways to screen applicants for jobs. Be careful what you allow others to see on your social media site.

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

Graduation/NCCPA Certification
After successful completion of both the didactic phase and clinical phase of the program students will be eligible for graduation, enabling them to sit for the PANCE examination, of Physician Assistant National Certification Examination.
Student and Patient Confidentiality

Family Education Rights and Privacy Act (FERPA)

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

1. Eligible students have the right to inspect and review all of the student's educational records maintained by the school. The student must contact the dean of academic services and registrar office to make an appointment to view their academic record.

2. Eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the eligible student has the right to place a statement in the records commenting on the contested information in the records.

3. Generally, Samford University must have written permission from the eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties: school employees who have a need to know, other schools to which a student is transferring, parents when a student over 18 is still a dependent, certain government officials in order to carry out lawful functions, appropriate parties in connection with financial aid to a student, organizations doing certain studies for the school, accrediting organizations, individuals who have obtained court orders or subpoenas, persons who need to know in cases of health and safety emergencies, state and local authorities to whom disclosure is required by state laws adopted before November 19, 1974.

Schools may also disclose, without consent, "directory type" information, such as a student's name, address, e-mail address and telephone number. Samford University has designated the following as directory information: student name, address, telephone number, date and place of birth, enrollment status, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, honors, degrees and awards received, most recent previous school attended, and photograph. An eligible student who does not wish for this information to be released without prior written consent must notify in writing the Office of the Dean of Academic Services and Registrar by the last day to Drop/Add without financial penalty in a semester or term. The link is provided here for further information [https://www.samford.edu/departments/registrar/ferpa](https://www.samford.edu/departments/registrar/ferpa)

Health Insurance Portability and Accountability Act (HIPAA)

Students have an obligation to protect and keep confidential all patient data/information whether printed, written, spoken, or electronically produced, and to access this information for appropriate and authorized purposes such as patient care and records processing. Patient information must be accessed, maintained and released in a confidential manner. Any violation of the confidentiality of patient information or unauthorized access may result in disciplinary or corrective action up to and including immediate dismissal from the Physician Assistant Studies program for student
misconduct. Per HIPAA guidelines, a release of information form must be completed before any information is mailed, faxed or given to any party, including the patient or his/her caregiver. Students are not to discuss patient names, addresses and medical or financial information with any individuals other than those who are directly involved with care of the patient. This includes any public forum such as the classroom, clinical conferences and seminars either on or off-campus. Patients must sign consent forms before they can be video-taped, audio-taped or observed by any other party.

- To remain in compliance with the federal Health Insurance Portability & Accountability Act (HIPAA) regulations and respect the confidentiality of patient information, Physician Assistant Studies students may not remove any patient protected health information (PHI) including patient health records and photos from the clinical site.
- Unauthorized disclosure of patient information may violate state or federal laws (including HIPAA) and unauthorized release of information may result in dismissal from school and legal action taken against the student.
- Please note: HIPAA rules and regulations also apply to individuals, including students, faculty and clinicians, who volunteer to serve as demonstration subjects.
- No photos/video of any patient or patient records. Please avoid having pictures taken of you during clinical experiences unless the photographer is authorized by the facility to take pictures. No information related to patients or your clinical experiences may be posted on social media sites including pictures, status updates or comments.

Course Evaluations

At the end of each course students are encouraged to complete an assessment of the professor and the course. This information is used to improve the course and learning experience for the student. This will be discussed by the course instructor. The academic coordinator and the Student Success Committee will follow the students’ academic progression throughout the program, as well as the course evaluations from each student. Students will also evaluate the clinical service rotations as well as the preceptor at the completion of the rotation. The director of clinical education will review these evaluations in an effort to maintain and improve the clinical service experience for the student.

Exit and Graduate Surveys

Are to be completed just prior to graduation and in years 1, 3, and 5 after graduation. This feedback from students is essential to the program as we continue to evaluate teaching methods and instruction for improvement.

Samford Student Services

Student Identification

All students within the clinical year will be required to wear their Samford University Physician Assistant Studies student badge as well their white coat with their names and student status listed on them. Patients will be notified of their student status and may refuse care.

A standard name badge using the official bell tower logo is available for all university employees and representatives. Students are required to wear name badges at all times, but especially at
official university functions so guests can identify those connected with the university. Please go to the following link for more information: https://www.samford.edu/departments/marketing/name-badges

Academic Support
The Samford Academic success center will offer a variety of academic services for all students free of charge. This might include individual consultations discussing study strategies and time management skills. For more information go to: https://www.samford.edu/departments/academic-success-center/

Books and Supplies
The Samford bookstore is owned and operated by the university and all proceeds from the bookstore operation go back to fund Samford University. Please check the website for store hours. The bookstore carries all accurate and required materials for courses that have been requested by faculty as well as supplies.

Library Services
Serving the entire campus community, the Samford University Library combines the Harwell Goodwin Davis Library and the Frank W. and Clara C. Hudnall Library. The University Library is home to the Marla Haas Corts Missionary Biography Collection, the Alabama Men’s Hall of Fame and the Hellenic Scholars’ Library. There are more than half a million volumes available through the online catalog. In addition to the book and periodical collections, the library houses a government document collection, a special collection and a multimedia collection. A computer laboratory, computer classroom, individual and group study rooms, multimedia viewing and listening rooms, meeting rooms and a patron lounge area are available (http://library.samford.edu/about/maps.html) for patron use. Librarians provide research education to classes and one-to-one assistance at the Ask Us desk and online at http://samford.libanswers.com/

Technology Support Services
The technology help center can assist you 24 hours a day, 7 days a week 205-726-2662 or support@samford.edu. www.samford.edu/departments/technology-services/

Public Safety and Emergency Management General Policy
As stated on their website, “the mission of the Samford University Department of Public Safety and Emergency Management is to protect the life and property of all people of the Samford University community. Our goal is to enhance the quality of life of the university by providing a safe and secure campus through professional service and proactive crime prevention. To create an environment where students, faculty and staff can conduct their daily business without the threat of physical or psychological harm. These responsibilities are to be met with the integrity and demeanor consistent with the Christian values of the university.
We hope to promote an atmosphere of safety, peace and tranquility enabling the university community to focus on providing and attaining an education of the highest quality.”

In an effort to provide the best possible emergency services to Samford’s community, the Department of Public Safety maintains a close working relationship with the Homewood Police Department and the Homewood Fire and Rescue Service. Public safety officers have the shortest response time to any location on campus and are the first responders to incidents on campus. If fire or emergency medical services are needed, public safety officers will respond to the scene and direct appropriate service units to the exact location of an incident on campus.

Patrol and dispatch services are provided 24 hours a day, with immediate access to municipal emergency services. The Department of Public Safety’s radio communications dispatchers cover telephones and two-way radios on a 24-hour basis to give information, respond to emergencies and contact other agencies. Officers and dispatchers can immediately contact the city of Homewood’s fire department, Emergency Medical Service and police department by the Department of Public Safety’s radio system.

The Department of Public Safety monitors the National Weather Service radio network. A campus-wide alerting system notifies the campus community of threatening weather conditions. For further information visit the website at: https://www.samford.edu/departments/public-safety/.

Samford University maintains an Office of Public Safety and Emergency Management (PSEM) as a proprietary function of the university with jurisdiction to enforce the rules and regulations of the university on university property, as well as the laws of the U.S. government and the state of Alabama. The PSEM office is staffed 24 hours a day to provide immediate availability for emergency response, security and traffic patrols, monitoring people on campus and other services relevant to the campus community.

The PSEM office is located on the second floor of the University Center, Room 202. Members of the department maintain a close working relationship with local, state and federal law enforcement authorities and other emergency service agencies on matters related to campus safety and security. Any incidents involving suspected criminal activity or violations of university rules and regulations related to the safety and security of people or property should be reported to the Office of Public Safety and Emergency Management.

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

A safety escort service is available for all students during the day or night. Escorts are provided to any destination on campus. The escort service is provided for safety-related reasons only. Because there is safety in numbers, groups of three or more students are encouraged to walk to their destination. The escort is given by either foot or vehicular patrol. An escort may be requested by calling 205-726-2020 or stopping by the PSEM office located in University Center 202.
Access to the campus is subject to control at all times. During regular business hours, vehicles may access the campus through the main entrance or the southwest gate. Except for special events, the front gate is closed at 10 p.m. and controlled access is established at the southwest entrance from 10 p.m. until 6 a.m. People entering or departing the campus are subject to security checks for valid identification, campus destination or other relevant information. Academic and administrative buildings are open during regular business hours. After closing hours, buildings are patrolled regularly to maintain security of property in the buildings, to prevent unauthorized entry and to assure proper operation of facility equipment. After-hours access to the buildings must be authorized by appropriate university officials. Routine patrols and periodic building inspections are performed to assure the security of facilities. When deficiencies are discovered, the appropriate department is notified as soon as possible.

All clinical sites must provide a safe environment of our students. All clinical sites are evaluated for any safety concerns during the initial site visit by the director of clinical education. At clinical site hospitals, each facility has its own security department. The clinical site security departments are responsible for providing a secure, safe work environment for employees and our students. Sites are evaluated by the director of clinical education for ongoing safety. If the site cannot provide a safe environment for the student, the site will not be utilized. Students will be provided information during their university and program orientation regarding general safety. Students will be able to make comments on the security and safety of a clinical site at the conclusion of the rotation. If for any reason the student does not feel safe during the clinical service rotation at any point they will contact the director of clinical education.

Emergency Services/Closing of the University

_Inclement Weather/RAVE_

Inclement weather or other events beyond the control of the university that might cause risk or danger to students, faculty and staff may occasionally result in changes to normal university operations, including cancellation of classes or events; the calendar schedule may be adjusted. Recorded announcements of weather related, or other closings of the university can be heard by calling the SAM-INFO message system at **205-726-4636**. In addition, the Office of Communication notifies local radio and television stations of campus closings. In case of emergency, the RAVE alert system is activated.

RAVE is the primary method of communication used by Samford University during a campus emergency. If you have not registered for RAVE alerts, please use the link provided below and go to the My Contact Information box on your Portal homepage to update your RAVE Emergency Alert Information.

[https://connect.samford.edu/group/mycampus/student](https://connect.samford.edu/group/mycampus/student)

Samford University utilizes Samford Alert for desktop, laptop, tablet and mobile devices to provide students with information, procedures, and links about what to do in the event of a variety of emergency situations that could occur on our campus. If you do not already have the Samford Alert app on your mobile device, laptop, desktop or tablet, please click on this link [https://connect.samford.edu/group/mycampus/student](https://connect.samford.edu/group/mycampus/student) and go to the In Case of Emergency box on your Portal homepage for instructions on downloading
the App. Once you have downloaded the App, please take time to review the information provided, it is important that you know what to do in the case of a campus emergency.

*Active Shooter Training*
This link is provided for students and faculty in the event of an active shooter.
https://www.samford.edu/employee/training-and-orientation

During the clinical year, each facility or hospital will have policies and procedures for active shooter situations. Please review these and familiarize yourself with the processes while on clinical rotations.

**Nondiscrimination Statement/Harassment/Sexual Misconduct**
Samford University complies with applicable laws prohibiting discrimination, including applicable provisions of and amendments to Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, and does not unlawfully discriminate on the basis of race, color, national origin, sex, age, disability, genetic information, or veteran status in admission or access to, or treatment or employment in, its programs or services. Inquiries and concerns regarding this policy may be directed to the vice president for business affairs or general counsel, Office of Business and Financial Affairs, 200 Samford Hall, Birmingham, AL 35229, 205-726-2811. This notice is available in alternative formats upon request.

Samford University is a Christian institution of higher education that has a moral commitment to the worth and dignity of all individuals. Samford’s policy of opposition to sexual harassment and sexual assault is not only a legal responsibility and practical utility but stems from the University’s profound commitment to Christian and moral values as expressed in its mission and purpose. For more information go to: https://www.samford.edu/files/Student-Handbook.pdf (Pages 89-103).

Inquiries and concerns regarding this discrimination policy may be directed to the Assistant Vice President and General Counsel, Office of Business Affairs, 200 Samford Hall, Birmingham, AL 35229, (205) 726-4172. This notice is available in alternative formats upon request.

**Student Health and Immunizations**
St. Vincent’s at Samford provides outpatient health-care services to students attending the university. Staffed by a full-time medical provider, the clinic provides primary medical services, including acute care for illness and injuries, health maintenance and management of stable, chronic conditions. Located on the east side of F. Page Seibert Hall, the clinic is equipped with radiology and an on-site CLIA waived lab. Hours of operation are Monday through Thursday from 8 a.m.–4:30 p.m. and Friday from 8 a.m.–3 p.m. The number for University Health Services is 205-726-2835.
The program’s principal faculty, program director or medical director will not provide any medical care for a Samford University physician assistant studies student.

Student health records are confidential and will not be accessible to or reviewed by program director, medical director, principal or instructional faculty. Student health records are stored and maintained in Employment screening services (ESS). Program faculty and staff do not have access to student health records as they are protected by the Health Insurance Portability and Accountability Act (HIPAA) regulations.

Care Team
Samford’s mission begins with a commitment to “nurture persons,” which includes paying attention to the academic, mental, emotional and spiritual concerns of students and responding to those concerns with compassion and support. One of the distinctive characteristics of our campus culture is the thoughtful and thorough efforts made to identify students that need help, to connect them with the right resources and to invest in their long-term healing and success.

The CARE Team (Communicate, Assess, Resource and Educate) is a group of faculty and staff members from across campus that exists to help students of concern remain successful in and out of the classroom. The CARE Team connects students that are experiencing unusual stress or challenges with a variety of resources to help address their concerns. These resources include, but are not limited to: University Counseling Services, Academic Success Center, Disability Resources, Public Safety, Residence Life, Title IX Officer, Student Involvement and Office of Spiritual Life. For more information go to: https://www.samford.edu/departments/values-advocacy/care-team-form

Counseling Services
Students will have access to counseling services. Counseling Services & Wellness Programs (C&WP) is located in Dwight Beeson Hall (DBH) room 203. Counseling Services & Wellness Programs is open for appointments Monday through Friday 8 a.m. to 4:30 p.m., with some flexibility. For more information go to: https://www.samford.edu/departments/counseling/

Disability Support Services
Disability Resources serves as the central campus resource for students with disabilities. Working in partnership with faculty, staff and administration, the goal of Disability Resources is to promote an accessible and inclusive environment for all students. Disability Resources works individually with each student to determine appropriate accommodations to ensure access to programs, activities and services.

For more information go to: https://www.samford.edu/departments/disability-resources/

Dining Services
Samford University has various dining options including:
The Samford Cafeteria is located on the 2nd floor of the Ralph W. Beeson Student Center.
Einstein Bros. Bagels located on the 1st floor of the University Library.
The Food Court (Hissho Sushi, Simply to Go, O’Henry’s Coffee, The Grill, Boar’s Head Deli, Chick-fil-A and Moe’s Southwest Grill) located on the 1st floor of the University Center.
The Smoothie Center located on the 2nd floor of the Hanna Center.
Freshëns Fresh Food Studio located in the atrium of the College of Health Sciences.
For more information go to: https://www.samford.edu/departments/dining/

Transportation Services
Transportation Services coordinates parking enforcement, permitting and shuttle services for Samford University. For more information go to: https://www.samford.edu/departments/transportation/

Parking
Vehicles must display a Samford University parking decal if parked on campus. Decals may be obtained for a nominal fee from the transportation services located in the University Center across from the HUB. You may also obtain a decal online through Samford’s website at www.samford.edu/ts.

Student Information

Registration
The CHS Office of Student Services and Enrollment Management will register the student each semester and will send an email to their Samford email account indicating when the process is completed.

Financial Services
Information regarding financial aid and financial services can be found at the following link: https://www.samford.edu/departments/financial-services

Employment during the Program
The Physician Assistant Studies Program is a rigorous and challenging curriculum. The didactic and clinical year will require long hours in the classroom and in the clinic. Working during the didactic or clinical year is highly discouraged and not recommended due to the rigors of the curriculum.

Students are will work for the program in any capacity. Students may not, by position or responsibility, be employed or function as instructional faculty or substitute for clinical or administrative staff during the program.
Relationship Violence
An anonymous form can be used to report any act of relationship violence. 
www.samford.edu/departments/values-advocacy/report-relationship-violence

Medical Insurance for Students
Students are required to carry health insurance while enrolled at Samford. Students in the 
College of Health Sciences are required to provide proof of current personal health insurance
coverage. Likewise, international students with F or J visas are required to provide proof of
health insurance. Each year, these students are automatically enrolled in the university-sponsored
student health insurance plan. There is a charge for this coverage. To have the charge removed
from his/her Samford account, a student must provide proof of insurance by completing the
insurance waiver at http://www.firststudent.com/schools/. Without the waiver, the charge will
remain on the student account and the student will be covered with health insurance from August
to July of the next year.

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

Exposure to Blood Borne Pathogens Guidelines
Samford University Physician Assistant Studies (PA) is a program housed within the College of
Health Sciences. Samford PA studies program adopted the BBP guidelines, with modifications,
from the Samford University - McWhorter School of Pharmacy.

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

An **exposure incident** is a specific eye, mouth, other mucous membrane, non-intact skin
(dermatitis, abrasions, chafing, hangnail, etc.), or parental contact with blood or other potentially
infectious materials (OPIM) that results from the performance of a PA student’s duties.
Annual training on safety precautions and post-exposure expected behaviors will be conducted. Training will be provided during the first semester of the program. All students (new and returning) are required to participate in this training. PA students are required to receive or show proof of hepatitis B immunization (e.g. titers). PA students are also required to show proof of personal health insurance upon admission to the PA program. This insurance will be needed for coverage of laboratory testing and medications (if necessary) in the event of an exposure incident.

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

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

Clinical Year Information

The Clinical Year Requirements and Expectations

As students complete the didactic year, the second year of the program will begin their supervised clinical practice experience, or SCPE. Students will participate in twelve four-week rotations, seven required and five elective clinical services. Students will be evaluated by the clinical preceptors for the competencies set-forth by the program. Students must meet the required prerequisites to matriculate into the clinical year.

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

Clinical Year Prerequisites

1. The student must complete the didactic year in good standing.
2. Students that enter the clinical year in a probationary status will have one additional semester within the clinical year to achieve the 3.0 GPA required.
3. Incomplete grades must be resolved prior to entering the clinical year, and students receiving less than a 3.0 GPA entering the clinical year will be on academic probation. The details are listed within the academic good standing portion of this manual.
4. All students must be enrolled in a comprehensive health insurance program.
5. Students must maintain malpractice insurance during throughout the clinical year.
6. All students must have completion of all required immunizations and testing (rubeola, diphtheria, tetanus, Hepatitis B, and PPD with or without a chest x-ray as indicated).
7. Must have a current BLS and ACLS certification that does not expire until after graduation.
8. All students must have a completed university registration.

Student Tasks during the Clinical Year

Students may be responsible for multiple tasks within the clinical year including but not limited to:

1. Obtaining patient histories and performing physical examinations
2. Assisting in the operating room
3. Care of emergent conditions - with direct supervision
4. Care for patients across the age spectrum—from birth to death
5. Preventative care
6. Care of acute, emergent, preventative and chronic medical conditions
7. Care for patients requiring rehabilitation services
8. Order and interpret diagnostic studies
9. Pre- and post-operative patient care
10. Develop differential diagnosis
11. Patient education
12. Working within the inter-professional team

Students may be responsible for the following technical procedures during the clinical year including but not limited to:

1. Intravenous lines
2. Central venous lines – indications and uses as well as using ultrasound for guidance using seldinger technique
3. Arterial lines
4. Nasogastric tubes
5. Foley catheters both male and female placement
6. Suturing techniques for wound closures
   a. Running subcuticular
   b. Running subcutaneous
   c. Vertical mattress
   d. Horizontal mattress
   e. Simple interrupted
   f. Dermal glue
7. One and two hand tying
8. Surgical first and second assisting as well as surgical techniques and sterility
9. Injections and infiltrating local anesthetic, intramuscular and subcutaneous
10. Draining and packing abscesses
11. Splinting and wound care, fracture care
12. EKG placement and evaluation
13. Hemoccult testing or Guaiac testing
14. Venipuncture
15. Digital blocks
16. Pelvic examinations
17. Lumbar punctures
18. Fluorescein staining and using the woods lamp
19. Radiologic interpretations
20. Evaluating lab data and its uses, including but not limited to:
    a. Urinalysis
    b. CBC, basic and comprehensive chemistries
    c. Liver functions, amylase, lipase
    d. Wet preps
    e. Swabs including strep and flu
    f. Wound culture data, sensitivity and resistance
    g. D-dimers and limitations
21. ACLS and BLS
22. Treating and evaluating burns
23. Using the Doppler for arterial and fetal pulses
24. Basic ultrasound use, FAST scans and other uses

Information for Preceptors
During their clinical year, students must be given opportunities to practice the clinical skills they will be expected to utilize as professionals. These skills are vast and include patient interviewing, physical examination of patients, communication with patients and colleagues, performing clinical skills and procedures interpretation of diagnostic studies and clinical data, and demonstration of professional behaviors. Students are expected to apply and practice their skills so that they may become more useful members of the healthcare team, both as lifelong learners and as future healthcare professionals.
A clinical preceptor serves as a guide in facilitating a student’s patient encounters, helping the student gain clinical experiences that are relevant to the practice of medicine and appropriate for the student’s achievement/experience level. As the student’s patient care responsibilities are progressively advanced, he/she should be able to manage all elements of a patient encounter, from the initial chief complaint to discussing final treatment planning with the preceptor. All students should be given guidance up-front on how the preceptor and/or practice system would like patient encounters to occur or be documented, and preceptors should keep in mind that students just starting out their clinical rotations may need additional supervision before they feel comfortable enough working more autonomously.

The Samford Physician Assistant student must never be used as a substitute for medical staff or a licensed medical provider in any clinical setting. Students should not be allowed to evaluate, diagnose, treat, or discharge patients without the direct involvement and supervision of the clinical preceptor.

The preceptor contact information is found within the course shell in Canvas.

Preceptor Responsibilities

1. Provide an orientation to each student about guidelines of the rotation – to enhance student performance preceptors should orient the students to the tasks and expectations within the rotation.
2. Arrange for an orientation of any facility that the student will be rotating.
3. Preceptor must provide students will adequate patient encounters.
4. Make all learning experiences meaningful for students.
5. Orient the student of expectation of the rotation.
6. Provide students with patient responsibilities.
7. Student must be directly supervised by the preceptor during their clinical experience.
8. Guide students in patient interviewing and physical examination skill and technical skills, communication with patients and colleagues, interpretation of diagnostic studies and clinical data, patient assessment and plan and demonstration of behaviors consistent with professionalism.
9. Provide ongoing construction feedback during the rotation.
10. Avoid placing students in a position that will exceed their level of training.
11. Students must not be used in replacement of staff or another provider.
12. Notify the director of clinical education of any concerns regarding student deficiency or unprofessional behavior.
13. Complete a mid and final evaluation of student’s performance.

Clinical Year - Site Approval

1. Students will not solicit for any clinical service sites. The program will provide all clinical service sites.
2. Clinical year rotation selection will occur in the fall semester prior to the January clinical year.
3. The Director of Clinical Education will have an informational meeting to explain the rules of clinical rotation assignment prior to the assignment of rotations.
4. The program will assign all clinical rotation clinical sites for each student.
5. The student will have a “wish list” for elective rotations. Each student will be able to rank order elective clinical specialties and rank order clinical sites within the specialties.
6. Once the initial clinical schedule is completed, the students will be given the opportunity to make 2 changes to their schedule. The changes must be submitted in writing to the director of clinical education within 3 days of the initial schedule presented to the students.
7. The Director of Clinical Education will do their best to accommodate the changes. The Program reserves the right to deny any rotation change for any reason.
8. Once the final schedule is approved it will not be changed, it is final.
9. The program reserves the right to make administrative changes.

Clinical Year Student Guidelines

1. Students should contact the preceptor by phone or email approximately one week before the beginning of the rotation.
2. The student is responsible to meet with the preceptor to discuss the requirements and objectives of the rotation during the first week of the rotation.
3. The student will follow to the same schedule as the preceptor. Usually work will be from 40-60 hours per week. This will be dependent on the type of rotation. Please contact the director of clinical education regarding any schedule questions.
4. If a student incurs an accidental body fluid exposure, the student should immediately notify the Preceptor and the director of clinical education. Once the mandatory notifications are complete, the student should follow Samford University Physician Assistant Studies program body fluid exposure procedures.
5. All absences must be reported to the preceptor and director of clinical education as soon as the student determines that they will not be present at their clinical site. If the student does not report the absence, this will constitute an unexcused absence. Please refer to unexcused absence policy.
6. All students should be involved in patient care by the end of the first week of the rotation. If you are not engaged, please notify the director of clinical education to discuss.
7. Students must track all patient care interaction for completion of competencies. Usually each rotation will be approximately 100 patient encounters per month.
8. The mid rotation evaluation form should be completed by the preceptor. This form allows for dialogue with the preceptor regarding the student’s performance, up to this point and if the student was prepared for the rotation. It provides guidance for the student on areas that need to be improved. The final rotation evaluation is required before grades will be submitted. Please remind the preceptor during your last week to complete the evaluation form.
9. Students must spend additional time studying outside the clinical rotation time. The students should spend approximately 2-3 hours per day reading and studying.

10. Objectives and required goals and competencies are listed for each individual rotation. Students should complete these objectives to the best of their ability.

11. Appropriate preceptors are a licensed Physician, Physician Assistant or Certified Nurse practitioner. Medical residents may provide some instruction but should not be responsible for the student’s education. Students must work under the direction of the preceptor and should not make any independent patient decisions without consulting with their preceptor.

12. Students are prohibited from working during the clinical year.

13. No monetary compensation will be paid to any Samford Physician Assistant Studies student for work completed as a student.

14. Samford Physician Assistant Studies students should never represent themselves as a certified physician assistant. The student must always identify himself or herself as a Physician Assistant Studies student.

15. Under no circumstance should a Samford Physician Assistant Studies student sign a prescription or order a prescription into the electronic medical records.

16. A Samford University Physician Assistant Studies program student should never be utilized to substitute for a clinical assistant or administrative assistant while at a clinical rotation site.

17. Students should not participate in off duty socialization with any Preceptor or staff member. Also, a student should not cultivate any type of romantic relationship with a Preceptor, staff person or patient. This will be considered unethical behavior and may result in dismissal from the program. Students should always follow Samford University Code of Conduct while representing the Samford University Physician Assistant Studies program.

18. During the Emergency Room rotation, the Program is prescriptive in the hours worked. The student obligation is to work at minimum, 24 hours of week night shifts (11p-7a or 7p-7a), 24 hours of weekend night shifts (Friday, Sat., Sun.) and 48 hours of evening shifts (3-11p). If the student does not complete the required shifts, an Incomplete (“I”) will be given until they are completed. Each student is required to submit his or her schedule to the director of clinical education by the first Friday of the Emergency Room rotation.

19. It is within the student’s rights to refuse an order that the student perceives as detrimental to patient care. If the student refuses an order from their preceptor, the student should immediately contact the director of clinical education for instructions.

20. Students should refrain from utilizing their cell phones while on clinical rotation.

21. Students must not post information on social media regarding any clinical experience. If any social media posting is discovered, the may be ground for immediate dismissal from the program without the possibility of readmission.

22. Students must wear their Samford issued identification badge at all times as well as their program issued white coat while on all rotations.
23. Students are to exhibit the professional behaviors by Samford University and the Physician Assistant program.

Clinical Year Professional Behavior

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

Any student scoring a two or less (2/5), on any of the professionalism components of the preceptor’s final evaluation of the student will be reviewed by the director of clinical education, and the preceptor. This would represent a significant lack of professionalism. The director of clinical education will then meet with the student and devise a remediation plan addressing the area of deficiency. Remediation may include: repeating the clinical rotation, dismissal from the program, and a written formal apology from the student to the preceptor. The meeting will be documented and a written record will be placed within the student’s file. After remediation, if the student continues to exhibit unprofessional behavior(s), they will be subject to dismissal from the program.

No alcoholic beverages or illicit drugs are to be consumed during working hours or while on call. If a student is found intoxicated during working or call hours, they may be dismissed from the program. Students are reminded that the use of illicit drugs is a violation of university policy and will be addressed by university officials.

Student Responsibilities in the Clinical Year

1. PA students on clinical rotation must work under the direct supervision of a licensed physician, physician assistant or nurse practitioner, who is supervised by a licensed physician.
2. Students will deliver health care services to patients without regard to their race, religion, national origin, age, sex, marital status, citizenship, sexual orientation, gender identity or expression, disability, veteran status, medical condition, socioeconomic status, religious or political beliefs, or any status protected by law or executive order.
3. Socioeconomic status, religious or political beliefs, or any status protected by law or executive order.
4. Students shall perform only those procedures authorized by the Samford Physician Assistant program, clinical site, and preceptor-under direct supervision. Students must adhere to all rules and regulations of the PA Program and the clinical sites.
5. The preceptor must countersign all chart entries and written orders immediately. Students must follow the clinical site rules regarding chart entries.
6. Students shall not exhibit any behavior that may jeopardize the health and safety of patients, staff, faculty, or fellow students.

For any questions or concerns while on rotations contact the director of clinical education.
Clinical Year Assessments

- Preceptor Evaluations
- End of Rotation Examinations
- End of Rotations OSCE
- Elective rotation papers
- Required written History and Physical examination
- Patient tracking data
- Summative Final OSCE
- Summative Exam
- Student evaluation of preceptor and clinical site

Grade determination will be based on the following scale:

- A: 90-100 %
- B+: 87-89.9%
- B: 80-86.9 %
- C+: 77-79.9%
- C: 70-76.9 %
- F: <70%

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Clinical Preceptor’s evaluation of student’s performance</td>
<td>50% of grade</td>
</tr>
<tr>
<td>End of Rotation examination/Elective Paper</td>
<td>30% of grade</td>
</tr>
<tr>
<td>History and Physical examination document</td>
<td>10% of grade</td>
</tr>
<tr>
<td>Patient logs from rotation</td>
<td>10% of grade</td>
</tr>
<tr>
<td>Required rotation OSCE</td>
<td>Pass/Fail must score 80% to pass</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
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Clinical Preceptor Evaluation

Students will undergo assessments within each of their clinical rotations. These are calculated and used in the overall determination of the final grade during the rotation. These evaluations will address the knowledge, competencies and professional behavior of the student. This evaluation can be found in the appendices at the end of the student handbook.

Final Rotation Clinical Preceptor Evaluations

Students must obtain a final evaluation from the preceptor. Students may ask for more than one final evaluation if they work with multiple preceptors during the course of the rotation. If more than one evaluation is received, all evaluations will be graded and the evaluations will be averaged to create the final grade for the rotation. The preceptor evaluation for student’s clinical performance can be found within the appendices located at the end of the handbook.

End of Rotation Exams- Required Rotations

An End of Rotation (EOR) examination must be taken on the final day of the rotation for each of the required clinical rotations. The required rotations are: Internal Medicine, Family Practice, OB/GYN, Pediatrics, Emergency Medicine, Psychiatry and General Surgery. Attendance for all EOR examinations is mandatory. If a student misses an EOR, they will receive a zero for their grade. The only excused absence is for an
emergency/illness. If the reason is an illness, the student must present a signed excuse from their medical provider. The student must contact the DCE as soon as the decision is made that they will not take the test. The DCE will determine if this will be an excused absence.

If a student arrives late for an examination, he/she will still be required to complete the entire examination in the remaining time of the originally scheduled timeframe given. A student who arrives late to an examination will not be permitted to take the exam if any other students have already finished the exam and left the testing room. Failure to take the exam will result in a grade of zero on that exam.

During the examination, students are not permitted to ask the proctor any questions. Students should write any concerns with specific test questions on the assigned material provided by the instructor. Students will clear their desk of everything once the exam is started. Talking is not allowed during exams and other papers or electronic media may not be accessed during the exams. No bathroom breaks are allowed during the EOR test. The EOR examination will be graded and scores compared to the student cohort across the country that took the examination. Score will range from (300-500). A passing score will be based on the national performance of test takers and determined by the program. If a student does not make a passing score as determined by the program they will be allowed to re-take the EOR examination. A second failing score will constitute failing the rotation and would require the student to repeat the rotation.

**Community Service Project**

Each student will be required to complete a one-week service project to align with the Samford University Physician Assistant studies program mission statement and core values. The service project will take place during the last week of the student’s last elective rotation of their clinical year. The student must meet with their faculty advisor at least one month prior to the community service project for approval. The student may not be financially compensated for their services during the community service project. It is mandatory that the student spend at least 30 hours during the week completing the project for a minimum of 5 days. The student is required to complete a 3-5 page paper detailing his/her experience and how it affected them.

**Elective rotation papers**

If a student is on an Elective rotation, the will write a three to five typed-page paper instead of taking an end of rotation examination. The paper must be single space, Times New Roman numeral 11 font and AMA reference style with 1-inch margins. All papers must have a cover page with students’ name, date, and rotation specialty type. If the student is on a rotation more than two hours away from Birmingham, the paper may be emailed to the director of clinical education. The elective papers are due on the final Friday of the rotation as students return to the College of Health Sciences for EOR exams. The elective papers will be due at the start of the EOR examination. If any paper
is submitted late, there will be an automatic 20% deduction in the student grade on the paper.

**History and Physical Examination**

On each rotation, a student will be required to perform a complete written history and physical examination on a patient. This will be submitted for grading and evaluated based on structure and content. This is a comprehensive history and physical examination and should include a drug and environmental allergies, complete review of systems, family history, medical history, medications, surgical history, personal and or social history, complete physical examination and assessment and plan. The H and P’s are due on the final Friday of the rotation as students return to the College of Health Sciences for EOR exams. If the assignment is submitted late, there will be an automatic 20% reduction in the student’s grade.

**Clinical Tracking/Typhon**

All student must track his or her patient encounters. This is a requirement to document clinical site patient availability and used to trac student competencies. All patient encounters must be documented in Typhon. Entering data into Typhon requires a computer/phone and internet access. Students should enter patient encounter(s) daily and not wait until the last day of the rotation. Students should not input clinical encounter(s) during his/her clinical rotation. The only exception if there is time where patient care is not occurring. Please notify your preceptor that you are documenting clinical encounters so they do not presume surfing the internet. This is 10% of the student’s grade. Typhon must be submitted by 8am on the Monday after the last day of the rotation. If the student’s Typhon is not completed, the student will receive an “I” until the patient encounter is documented.

**Required Rotation OSCE**

Students will be required to complete an objective structured clinical examination (OSCE) at the end of all required rotations. The student must obtain a passing score to complete the rotation. The student will repeat the OSCE until they obtain a passing score of 80%.

**Summative Final OSCE**

During PA 613, each student will perform two summative OSCE’s. The student must obtain a passing score to complete the final OSCE. The student will repeat the OSCE until they obtain a passing score of 80%.

**Summative Examination**
Each student will be required to successfully complete a program summative examination. The Summative examination will be completed during PA 613. The examination will consist of 300 multiple choice test questions covering material representative of the NCCPA template topics. The student must achieve an 80% on the summative examination to be successful. If the student does not achieve an 80%, they will be required to repeat the test. The test will be repeated until the students obtain a passing score. The summative examination is one component utilized to ensure that the student is competent as a physician assistant.

Student Evaluation of the Clinical Site
On each rotation students will evaluate the clinical site and the preceptor. These evaluations will be monitored by the director of clinical education and the program director to assure have the appropriate education and patient contact to obtain the desired competencies. This student evaluation of the preceptor can be found within the appendices located at the end of the student manual.

Dress Code during the Clinical Year
Student are expected to dress professionally during the clinical year. Scrubs are to be worn in the hospital only. Specific guidelines for professional dress are included in this document.

Student Identification
All students within the clinical year will be required to wear their Samford University Physician Assistant Studies student badge as well their white coat with their names and student status listed on them. Patients will be notified of their student status and may refuse care.

Attendance in the Clinical Year
Students are required to be in attendance during the clinical year. If for some reason a student is unable to be in attendance for the clinical service rotation, they should ask for pre-approval by the director of clinical education or notify the director of clinical education immediately. The program does understand that unforeseen circumstances occur. Clinical year absences are used in whole day increments and cannot be taken in partial day increments.

Excused absences
Each student will be allowed to take 5 personal days during the clinical year. These personal days may be used for any purpose. The student must inform the preceptor and the director of clinical education as soon as they determine that a personal day will be used. If the student does not notify the preceptor and the director of clinical education, this will be considered an unexcused absence. See below for unexcused absences.

Unexcused absences
The director of clinical education and your preceptor must pre-approve any absence. The approval should be obtained in advance, unless it is an emergency. Unexcused absences will result in following disciplinary action(s):

1. Counseling by the director of clinical education.
2. The initial unexcused absences will result in forfeiture of two personal days for each day missed. The second unexcused absence will constitute unprofessional behavior and the student may be dismissed from the program.
3. A letter of reprimand will be placed in the student’s record describing the unexcused absence.
4. The student will have to make up the missed time but will still forfeit the days as described above.
5. The student will receive an “I” in the clinical service until the missed time is made up.

**Personal Leave**

If a student experiences an extended absence, in excess of their personal days, this will be considered personal leave. Examples might include illness, illness/death of a family member or accident. Students must notify in writing the director of clinical education and request personal leave, except of unanticipated personal illness or accident. In these situations, the student or family member should contact the director of clinical education as soon as possible. The director of clinical education will notify the preceptor of the student’s absence.

Personal leave time may exceed the student’s personal days, in these cases, the student will have to make up each day that is missed. If make up days cannot be completed prior to the end of the rotation, the student will receive an “I” for the clinical service until the make-up days are completed. Once the day are made-up, the “I” will be removed and replaced with the grade of the student.

A student may request an administrative withdrawal from the clinical service. If an administrative withdrawal is granted, the student will complete the requirements of the clinical service at the end of the clinical year. This will result in a delayed graduation for the student.

**Preceptor Illness or Vacation Time**

If a preceptor is absent from the clinical site, the student must immediately notify the director of clinical education. The director of clinical education will make the determination regarding moving the student to another preceptor on a case by case basis. The director of clinical education will ensure that the student receives the best clinical experience. This may require that the student move to another similar clinical site during the preceptor’s absence. Any failure to notify the director of clinical education of a preceptor’s absence may result in the student receiving disciplinary action, as described in the Unexcused Absence policy.
Jury Duty or Military Duty
If the student is required to miss their clinical rotation due to Jury or Military duty, the student will be required to make up missed time at a rate of one day per missed day. The student and the director of clinical education will mutually agree on a make-up schedule for the time missed. If the student is required to complete the two-week reserve training, the student is encouraged to request a waiver. If the waiver is not granted by the military, then the student will be required to make-up the missed time.

Inclement Weather on Clinical Rotations
The Department of Public Safety monitors the National Weather Service radio network. A campus-wide alerting system notifies the campus community of threatening weather conditions. If inclement weather occurs and the University is closed, students will not be required to attend their clinical rotation that day. If the University closes while the student is actually working on the rotation, they will be able to leave the rotation if conditions are safe for travel that day. These days will not count as personal days.

For further information visit the website at: https://www.samford.edu/departments/public-safety/

Offsite rotation experience
Under no circumstance should a student leave his/her rotation to participate in another clinical experience with his/her assigned clinical preceptor. This is unprofessional behavior and the director of clinical education will counsel the student regarding this behavior. The first incident will be documented, and a letter will be placed in the student’s file. If a second event occurs, the student may be dismissed from the program.

Electronic Devices in the Clinical Year
Students should not be on their phones during the clinical service rotations. This would include Facebook, Snap Chat, Instagram or other social media outlets. You may check emails and make phone calls during lunch breaks and with the permission of the preceptor.

Travel or Distant Rotations
The program has worked to provide rotations located within the Birmingham area, however some of our clinical service sites require some travel. Students will be responsible for the travel expenses of distant rotations.

Patient Privacy/Health Insurance Portability and Accountability Act (HIPAA)
As a reminder, patient safety and confidentiality is of utmost importance. Thus, we reiterate the HIPAA laws and regulations within the clinical portion of the manual. Please review the HIPPA laws and regulations listed within the student manual.
Educational Objectives and Competencies of Clinical Service

The Samford University PA Program has educational objectives and specific rotational objectives for the clinical phase of your PA education. You will need to refer to those objectives within your PAST 601-612 syllabi, while on rotations to guide your clinical experiences as well as your selection of reading and study materials. Your preceptor will also receive a set of these objectives. Please notify the director or clinical education if you find the objectives are not being met. You will need to work with your preceptor to meet these objectives.

Clinical Service Rotations

Required (Seven Required Rotations)

- Emergency Medicine
- Family Practice
- General Surgery
- Internal Medicine
- Pediatrics
- Psychiatry
- Women’s Health

Electives (Five Elective Rotations from the following)

- Cardiovascular Surgery
- Dermatology
- Neurosurgery
- Orthopedic Surgery
- Plastic Surgery
- Surgical ICU
- Trauma ICU
- Urgent Care
- Urology

Elective rotations are currently under development and will be updated as affiliation agreements are obtained.

Clinical Service Syllabi and Objectives

The following syllabi includes the information and expectations of the program for each clinical service. The information below will be applicable for all of the clinical service year. Specific learning objectives and content are based from the NCCPA blueprint. The specific learning objectives are listed below and related to the individual medical specialty areas. Students will be responsible for these learning objectives in each clinical service to prepare them for clinical practice and the PANCE. Please refer to the specific learning objectives prior to beginning each clinical service. The following link is provided for the NCCPA blueprint and task areas:

https://www.nccpa.net/ExamsContentBlueprint

Clinical Service Overview
Each clinical service rotation will be a 4 week, 4-credit hour course. The rotation is designed to provide the student with learning experience in the within the designated medical specialty. The student should be engaged in all aspects of the clinical service. The clinical service rotation will enhance the student’s learning experience in a systematic approach in the evaluation of common medical and surgical conditions related to the medical subspecialty.

**Purpose**
The student will apply knowledge and principles learned in the didactic phase of the program to interview, examine, evaluate, diagnose and treat disease processes encountered within the specific rotation.

**Required Textbook**
Specific textbooks will be recommended for each specific clinical service. These will be used as a resource during the clinical service rotations.

**Required Clinical Hours:**
A minimum of 160 hours must be worked. This may vary based on rotation. For specific instructions on the required clinical hours please refer to the clinical service syllabi for the specific rotation.

**Educational Objectives**
The Samford University PA Program has general educational objectives and specific rotational objectives for the clinical phase of your PA education. You will need to refer to those objectives while on rotations to guide your clinical experiences as well as your selection of reading and study materials. Your preceptor will also receive a set of these objectives. Please notify the director of clinical education if you find the objectives are not being met. You will need to work with your preceptor to meet these objectives.

The program has a mission to help meet the need for qualified health care providers. Broad-based knowledge and skills in medicine and surgery which are a critical component of the program. The goal of each clinical service is to foster interest and understanding of the unique characteristics of the specific clinical service. The student will participate in and develop proficiencies in a broad spectrum of primary and specialty care. Students will build cognitive and clinical skills throughout the rotation.

Your review of the objectives should provide a valuable insight into what the program views as the capabilities of the physician assistant student. Obviously, variations will occur among students, but each student should generally be prepared to meet all the objectives and program expectations.

The following rotational objectives are provided for the use of the student and the preceptor. They are intended as guidelines. It must be appreciated that on any given rotation, some of the objectives will not be met due to circumstances beyond the student or preceptor’s control. The student is expected to attend all pertinent teaching conferences and assume responsibility for patient care in the office and hospital setting, under the physician/preceptor supervision.
These competencies and objectives were developed by the program using competencies from PAEA, AAPA, ARC-PA, and NCCPA to address medical knowledge and skills, interpersonal and communication skills, patient care, and professionalism. These competencies can be found at: https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf

Program Learning Objectives

1. Formulate a clinical approach to various diseases and conditions taught throughout the program and arrive at a working differential diagnosis based on the presenting signs and symptoms.
2. Formulate a working differential diagnosis and create an assessment and plan that is evidence based and appropriate based on the patient’s signs and symptoms.
3. Perform the essential knowledge and skill components of a comprehensive and focused history and physical examination.
4. Describe the pathophysiology associated with the various diseases and conditions addressed throughout the program.
5. Understand the etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
6. Compare and contrast which diagnostic modalities are most appropriate for the evaluation of a specific condition or set of differential diagnoses as well as be able to interpret basic radiologic studies and be familiar with more complex modes of study including CT imaging and MRI.
7. Assess the pertinent positive and negative findings from the history and physical examination, laboratory findings, and radiographic studies.
8. Interpret and recognize the significance of various laboratory and radiographical studies in relation to the disease process.
9. Demonstrate the knowledge and skills to the application of interventions for prevention of disease and health promotion/maintenance
10. Devise a treatment plan for disease processes that would include specific pharmacotherapy and/or surgical interventions based on the best available information.
11. Explain the indications, contraindications, and side effect profiles for the pharmacologic agents used in the treatment of various course diseases and conditions.
12. Recognize the importance of patient education and compliance as it relates to pharmacologic interventions.
13. Discuss and defend non-pharmacologic interventions that may be used in the treatment of various course diseases and conditions.
14. Formulate treatment plans for specific disease prevention and evaluate the success of those treatments.
15. Describe the complications associated with various diseases processes and distinguish the need for rehabilitation or long-term care.
16. Identify when referral to or consultation with a physician or specialist is indicated and work effectively with physicians and other health care professional as a member of a patient centered health care team.
17. Critically evaluate landmark research publications that lead to establishment of national and international guidelines for disease management and apply that information in the health care of their patients.

18. Evaluate the impact of the racial, ethnic, and socioeconomic ramifications on diagnosis and treatment of various medical conditions as well as the ethical consideration within medical practice.

19. Understand the commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.

20. Demonstrate correct techniques, including sterile techniques in multiple medical procedures used to treat and diagnose patients.

21. Recognize and provide culturally competent care to a medically and culturally diverse population.

22. Demonstrate understanding of health care policy, billing and coding, and procedures and how those apply in clinical practice.

23. Recognize the regulations and limitations on physician assistant practice and by understanding the legal and regulatory requirements of a physician assistant.

Rotation Assignment

It is the Samford University PA Program protocol to assign students to clinical service on the basis of availability, the program’s educational goals and prior student input to the program. The above criteria will be weighted prior to making these assignments. Changes may be necessary in the clinical service or dates as the year develops, but the program will attempt to keep these changes at a minimum. Similarly, if circumstances beyond the student’s control require an adjustment in the schedule, the student should notify the director of clinical education or the program director immediately. DO NOT attempt to make changes on your own.

Rotation Attendance

Part-time jobs and unauthorized vacations are not allowed. The clinical phase is scheduled on an individual basis for all students. Because these experiences require the full-time attention of the student, students are NOT allowed to maintain any employment during this phase of the program. The student must notify the director of clinical education and your preceptor if they will be absent at any time during a rotation. The student is expected to be in daily attendance throughout the rotation unless arrangements have been made prior to your absence with the PA program. Absence for health reasons beyond two days requires verification from a physician, PA or NP. Unexcused absences from a rotation may jeopardize your continued enrollment in this program. Under no circumstances may the student change a rotation without FIRST contacting the program to discuss the problems you are encountering. At that time the program will decide if the change requested is appropriate. The director of clinical education and the program director will review any violations. The student is expected to participate in scheduled clinics, hospital rounds, call and any conferences or other activities assigned by your preceptor during your rotation. Rotations are considered to be potentially a 7-day per week obligation.
There is no such thing as a “long” day or “scutwork” in medicine. The student may be required to take call and/or work weekends or evenings depending on the assignment. Please honor the requests of your preceptor while under their supervision. If you are having problems with a particular rotation, please notify the director of clinical education. After the rotation is completed it is too late to enlist the help of the faculty. Always maintain a professional appearance in dress and hygiene. We require that you wear a short white coat and Samford University PA Program name-tag at all times.

Assigned Readings
Each clinical course has objectives detailing topic areas requiring your understanding for successful completion of the rotation. In addition, your preceptor may choose to assign additional readings. The student is responsible for successfully completing these preceptor-assigned readings and those necessary to fulfill the objectives pertaining to each rotation. The student will be responsible for identifying and reading appropriate material that allows you to meet the objectives established for each rotation. These readings are required—they enhance the student’s understanding of the medical discipline you are rotating in, as well as prepare you for exams administered after each rotation, the Final Summative PA Program Examination and the Physician Assistant National Certification Exam (PANCE). The student is responsible for knowing the requirements and fulfilling them.

Testing
At the end of each required rotation, the student will be tested on topics specific to the rotation with PAEA EOR examinations. Students will also perform an EOR OSCE for each of the required rotations. Students will return to Samford University on the last day of each rotation for testing. You will need a passing score based on the national average and the program assigned required passing score.

Writing Assignment
On elective rotations students will be required to submit a three to five typed-page paper on a topic within that specialty. Topics should be selected on items of interest within the elective rotation. This includes but is not limited to new procedures within the specialty, unique diagnoses, discussion of varying treatment courses, and or common disease processes within the specialty. The purpose of this assignment is to enhance learning within the rotation. The minimum passing score is 80%.

Written History and Physical Examination
Students will submit a comprehensive H and P on all rotations. This will include a complete ROS and physical examination. These will be submitted to the faculty for grading and recommendations. These will be hand written assignments. An 80% is required for passing.
Patient Tracking Data
Patient data tracking will be required to track all patient encounters using the Typhon tracking software. Failure to comply with these requirements will result in a reduction in your assignment grade.

Mid-rotation Evaluation
Midway through your rotation, arrange to discuss your performance with your preceptor. Utilize the final evaluation form as a guide. This mid-point meeting will promote discussion of the student’s strengths and weaknesses and may identify areas/ways to improve for the remainder of the rotation.

Final Rotation Evaluations
Each preceptor will evaluate and grade the student’s participation at the end of each rotation using the PA Program Student Clinical Performance Evaluation Form. The student will also be asked to evaluate the preceptor and the clinical service experience. Examples of the forms for evaluation of the clinical rotations by the preceptor are available within the appendices of the student manual. It is the students’ responsibility to complete the preceptor/site evaluations and submit this to the program. The program will assign a single letter grade for the entire rotation.

At the conclusion of the student’s clinical service, please arrange to have an exit interview with the preceptor to review your evaluation. The preceptor evaluation is an important part of the student’s evaluation process. A student will not receive a grade for the rotation until all evaluation requirements are returned to the program. **It is YOUR responsibility to see that all evaluations (preceptors as well) are returned to the office.**

As faculty, we want to see your clinical rotations as a positive learning experience. Occasionally, you may run into problems or frustrations--these are inevitable. Please call the director or clinical education for help, counsel, or advice regarding any problem. It is easier to help resolve an issue at the beginning rather than the end of a rotation.

Assignments

1. Weekly patient tracking
2. Clinical Year Assessments and Evaluations
   - Preceptor Evaluations
   - End of Rotation Examinations
   - End of Rotations OSCE
   - Elective rotation papers
   - Required H and P
   - Patient tracking data
   - Summative Final OSCE
   - Summative Exam
3. Student evaluation of preceptor and clinical site
4. Written H and P on all required rotations
5. Final OSCE on all required rotations
6. EOR exams on required rotations
7. Written paper on elective rotations

Remediation Policy
The Samford University Physician Assistant Studies Program is academically very intense and challenging. Most PA students can accomplish this highly integrated and compact curriculum maintaining a high degree of academic excellence. Students who may ultimately become quality PAs may not be suited to this intense curriculum given their individual skills and/or special situations. Thus, the Samford PA Program has developed the “Remediation Policy” which will allow students to remediate up to two rotations. Failure of a third rotation may lead to the dismissal of the student from the program.

Failure of any clinical rotation will require the student to repeat the specific rotation at the conclusion of the clinical year. Graduation from the program will be extended depending on when the course is retaken. After successful remediation of the repeated two courses, any additional rotation that is failed will result in the automatic dismissal from the Samford University Physician Assistant Studies Program. Please refer to the remediation section of the student handbook for full details of the remediation policy and procedures.

Questions regarding this requirement should be addressed to the PA Program Director.

Academic Dishonesty
Dishonesty within the academic community is a very serious matter because dishonesty destroys the basic trust necessary for a healthy educational environment. Academic dishonesty in any form will not be tolerated by the program or Samford University. Please refer to Samford University Academic Integrity Policy. Please see the link below. https://www.samford.edu/files/Student-Handbook.pdf (Page 12)

Professional Conduct
Each student’s professional conduct should be exemplary and professional at all times. Professionalism is one of the parameters your preceptor will be evaluating during your rotation. Be mindful of your conduct at all times--you are constantly being observed by professionals and patients with regard to your professional and personal conduct. If a student is removed from a rotation by either the program or a request from a preceptor, the student must appear before the Student Success Committee and program faculty. The student could potentially face dismissal from the program or delayed graduation due to repeating the clinical service.

Final Summative Examination
Every student must successfully complete the final written summative examination with a score of 80% or better at the end of the clinical year. This is required in order to graduate from the Samford University Physician Assistant Program. You must complete and pass all required rotations, required OSCE’s, patient logs and exams before you are allowed to sit for the final comprehensive exam. In addition to the written comprehensive exam, all students will be
required to pass a clinical skills exam and summative OSCE before graduation. All candidates for graduation are required to have an exit evaluation with the Samford University Physician Assistant Program.

Please refer to the clinical syllabi for specific learning objectives and technical skills expected by the program. The syllabi will be located in Canvas. Contact the director of clinical education for any questions you may have.
Appendix 1
Blood Borne Pathogen Exposure

Post Exposure Actions/Bodily Fluids
In the event that a PA student experiences an exposure to blood or other body fluids the following steps should be performed:

Immediately cleanse the wound or mucous membrane with soap and water. If contact is to the nose and/or mouth, flush with clean water for several minutes. If contact is to the eye(s), irrigate with clean water, saline, or sterile irrigates for several minutes.

Exposure incidents must be reported immediately. The PA student should immediately contact their clinical preceptor and the programs director of clinical education (DCE, identified below) to receive direction with respect to post-exposure medical evaluation, lab work, and prophylactic treatment, if and as needed. The DCE will then notify the program director who will then inform the Department Chair. All information will be kept confidential and secure.

The PA student may seek medical care and attention from Samford University Health Services or, in the event that Samford University Health Services is closed, from the PA student’s personal physician of choice, the nearest urgent care center or emergency department.

Some experiential sites may have the PA student receive care through the facility’s employee health center. Other experiential sites may require follow-up with the nearest urgent care center/emergency department. The PA student preceptor, faculty advisor, or faculty (instructor) should provide guidance regarding the appropriate post-exposure expected behavior to follow.

An incident report for PA students (Student Body Fluid/Needle Stick Incident/Exposure Report Form) should be completed. Documentation should include the name, contact information of the PA Student exposed, and the source individual from which the contaminated exposure originated. The time, date and location of the exposure and a description of the incident should also be included in this documentation.

In the event of an exposure in an experiential site or at a Campus/Community event, this report should be completed by the student’s supervisor (clinical preceptor / faculty) forwarded to the PA program director, and the Dean of the School of Health Professions. The Dean of the School of Health Professions will then forward the report to the Samford University Office of Risk Management and Insurance (301 Samford Hall).

The source individual of any potential blood borne pathogen should be informed of the exposure by the preceptor, not by the PA student. The preceptor, faculty advisor, or faculty (instructor) should attempt to obtain consent from the source individual for appropriate medical testing. However, the source individual’s consent cannot be forced for testing or disclosure.
If the source individual does not consent to testing or verbally verifies that they have HBV, HCV, or HIV, the PA student who may have been exposed to potentially contaminated bodily fluids should receive post-exposure prophylactic treatment within current CDC recommendations of 72 hours. Even if it is not considered likely that the source individual may have HBV, HCV, or HIV, the PA student should still seek medical evaluation as directed by their preceptor, DCE, and/or program director.

Laboratory Testing
Laboratory testing of the source individual once consent is obtained should be ordered by a physician and should be based on current guidelines and available source individual medical history. Laboratory testing should be conducted immediately post-exposure and may require additional testing in the future. Testing should be conducted for HIV, Hepatitis B and Hepatitis C based on current CDC guidelines and available source individual data. Results of laboratory testing should be reported directly to the student by the physician and confidentially to the PA student.

Confidentiality of the source individual information and laboratory results will be maintained at all times. If the source individual refuses testing, the physician assistant student who is the recipient of potentially contaminated bodily fluids should proceed with an appropriate medical evaluation, follow-up testing, and prophylactic measures and medication based upon current guidelines and source individual history, if available.

Clinical sites are under no obligation to provide medical evaluation or treatment if needed. All students are required to maintain a current health insurance policy during the entire program. The cost of post exposure testing and/or treatment is solely the student responsibility. Some clinical sites will treat the PA student as they do employees, but sites are under no obligation to do so. PA students should actively seek knowledge and understanding of the appropriate expected behaviors to follow at each experiential training site.

This guideline will be reviewed annually and updated as necessary to ensure current standards and expected behaviors are adhered to and that appropriate documentation is completed.

Approved by:

Program Director, Physician Assistant Studies (Print)  Signed  Date

Dean, School of Health Professions (Print)  Signed  Date
Appendix 2
Samford University Physician Assistant Studies Program Required Technical Standards

The Master of Science in Physician Assistant Studies, is an intense and rigorous program that requires knowledge in all fields of medicine and the basic skills needed within these fields to practice effectively. The objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a diverse patient population. Students must exhibit both the mental and cognitive capabilities to complete the program including all of its didactic and clinical components. Students are expected to graduate in good standing and successfully complete the board examination obtaining licensure. Samford University will provide the necessary accommodations to prepare our students for both the didactic and technical aspects, preparing them for their future careers as Physician Assistants. Please refer and review the technical standards of the program listed within this document.

Alternative statement for students requesting accommodations:
I certify that I have read and understand the technical standards of selection listed above, and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Advisor for Students with Disabilities to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

The above technical standards for admission are approved by the following Samford University, School of Health Professions representatives:

____________________________  ______________________________
Physician Assistant Studies Student  Signature  Date
(Print)

____________________________  ______________________________
Alan P. Jung, PhD, FACSM  Paul Harrelson, MPAS, PA-C
Dean, School of Health Professions  Program Director, Physician Assistant Studies
Studies
Appendix 3
Student Clinical Evaluation Form (Mid/Final Evaluation)

Rotation: 

Preceptor: 

Student: 

Date: 

**Clinical Performance**
5 = Excellent
4 = Above average
3 = Average
2 = Below average some concerns
1 = Needs remediation, numerous concerns

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<th>Clinical Performance</th>
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<th>3</th>
<th>2</th>
<th>1</th>
<th>Not observed</th>
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<td>Demonstrates skills in obtaining a meaningful and pertinent medical history</td>
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<td>Demonstrates skill and competence in performing appropriate physical examinations</td>
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<td>Demonstrates knowledge and appropriate use of diagnostic tests</td>
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<td>Demonstrates core knowledge in the area of specialty</td>
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<td>Demonstrates problem-solving and critical thinking skills</td>
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<td>Demonstrates skill in performing clinical and technical procedure</td>
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<td>Demonstrates the ability to generate differential diagnoses and treatment</td>
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<td>Demonstrates the ability to implement an effective treatment plan</td>
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<td>Demonstrates proper documentation within the medical record, written or electronic</td>
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<td>Demonstrates the knowledge of pathophysiology and disease processes within the specialty</td>
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**Professional Behavior**

5 = Excellent  
4 = Above average  
3 = Average  
2 = Below average some concerns  
1 = Needs remediation, numerous concerns

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<th>Professional Behavior</th>
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<td>Treats others with respect, dignity and compassion</td>
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<td>Maintains professional behavior and good hygiene</td>
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<td>Punctual attendance to clinical activities</td>
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<td>Identifies themselves properly as PA student, wears badge and coat</td>
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<td>Appropriate verbal and non-verbal communication</td>
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<td>Ability to accept and apply constructive criticism</td>
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<td>Understands and demonstrates respect for socio-cultural norms</td>
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<td>Assumes personal responsibility for choices made</td>
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<td>Adheres to institutional policies and procedures</td>
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<td>Takes personal responsibility for own learning</td>
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1. What were the student’s greatest strengths?

2. What were the student’s greatest weaknesses?

3. Did the student demonstrate any consistent deficiencies while on the rotation?

Please Notify the Director of Clinical Education if the student demonstrates any of the following behaviors:
Ø Absenteeism, absence or tardiness from clinical activities
Ø Falsification of medico-legal documents
Ø Patient confidentiality breaches
Ø Impersonation of a PA, doctor, or other health care provider (i.e. forgery, failing to identify oneself as a PA Student)
Ø Engaging in behaviors that might endanger patients, i.e. overestimates level of competence, proceeds in patient care without adequate supervision/feedback.

Total number of absences

Preceptor Signature  Date

Please return a faxed copy or place in sealed envelope and allow the student to deliver back to the Physician Assistant Studies Program.
Appendix 4
Student Preceptor/Clinical Site Evaluation Form

**Student Preceptor/Clinical Site Evaluation Form**

**Rotation:**

**Preceptor:**

**Section I Please Rate the Preceptor**

5 Excellent job by the preceptor  
4 Above average job by the preceptor  
3 Average job by the preceptor  
2 Below average, preceptor did not meet expectations, needs improvement  
1 Preceptor did not perform

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<th>Preceptor</th>
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<td>Did the preceptor provide instruction at the onset of the rotation with</td>
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<td>the practice/site policies and procedures and review the expectations and</td>
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<td>objectives for the rotation, setting clear goals and expectations of the</td>
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<td>student while on the rotation?</td>
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<td>Did the preceptor providing timely feedback regarding clinical</td>
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<td>performance, knowledge base, and critical thinking skills? This can be</td>
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<td>done with the student informally each week or at a designated time and</td>
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<td>can be formally reported to the clinical coordinator by submitting mid-</td>
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<td>rotation and end-of-rotation evaluations. Please assess their timeliness</td>
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<td>in feedback.</td>
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<td>Please rate the preceptor’s ability to supervise, demonstrate, teach,</td>
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<td>and observe clinical activities in order to aid in the development of</td>
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<td>clinical skills and ensure proper patient care.</td>
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<td>Did the preceptor delegate to the student increasing levels of</td>
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<td>responsibility for clinical assessment and management as appropriate to</td>
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<td>the student’s experience and expertise?</td>
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<td>Please rate the preceptors participation in the evaluation of clinical</td>
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<td>skills and medical knowledge base during the rotations, including oral</td>
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<td>presentations, rounds, discussing disease and disease processes</td>
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Please rate the preceptor’s ability to participate in the evaluation of clinical skills and medical knowledge:

Rate the preceptor based on how well they audit and co-sign charts in order to evaluate the student’s ability to write appropriate and complete progress notes, histories, physical examinations, assessments, and treatment plans?

Did the preceptor complete and promptly return the evaluation forms provided by the program reflecting on student knowledge and skills as well as their improvement throughout the rotation?

Did the preceptor promptly notify the PA program of any circumstances that might interfere with the accomplishment of the above goals or diminish the overall training experience if applicable?

How well does the preceptor maintain an ethical approach to the care of patients by serving as a role model for the student?

Please rate the preceptor’s ability to demonstrate cultural competency through interactions with patients?

Please evaluate how well the preceptor performs spending time each week in a candid summary discussion with the student as to whether each is meeting the other’s needs and expectations, and what changes need to be made in the roles and relationship if applicable?

How well did the preceptor provide timely feedback to the student and the program regarding student performance?

Did the rotation provide experiences in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Acute care</td>
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<td>Rehabilitative care</td>
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<td>Palliative care</td>
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</table>
1. What were the preceptor’s greatest strengths?

2. What were the preceptor’s greatest weaknesses?

3. Did you feel safe during the rotation or was there any concerns over your safety during this rotation?

4. Please provide constructive comments on the potential improvements to the clinical service.
Appendix 5
Student Acknowledgement of Receipt of Student Handbook

DISCLAIMER
Every effort has been made to include updated and pertinent information however, changes may occur, and it is the student’s responsibility to contact their faculty advisor and/or the DCE if they have any questions regarding the content of this handbook.

I, __________________________________________, (please print name), have thoroughly read the Physician Assistant Studies Program Student Manual and agree to abide by the policies describe within this document.

Student Signature: ___________________________ Date: ___________________________
Appendix 6
Absence from Clinical Practice Form

Complete this form for each absence and submit to the Director of Clinical Education. Attach supporting documentation for each absence. This form will become part of your clinical file.

Student Name

Rotation/Preceptor

Reason for Absence

Preceptor notified prior to absence? YES ☐ NO ☐
Director of Clinical Education notified prior to absence: YES ☐ NO ☐
Supporting documentation attached: YES ☐ NO ☐

Approved/Excused ☐ Not Approved/Unexcused ☐

Signature Student: Date:

Signature Director of Clinical Education: Date: