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**University of Mary Hardin-Baylor  
Mayborn College of Health Sciences**

**MASTER OF SCIENCE IN  
PHYSICIAN ASSISTANT PROGRAM**

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**Student Handbook  
2020-2021  
(A3.02)**



Mayborn College of  
**HEALTH SCIENCES**  
University of Mary Hardin-Baylor

# WELCOME FROM THE PROGRAM DIRECTOR

Physician Assistant Students,

On behalf of the faculty and staff of the UMHB Physician Assistant Program, it is my pleasure to welcome you into our program. We are excited about the journey that awaits you as you navigate the Master of Science in Physician Assistant (MSPA) educational experience. The MSPA program is a challenging program with high standards and expectations, and we have every confidence that each of you is capable of successfully completing the program.

The MSPA program's curriculum was developed to reflect current trends in PA practice following the ARC-PA standards and the NCCPA blueprints to enable our students to become competent and compassionate entry-level PA practitioners. Graduates will be well-trained PAs with extensive medical knowledge and skills to be successful both personally and professionally. The program also strives to promote the well-being and health of our students. This is a challenging curriculum which will require more than you have ever been asked to give in an educational setting. Our aim is to provide you with the skills to study and learn while also promoting mental, spiritual and physical wellbeing. We encourage you to make the most of the opportunities provided.

The MSPA faculty developed this handbook to assist you in navigating through the program over the next 28 months, from admission to graduation. Your MSPA faculty advisor will be a source of guidance for you, but we encourage you to take responsibility for knowing and understanding the requirements.

We wish you the best of luck in your studies.

Sincerely,

*Wendi Stewart*

Wendi Stewart, MS, PA-C  
Director, Master of Science Physician Assistant Program

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# PURPOSE OF THE MSPA PROGRAM STUDENT HANDBOOK AND POLICY STATEMENT (A3.01)

University of Mary Hardin-Baylor's Master of Science in Physician Assistant Program (MSPA) informs students of its rules, policies, and guidelines through this student handbook, the MSPA program website, course syllabi and other sources. This handbook serves as a supplement to other university rules, policies, and guidelines found in the UMHB Graduate Catalog, UMHB Student Handbook and other documents.

This handbook has been published for your benefit. Please read it in its entirety. Clarification and explanation should be sought from the MSPA program director if needed.

## Scope of Policies (A3.01)

These program policies apply to all students, to all principal faculty, and to the MSPA program director regardless of location. However, clinical facility policies, if different than program policies, will prevail when students and faculty are at clinical facilities.

The handbook is available online from any computer with access to the university's website. It is the responsibility of the MSPA student to obtain, read, and comprehend the purpose, policies, and procedures of the MSPA program and of UMHB.

The UMHB and the MSPA program reserve the right at any time to create additional policies, or modify existing ones, as needs may dictate. It is expected that information in this book will be altered from time to time as is necessary and further information may be added periodically.

In the entirety of this handbook, the terms "university" or "UMHB" shall mean the University of Mary Hardin-Baylor.

## Policies Disclaimer

The course offerings, regulations, and other materials appearing in this handbook are announcements. Nothing contained herein is to be construed as representing contractual obligations of the program, which reserves the right to change its courses of instruction, fees, and general academic regulations without notice, should circumstances warrant in the judgment of the university.



## PROGRAM ACCREDITATION STATEMENT (A3.14A)

The University of Mary Hardin-Baylor Physician Assistant Program has applied for Accreditation - Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The University of Mary Hardin-Baylor Physician Assistant Program anticipates matriculating its first class in January 2021, pending achieving Accreditation - Provisional status at the September 2020 ARC-PA meeting. Accreditation - Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the standards as it prepares for the graduation of the first class (cohort) of students.

**Failed Accreditation Course of Action:** In the event Accreditation-Provisional status is not granted, the University of Mary Hardin-Baylor Physician Assistant Program will not admit students in January 2021. All applicants for the 2021 admissions cycle will be notified of the ARC-PA's decision on assigning the UMHB's MSPA Program Accreditation-Provisional status following their meeting in September 2020. Additional information on accreditation is available at: <http://www.arc-pa.org/accreditation/>. The CASPA and UMHB graduate application fees will not be refunded.

# STATEMENT OF NON-DISCRIMINATION

The University of Mary Hardin-Baylor (UMHB) admits qualified students of any race, color, sex, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not unlawfully discriminate on the basis of race, color, sex, religion, age, nationality, and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, UMHB does not unlawfully discriminate on the basis of handicap in the recruitment and admission of students and the operation of any of its programs and activities, as specified by federal laws and regulations.

UMHB is authorized under federal law to enroll non-immigrant alien students. The university is a private institution and reserves the right to deny admission to an applicant for any lawful reason. A student or applicant with a question about the university's non-discrimination policies or who claims to have experienced unlawful discrimination in connection with any university program or activity should contact the designated coordinator for university compliance with nondiscrimination policies:

Susan Owens, Vice President for Human Resources, Title IX Coordinator and Non-discrimination Compliance Officer, Sanderford Administrative Complex, 900 College Street, Belton, Texas 76513, Office (254) 295-4527, [susan.owens@umhb.edu](mailto:susan.owens@umhb.edu).

# PROGRAM FACULTY AND STAFF

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## Faculty Titles and Roles

The MSPA program director is a licensed, NCCPA certified physician assistant and experienced academic faculty member employed by the university to lead the MSPA Program. The MSPA program director oversees all aspects of the program, including meeting ARC-PA accreditation standards, developing and managing the annual program budget, teaching courses in the program, and engaging in scholarship and service, developing, reviewing and revising the program's mission statement, selecting students for admission, and evaluation of the program. The MSPA program director is also responsible for evaluating, mentoring, and fostering the development of academic and clinical faculty and the program as a whole. (ARC-PA 4<sup>th</sup> Edition Standards A2.05a-h, A2.06-A2.10, D1.01)

The MSPA medical director is a board certified, licensed physician and academic faculty member employed by the UMHB MSPA program. The medical director supports the program in insuring that both didactic and supervised clinical practice experiences meet current practice standards as they relate to the PA role in providing patient care. The medical director is actively involved in developing and reviewing the program mission statement, providing instruction, evaluating student performance, curriculum development and evaluation, program evaluation, and participates in several program committees. (ARC-PA 4<sup>th</sup> Edition Standards A2.11-A2.12)

The MSPA clinical director is a licensed, NCCPA certified physician assistant and academic faculty member employed by the UMHB MSPA program to coordinate the clinical education aspects of the curriculum. The clinical director is responsible for organizing, planning, and evaluating the clinical experiences for the students as well as communicating with all the clinical facilities about matters that relate to the clinical education. (ARC-PA 4<sup>th</sup> Edition Standard A2.02b)

The directors and principal faculty participate in the developing, reviewing, and revising the mission statement, selecting applicants for admission to the MSPA program, providing student instruction, evaluating student performance, academic counseling of students, assuring the availability of remedial instruction, designing, implementing, coordinating, and evaluating the curriculum, and program evaluation. (ARC-PA 4<sup>th</sup> Edition Standard A2.01a-h)

## MSPA Program Committees

### Curriculum Committee

The MSPA program Curriculum Committee ensures that the curriculum has sufficient breadth and depth to ensure students learn the requisite knowledge, skills, attitudes, and behaviors to prepare them for the clinical practice of medicine. The Curriculum Committee has the authority to set educational objectives, establish educational requirements, establish and approve content, ensure curriculum sequencing and integration, allocate curriculum, specify teaching methods, oversee course and clerkship directors, and evaluate educational outcomes. The Curriculum Committee will also be tasked with the responsibility for analyzing and advising on student testing and evaluation methods utilized during the course of the program. The MSPA Curriculum Committee is composed of the academic director, medical director, clinical director, and two faculty members. The committee reports all recommendations back to the MSPA program director and dean of health professions. (ARC-PA 4<sup>th</sup> Ed. A2.05, B1.03, B1.04)

### Student Promotions Committee

The MSPA program Student Promotions Committee is charged with the responsibility of reviewing student academic and professionalism performance and enforcing academic and behavioral standards. The Student Promotions Committee approves the advancement (promotion) of students from one academic year to the next and recommends the graduation of those students who have met the requirements defined by the MSPA program. This committee will convene following each semester and/or as needed to review, assess, and document student progression of knowledge, skills, and professional behaviors. Students who fail a course or SCPE, and/or fail to successfully complete remediation will be reviewed and discussed. The committee can also make recommendations for areas of needed individualized remediation to include additional educational activities and referral to support services. Academic warnings and dismissals can be recommended to the MSPA program director by the Student Promotions Committee.

Additionally, the MSPA promotions committee is responsible for making recommendations regarding student readmission to the program. The committee is comprised of the medical director (chair) clinical director, principal faculty, and instructional faculty. The committee reports all recommendations to the MSPA program director. (ARC-PA 4<sup>th</sup> Edition Standards A3.10, A3.17c,e,f, C3.03)

### **Program Assessment Committee**

The Program Assessment Committee is tasked with the overall assessment of the MSPA program and maintenance of the continual program self-assessment process. The Program Assessment Committee is responsible for reviewing, analyzing, drawing conclusions, and making recommendations to the MSPA program director regarding all aspects of the MSPA program. The Program Assessment Committee will explore possible cause and effect relationships and correlation with possible predictors when analyzing data and provide supporting data for drawn conclusions. The Program Assessment Committee is comprised of the MSPA program director, medical director, clinical director, principal faculty, instructional faculty, and the institutional representative for Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The committee reports all recommendations to the dean of health professions. (ARC-PA 4<sup>th</sup> Ed. C1.01)

### **Admissions Committee**

The MSPA Admissions Committee is responsible for maintaining the program's compliance with the ARC-PA standards for fair practice and admissions. The Admissions Committee responsibilities include reviewing and updating the program website, continued communications with CASPA, initial screening of applicants for interviews, establishing and monitoring interview methods, scoring final applications and making recommendations for applicant acceptance, waitlist, or rejection. The committee is comprised of the MSPA program director, clinical director, medical director, principal faculty, didactic instructors, and clinical preceptors. This committee is the decision body for admissions into the MSPA Program. (ARC-PA 4<sup>th</sup> Edition Standards A3.13-A3.16, D1.03). Ex officio committee members also participate in the screening and/or interviewing process and may include advisory board members and PA employers who provide valuable input and insight to the admissions process.

# PROGRAM OVERVIEW

## Mission (A2.05)

The University of Mary Hardin-Baylor Physician Assistant Program's mission is to recruit and prepare graduate students to become competent, compassionate, service-driven physician assistant leaders who deliver evidence-based medical care to meet universal healthcare needs.

*Program education occurs in a Christian environment guided by faculty who teach and mentor with integrity, sensitivity, and a commitment to excellence.*

## Vision

The vision of the University of Mary Hardin-Baylor Physician Assistant Program is to be a regionally and nationally recognized medical education program, with a reputation for developing highly sought-after physician assistants who are dedicated to the delivery of compassionate evidence-based healthcare, professional leadership, and community service.

## Program Description

As health care demands across the country have increased, so has the demand for health care providers. The Mayborn 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. The program anticipates an inaugural class in January 2021.

The MSPA program consists of 28 months of rigorous graduate curriculum resulting in a Master of Science degree in Physician Assistant. The MSPA program is comprised of pre-clinical and clinical educational experiences. The pre-clinical phase is 12 months in duration consisting of courses that will prepare students for the clinical experience. The clinical training is 16 months in duration comprised of rotations in Pediatrics, Obstetrics & Gynecology, Surgery, Emergency Medicine, Internal Medicine, Psychiatry, Family Medicine, and elective rotations. The last month of the clinical training will be devoted to preparation for graduation and the Physician Assistant National Certification Examination (PANCE).

After successful completion of both the pre-clinical and clinical phases of the program, students will be eligible for graduation, enabling them to sit for the PANCE examination (Physician Assistant National Certification Examination), which is administered by the National Commission on Certification of Physician Assistants (NCCPA).

## Degree Offered

The program offers the Master of Science in Physician Assistant (MSPA) degree.

## Program Goals

- Goal 1: Recruit and admit diverse and qualified graduate students committed to the PA profession
- Goal 2: Provide a competency-driven, practice-based training experience that prepares students for entry into clinical practice
- Goal 3: Deliver quality clinical instruction that provides experiences in a variety of patient care settings.
- Goal 4: Encourage professional involvement, leadership, and service
- Goal 5: Graduate competent medical practitioners who are in high demand for careers as Physician Assistants
- Goal 6: Create a supportive environment for faculty and staff that promotes continued educational development, ingenuity, scholarship, and collaboration.

# ADMISSIONS (A3.15)

## General Program Requirements

### Academic Standards for Enrollment (A3.15b), (3.15d)

- Completion of a bachelor's degree from a U.S. regionally accredited college or university or the equivalent academic accomplishments, approved by the World Education Service (WES) Credential Evaluation.
- An overall, science, and prerequisite GPA of 3.0 on a 4.0 scale as calculated on by CASPA. The science GPA includes **all** college science courses taken at regionally accredited institutions.
- A minimum grade of C is required for all prerequisite courses; however, it is strongly recommended that prerequisites be completed with a grade of A or B. Online lab courses are not accepted. All science courses must be less than 10 years old at the time of application. Prerequisite courses are for enrollment purposes only and will not substitute for more advanced applied content within the professional component of the program.

### Prerequisite Course Requirements (A3.15b)

Required Courses	Credit Hours
Human Anatomy with a Lab * <b>and</b>	4
Human Physiology with a Lab <b>or</b>	4
Human Anatomy and Physiology with a Lab	8
Microbiology	4
Genetics	3
General Chemistry with a Lab	8
Organic Chemistry with a Lab	4
Science Electives (Upper Level)	3
Statistics	3
General Psychology	3
<b>Recommended Courses</b>	
Biochemistry	3
Psychology Elective	3
Medical Terminology	3

\*Comparative and Vertebrate Anatomy Accepted

## Transfer Credit Policy and Advanced Placement (A3.15c)

The MSPA program does not accept transfer credits from other physician assistant programs nor is there an option for advanced placement in the physician assistant program.

## Additional Requirements (3.15b)

- Original transcripts submitted to CASPA
- Completed essay portions on the CASPA
- Three professional letters of recommendation (from non-relatives). Examples of acceptable recommendations letters may be submitted from (but not limited to) professors, medical professionals, employers, religious leaders or area leaders.
- 100 hours of service-oriented volunteerism or work
  - In alignment with the university mission of leadership and service, the MSPA program requires applicants to have 100 hours of service-oriented volunteerism or work. This includes community

work, Peace Corps, military, paramedic, firefighter, emergency medical technician, mission trips, religious, and environmental services.

## **International Applicants or Domestic Applicants who Attended Foreign Universities**

- Transcript Evaluation by World Education Services (WES), submitted through CASPA
- Official iBT TOEFL scores submitted to CASPA with a minimum total score of 100 AND at least 25 in each section (reading, listening, speaking, and writing). TOEFL scores are only valid for two years.
- Immigration documents, including a copy of a valid passport submitted to [www.umhb.edu/graddocs](http://www.umhb.edu/graddocs)
- If offered admission, further documents may be requested by the UMHB International Student Services Office.

## **Required Pre-Admission Tests and Experience (A3.15b)**

The GRE is not required nor considered for UMHB MSPA applicants.

While clinical shadowing experience with a physician assistant and a physician is highly recommended, the UMHB MSPA program does not have a required number of shadowing or clinical medical experience required for admission.

## **Disclosure of Admission and Enrollment Practices (A3.15a)**

- The UMHB MSPA program will grant an interview to all applicants who are current full-time students or graduates of UMHB who otherwise meet the minimum requirements for admission. An interview does not guarantee admission into the program.
- Falsification of any application materials will be grounds for denial of admission to or expulsion from the MSPA program.

### **Application Process**

**Step 1:** Applicants will complete all admission requirements including application to the Central Application Service for Physician Assistants (CASPA).

**Step 2:** Interview Process (for applicants invited to interview)

- Interviews will be conducted in June, July, August and September 2020. Rolling admissions will occur with notification of acceptance as early as June 2020.
- The UMHB MSPA program Admission Committee's decisions are based on a holistic review of the candidate's application. Areas of consideration for interview invitations include the following:
  - Intellectual Ability: overall GPA, science GPA, prerequisite GPA, last 60 hours GPA, course success/completion with increased points for higher GPAs and minimal drops, failures, or withdraws
  - Leadership, Experience, and Service: extent of paid and non-paid healthcare experience (increased points based on number of hours), leadership roles (increased points based on number of leadership roles), extent of community service (increased points based on number of hours)
  - Holistic Factors: letters of recommendation and personal statement with increased points for higher letter of reference ratings and fit with UMHB university mission
- The interview will consist of a general program information session, tour of campus, and multiple mini interviews. The multiple mini interviews are designed to assess non-cognitive qualities that cannot be measured by an application alone. Non-cognitive qualities that may be assessed include: empathy, responsibility, management skills, ethical and moral judgement, resilience, self-awareness, problem-solving, and communication skills.

**Step 3:** Offers of Admission



### **Conditional Offers of Admission**

Decisions to extend conditional offers of admission are made by the Admissions Committee of the program.

### **Notification**

Conditional offers of admission are communicated in writing via letter or email from the MSPA program director and must also be accepted in writing (letter or email) by the applicant. Once the following conditions are met, the applicant is considered a matriculating student.

### **Completion of Enrollment Requirements**

- Completion of all minimum admission requirements
- Completion of all outstanding prerequisite coursework by August 31<sup>st</sup> in the year prior to matriculation
- Maintenance of a GPA at or above the minimum GPA requirement at the end of each semester prior to matriculation
- Basic Life Support (BLS) Certification following American Heart Association or American Red Cross course guidelines. Online courses without practical experience are not accepted. BLS certification must be valid during the entire first curriculum year (e.g. if a student is admitted to the January 2021 class, BLS certification must be active through December 2021).
- Successful background check
- Completion of pre-program orientation immunization requirements listed in Appendix H.
- TB screen – see Appendix H for details.
- Completion of other requirements communicated in writing by the MSPA program

### **Background Check**

The criminal background check is not a component of the application or interview process and is not conducted or reviewed until after an applicant is conditionally accepted to the program. However, on the Centralized Application Service for Physician Assistants (CASPA) application, students are required to truthfully disclose any previous academic, felony, misdemeanor, and licensure infractions. All prospective students must completely disclose any unsealed criminal records in their CASPA application. Enrollment and continued status in the MSPA program are contingent upon satisfactorily passing all criminal background checks.

The initial criminal background check must be completed prior to matriculation through the CastleBranch® (<https://mycb.castlebranch.com/>). Results from any company or government entity other than those designated by the university will not be accepted. Background checks for returning students must be completed by the deadline specified by the MSPA program. Additional background checks must be conducted prior to beginning full-time clinical experiences in the second and third years of the program. The program is responsible for the costs of the criminal background check conducted prior to matriculation and for the cost of returning students.

The program reserves the right to deny enrollment based on the results of background checks or for providing false information. Criminal background check reports will be evaluated to determine terms and sanctions of the offense. Information obtained will be used in accordance with state and federal laws. Criminal background check reports and all records pertaining to the results are considered confidential with restricted access. The results and records are subject to the Family Educational Rights and Privacy Act (FERPA) regulations.

Failure to comply with required criminal background checks will delay progression or render a student unable to complete the professional degree and removed from the program. New findings on a criminal background check may result in a student being ineligible to participate in clinical experiences and/or ineligible to complete their degree requirements.

Prospective students who are concerned about a criminal conviction are urged to contact the relevant state and/or federal agency to inquire whether their criminal record may adversely affect the issuance of the credentials needed to practice as a physician assistant.

Appeals to any information found during the background check must be made directly through the vendor according to their policies and procedures. Students must follow the process outlined by the vendor if they wish to dispute the results of the background check.

Ultimate decisions about the matriculation of a conditionally-accepted applicant whose criminal background check reveals information of concern will be made by the MCHS executive dean, UMHB Chief of Police, and MSPA program director. The following factors will be considered when evaluating information:

- The nature, circumstances, and frequency of any offense(s). Specifically, the university will evaluate the potential for harm to patients, harm to members of the university community, eligibility for licensure, and eligibility to participate in introductory and advanced clinical practice experiences at affiliate institutions.
- The length of time since the offense(s).
- Documented successful rehabilitation.
- The accuracy of the information provided by the applicant in his/her application materials and upon initiation of the criminal background check.
- Confirmation from the TMB that the offense will not restrict the student from obtaining a license to practice.

#### **Technical Standards for Admission, Continuation, and Graduation (A3.15e)**

Individuals admitted to the UMHB MSPA program must possess the physical and mental capabilities to complete the entire curriculum to graduate and achieve a Master of Science Degree. This curriculum requires demonstrated proficiency in a variety of cognitive, problem-solving, manipulative, communicative, and interpersonal skills. Student must have the physical and emotional stamina and capacity to function in a competent manner in the classroom, laboratory, and clinical setting. These settings may include heavy workloads, long hours, and stressful situations. See Appendix B for a list of technical standards that specify the attributes and behaviors considered essential for successful completion of MSPA training.

# INTRODUCTION TO THE PROGRAM

## MSPA Program Competencies For New Physician Assistant Graduates

The MSPA program has developed competencies expected of our graduates. These competencies were developed following the Physician Assistant Education Association Core Competencies for New Physician Assistant Graduates ([Core Competencies for New PA Graduates](#)) and the Competencies for the Physician Assistant Profession developed by the NCCPA, ARC-PA, AAPA, and PAEA ([PA Competencies](#)).

Professional competencies for physician assistants include the effective and appropriate application of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, and systems-based practice.

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

### Medical Knowledge

- PAMK1: Use clinical reasoning to evaluate and apply evidence-based medicine and scientific principles to patient care.
- PAMK2: Demonstrate knowledge of normal human structure and function at the organ system, tissue, cellular and molecular level.
- PAMK3: Describe etiologies, risk factors, pathophysiology, and epidemiology for medical conditions.
- PAMK4: Students will demonstrate problem-solving skills including formulating differential diagnoses from patient history and physical exams.
- PAMK5: Recognize and differentiate between the signs and symptoms of medical, surgical and behavioral disorders.
- PAMK6: Use clinical reasoning to select and interpret appropriate diagnostic or lab studies.
- PAMK7: Understand the management of general medical and surgical conditions to include pharmacologic and other treatment modalities.
- PAMK8: Demonstrate an understanding of epidemiology of common disease within a population and the approaches which are useful in reducing their incidence and prevalence.
- PAMK9: Recognize interventions for prevention of disease and health promotion and maintenance.
- PAMK10: Identify appropriate methods to detect conditions in an asymptomatic individual.
- PAMK11: Demonstrate knowledge of common societal problems such as domestic violence and substance abuse, including diagnosis, prevention, reporting, and treatment.

### Interpersonal & Communication Skills

- PAIC1: Create and sustain a therapeutic and ethically sound relationship with patients.
- PAIC2: Use effective listening and discussion skills to elicit and provide information to diverse populations across the life span.
- PAIC3: Discuss diagnostic and treatment options in a manner comprehensible to the patient and patient's family.
- PAIC4: Work effectively as a member of an interprofessional healthcare team.
- PAIC5: Demonstrate emotional resilience, adaptability, flexibility, and tolerance of ambiguity and anxiety.
- PAIC6: Using clinical skills (i.e., clinical documentation), accurately and adequately document information regarding care for medical, legal, quality, and financial purposes.

## **Patient Care**

- PAPC1: Work effectively in an interprofessional healthcare team to provide patient-centered care.
- PAPC2: Demonstrate compassionate and respectful behaviors when interacting with patients and their families.
- PAPC3: Obtain essential and accurate information about patients across the life span while using clinical and technical skills in obtaining both complete and problem-based medical histories.
- PAPC4: Utilizing clinical and technical skills, perform both complete and problem-based physical exams.
- PAPC5: Using clinical reasoning and problem-solving abilities, make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PAPC6: Use clinical reasoning to develop contextual and individualized patient management plans based upon collected clinical information.
- PAPC7: Demonstrate the ability to counsel and educate patients and their families.
- PAPC8: Demonstrate an understanding of the principals involved in the care of patients across the spectrum of the human life cycle.
- PAPC9: Perform basic health risk assessment and formulate appropriate screening plans using clinical reasoning and problem-solving skills.
- PAPC10: Demonstrate ability to perform clinical and technical skills used for medical and surgical procedures essential to PA practice.
- PAPC11: Discuss the principles of pain management and formulate a basic multidisciplinary care plan.
- PAPC12: Assist in the provision of appropriate end-of-life care within a multidisciplinary team.
- PAPC13: Acknowledge the limits of one's medical knowledge by demonstrating the ability to refer patients to other medical providers.

## **Professionalism**

- PAP1: Demonstrate understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant.
- PAP2: Maintain professional relationships with physician supervisors and other health care providers.
- PAP3: Demonstrate respect, compassion, and integrity to patients, their families, physicians, nurses, and other members of the health care team.
- PAP4: Demonstrate accountability to patients, society, and the profession.
- PAP5: Commit to excellence and ongoing professional development.
- PAP6: Demonstrate commitment to the ethical principles pertaining to the provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
- PAP7: Demonstrate sensitivity and responsiveness to patients regardless of age, disability, gender, race, ethnicity, culture, religion, sexual practice, and socio-economic status.
- PAP8: Demonstrate self-reflection, critical curiosity, and initiative while also maintaining healthy behaviors and life balance.

## **Practice-Based Learning and Improvement**

- PAPI1: Utilizing problem-solving skills, analyze initial practice experience and perform practice-based improvement activities in concert with other members of the healthcare team.
- PAPI2: Locate, appraise, and integrate evidence from scientific studies and apply it to individual patient care using clinical reasoning.
- PAPI3: Appraise clinical studies and other information on diagnostic and therapeutic effectiveness using knowledge of study designs and statistical methods.
- PAPI4: Apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness.

- PAPI5: Utilize information technology to access and manage medical information to support patient care and personal professional development.
- PAPI6: Recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others.
- PAPI7: Incorporate formative feedback into personal performance.

### **Systems-Based Practice**

- PASP1: Apply knowledge of health care systems to improve and optimize patient care.
- PASP2: Through proper clinical and technical skills, demonstrate the promotion of continuous quality improvement, prevention of medical errors, and patient safety in patient care.
- PASP3: Recognize health care system deficiencies regarding social needs, access to care issues, and health disparities when they arise and develop strategies using problem-solving skills for optimal care of each individual patient.
- PASP4: Demonstrate an understanding of cost containment principles and their application in the delivery of health care.
- PASP5: Demonstrate an understand of the legal and regulatory frameworks governing the practice of medicine in which affect payment, reimbursement, referrals, and incentives.
- PASP6: Apply medical information and clinical data systems using problem-solving skills to provide effective, efficient patient care.

### **Program Facilities**

The MSPA program is located on the campus of the University of Mary Hardin-Baylor. Student training will take place in the Isabelle Rutherford Meyer Nursing Education Center (IRMNEC), anatomy lab at the Baylor Scott & White Memorial Hospital, and clinical sites throughout Texas. The IRMNEC is comprised of state-of-the-art classrooms, clinical labs, and the Clinical Simulation Learning Center (CSLC). The CSLC is approximately 20,000 square feet and includes two large skills labs, a physical diagnosis lab, a standardized patient clinical space, and a simulation hospital. All labs and simulation centers are equipped with video cameras where students can record and evaluate their performance with professors and peers.

Facilities are inspected by the university's Physical Plant and safety departments on a regular basis. Students are encouraged to report any repairs or potentially hazardous facility conditions.

## Curriculum Overview (A3.14d-e)

Didactic Course Name	Credit Hours	Clinical Course Name	Credit Hours
Physician Assistant Profession	1	Clinical Prep	1
Basic Fundamentals of Medical Science	2	Applied Research I, II	2
Human Anatomy I, II	6	Evidence Based Medicine and Research I, II	2
Human Physiology I, II	4	Humanities, Ethics, Altruism, Leadership I-IV	4
Patient Assessment and Counseling I, II, III	9	Internal Medicine Inpatient	5
Pharmacotherapeutics I, II, III	6	Internal Medicine Outpatient	5
Laboratory Medicine and Diagnostic Studies I, II, III	3	Obstetrics and Gynecology	5
Clinical Disease and Prevention I, II, III	20	Pediatrics	5
Mental Health	2	Emergency Medicine	5
Clinical Skills	2	Surgery	5
<b>Total:</b>	<b>55</b>	Behavioral & Mental Health	5
		Family Medicine	5
		Elective 1	5
		Elective 2	5
		Elective 3	5
		Graduation Preparation	1
		<b>Total:</b>	<b>65</b>

## Course Descriptions

The program publishes descriptions of each course in the UMHB Graduate Catalog. Appendix L of this handbook contains course descriptions. The university reserves the right to revise course descriptions from time to time.

## Financial Aid

The procedure for applying for financial aid can be found in the UMHB Graduate Catalog. Additional information can be obtained from the Student Financial Aid Office: [CLICK HERE](#)

## Tuition (A3.14f)

Graduate — currently \$970 per semester hour (subject to change).

## Other Required Fees

General Service — \$60 per semester hour

Technology Fee — \$15 per hour

Transportation Fee — \$50 per semester (Fall and Spring)

Replacement Vehicle Tag — \$15

Replacement Student ID — \$10

Course Fee - Course Number	Course Name	Fee
PAMS 6320	Human Anatomy I	\$100
PAMS 6321	Human Anatomy II	\$100
PAMS 6325	Patient Assessment & Counseling I	\$100
PAMS 6326	Patient Assessment & Counseling II	\$100
PAMS 6327	Patient Assessment & Counseling III	\$100
PAMS 6250	Clinical Skills	\$100
<i>Reasoning: Each of the classes listed above have lab components that require substantial supplies.</i>		

## Administrative Withdrawal

The university reserves the right to withdraw a student from classes and/or the university if the student's account is delinquent or if such action is deemed in the best interest of the student and/or the university. Students who are administratively withdrawn are subject to the refund and withdrawal policies of the university.

Recorded grades for students who are administratively withdrawn will be W, WP, WQ, NC or F. The grade will depend on the time of withdrawal and the student's grade at that time or the circumstances causing the withdrawal. Depending on the circumstances of the withdrawal, an application may be required for readmission.

## Refund Policy (A3.14g)

Once the semester begins, registration in the university is considered a contract binding the student for charges for the entire academic period. However, a student may find it necessary to make schedule changes once the semester begins.

Tuition — Tuition refunds, when approved, will be granted according to the following schedule:

Spring, Summer, Fall (16 week) semester:

- 100% refund of tuition prior to expiration of 4th semester day, (4 calendar days) scheduled from the first day of the start of the semester.
- 80% refund of tuition prior to expiration of first 2 weeks, (14 calendar days) scheduled from first day of start of semester
- 60% refund of tuition prior to expiration of first 3 weeks, (21 calendar days) scheduled from first day of start of semester
- 40% refund of tuition prior to expiration of first 4 weeks, (28 calendar days) scheduled from first day of start of semester
- No tuition refunds will be made after the end of the 28th calendar day, counted from the first day of the semester. Refunds for courses other than regular day classes will be prorated.

## Pre-Program Orientation Preparatory Course

The MSPA program will provide access for all admitted student to an electronic pre-PA school preparatory course. The preparatory course is created by PA School Prep (<https://paschoolprep.com/home>). Students will be emailed electronic access to the program approximately two months prior to their program orientation date. Students are responsible for completing each assigned module prior to program orientation to ensure their successful transition into the fast paced, rigorous curriculum of PA school.

## Professional Liability Insurance

Student professional liability insurance is provided by the university at no additional cost to the student. The insurance will cover students during assigned clinical experiences as part of required academic coursework in both the pre-clinical and clinical phases. The insurance does not cover activities outside of enrollment, such as other volunteer or work activities.

## Participation of MSPA Students as Human Subjects

Functional anatomy and physical diagnosis are best learned through the study of living subjects. Firm foundations laid early in physical diagnosis will prevent uncomfortable floundering and error in clinical areas involving real patients. For this reason, students in the program are required to participate as living subjects, as well as examiners (in an interchangeable fashion), during selected courses during the pre-clinical and clinical phases.

Generally, students learn these examination techniques and skills in teams of two or three with the guidance of an experienced instructor. Students are required to come to these laboratory sessions prepared to partially disrobe.

Students also agree to practice comprehensive examinations on both genders to successfully complete the program. Failure to practice skills on both genders may result in dismissal from the program.

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

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

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

Students will practice various therapeutic techniques in the course or required lab and, occasionally, lecture or classroom courses. In order to provide students both a complete perspective on various therapies and the opportunity to practice, students are expected to practice obtaining medical histories and performing physical exam techniques on one another. Any required participation in such exercises will be under the supervision of university faculty, instructors, or clinicians.

See Appendix E, Acknowledgement of Student's Participation as Human Subjects, which all students are required to sign.

## **Participation in Clinical Rotations at Outside Facilities**

In order to earn a degree, students must complete clinical rotations at one or more health care facilities not controlled by the university. While the program will use a variety of outside facilities, many clinical rotations will be assigned at the Baylor Scott and White Health System's Texas facilities and the Ascension Healthcare System's Texas facilities.

Some facilities may not allow a student to participate in a clinical rotation on its premises if the student is not in good standing with that facility. For example, a facility may consider a student to be ineligible for a clinical rotation if the student is a former employee of the facility who did not leave employment in good standing or has been involved in an adversarial relationship with the facility as a patient, visitor, etc.

Each student is responsible to make certain that he or she will be able to complete the required clinical rotations. Students who have any doubt about their eligibility to complete a clinical rotation at Baylor Scott and White Healthcare System's Texas facilities or the Ascension Healthcare System's Texas facilities should confirm their eligibility as soon as possible. While the university will attempt to reassign students at other facilities if necessary, the university is not able to guarantee another clinical placement. The university is not responsible for any student's delay in graduation or inability to complete clinical rotations as a result of decisions made by third-party facilities.

## **Student Advising (A2.05e)**

Students will be assigned a faculty advisor at program orientation. Advisors will meet with their advisees near or at the end of every semester. Students may also choose to meet with their faculty advisors if they would like to discuss an issue at any time by appointment.

The purpose of the student advising program is to:

- Assist the student in effectively progressing through the professional curriculum;
- Provide the student with resources to reinforce the requirements, expectations, and standards of the professional program;



- Guide the student in meeting the curricular and co-curricular requirements necessary for student progression and graduation; and
- Provide the student with resources regarding the profession.

Student advisees are expected to:

- Be proactive in communicating with his/her advisor.
- Schedule a meeting with his/her advisor as required by any academic alert, remediation plan, or academic warning.
- Seek immediate assistance from his/her advisor if experiencing academic difficulties or any other issues.
- Make and keep appointments to meet with his/her faculty advisor regarding academic ability and progress.
- Actively participate in all advising meetings.
- Follow through with any action items, due dates/deadlines.

Faculty advisors are expected to:

- Meet with advisees near or at the end of every semester.
- Meet more often with students who are experiencing academic or professional difficulties or when such meetings are included in the terms of an academic alert, remediation plan, or academic warning.
- Communicate necessary information and updates to advisees on a periodic basis.
- Guide advisees to help each student succeed in the program.

# PROGRAM POLICIES

## Communication Policy

Each student is responsible for reading all materials distributed electronically to his/her UMHB student email address or through Canvas notifications/announcements. These will be the principal means of communication regarding program information. The university expects that every student will read email and Canvas notifications on a frequent and consistent basis. A student's failure to receive and read university communications in a timely manner does not absolve that student from knowing and complying with the contents of such communications.

## Healthcare Insurance

All physician assistant students are required to have adequate health insurance coverage throughout enrollment in the program with no lapse in coverage. It is the responsibility of the student to adequately research the cost of insurance while in the program, as the university does not provide health insurance for students. Students must furnish evidence of having the insurance prior to enrollment and must provide documentation at the beginning of each academic year and any time upon request by the program or clinical site. Students are required to sign a statement indicating their understanding of maintaining personal health insurance at all times and failure to do so may result in dismissal from the program (Appendix J).

If a student becomes aware of a lapse, or potential lapse in their health insurance, they are required to notify the MSPA program director immediately. Noncompliance may result in interruption of clinical experiences, delay of graduation, and/or dismissal from the program.

Information on resources to obtain insurance can be found in Appendix F, Student Services and on the UMHB's Health Services web page: [CLICK HERE](#)

## Professional Organization Membership

Each student is required to join and maintain membership in the American Academy of Physician Assistants, Texas Academy of Physician Assistants, and the MSPA program student chapter. The fees are included in the program cost and the program facilitates membership enrollment.

Information regarding the formation and rules of UMHB Student Organizations can be found here: [CLICK HERE](#)

## Student Technology

All students are required to purchase a mobile cellular device of their choice and a properly working laptop.

Recommended laptop specifications:

Windows: Operating system: Windows 10, RAM: 8GB+, Processor: 3.0 Ghz, Google Chrome: latest version, Available hard drive space for downloading tests in offline mode

Mac: Operating System: OS X 10.12 Sierra or later, RAM: 8GB+, Processor: 2.7 Ghz, Google Chrome: latest version, Available hard drive space for downloading tests in offline mode

Students will be held financially responsible for any damage as a result of misuse or abuse of any school property or property leased by the program and issued to the student. Loaned technology must be returned to the program upon withdrawal or deceleration.

## Certification and Training

As outlined in the admissions section of this Handbook, students are required to present proof of current two-year American Heart Association Basic Life Support (BLS) Certification (card) at the time of program orientation.

Following admission, students must successfully complete and maintain current certifications in Basic Life Support (BLS) and Advance Cardiovascular Life Support training. The MSPA program will offer training opportunities for students. In the event a student is unable to attend an offered training, he/she must schedule and pay for his/her own ACLS and/or BLS certification training through the American Heart Association or an approved AHA provider and present the certification card to the MSPA Program within the prescribed timeline.

Students must also successfully complete HIPAA and Universal Precautions/bloodborne pathogens trainings. Training opportunities will be provided by the program in an online delivery mode and each student is required to achieve a passing grade for each training. The student must complete the necessary training within the schedule determined by the program.

## Vaccinations/Immunizations Requirements (A3.07)

The program requires that all students maintain immunizations as required by state law and as recommended by the CDC for healthcare workers. Therefore, all MSPA students must submit proof of immunization prior to program orientation, and must update verification (a) prior to participation in clinical components of the program, and (b) as requested thereafter during enrollment in the program. Evidence of vaccinations will be collected and verified by CastleBranch© (<https://mycb.castlebranch.com/>). Additionally, any student who is 21 year of age or younger at the time of program orientation must present proof of MPSV or MCV4 (MENACTRA/MENVEO) meningococcal vaccination directly to the campus nurse. The vaccination must have been completed no later than ten (10) days prior to program orientation.

The CDC recommended vaccinations for healthcare workers can be found at: <https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>

Appendix H provides more details regarding required vaccinations.

***The university assumes no responsibility for the effectiveness, contraindications, or adverse effects of required vaccinations. Always consult with your own healthcare provider if you have questions about vaccinations.***

## Tuberculosis Screening

TB screening must be completed no earlier than 6 months prior to program orientation, again prior to first SCPE, and annually thereafter. TB skin tests are offered by the campus nurse by appointment, contact 254-295-4696. Current cost is \$20.00, subject to change. Day one, skin test is administered and student must return to the campus nurse for results no sooner than 48 hours and no later than 72 hours or the test is invalid. If a student prefers to obtain a TB skin test (or blood test) at the healthcare provider of their choice, it must be a contemporary test read within the past 6 months. The TB screening document presented to the campus nurse must be legible, and must include the healthcare provider's contact information, induration, and the date of the test.

Appendix H provides more details regarding required TB screening.

## Student Confidentiality of Records (A3.20), (A3.21)

The Family Educational Rights and Privacy Act (FERPA) affords all students attending a postsecondary institution certain rights with respect to their education records. The UMHB Graduate Catalog provides a detailed description of students' FERPA rights: [CLICK HERE](#)

The MSPA program is required to provide certain information about a student's academic performance, including professional conduct, disciplinary action/warnings, and grades as a part of the student's application for a state medical license. The Texas application form is located at: <http://www.tmb.state.tx.us/page/licensing-physician-assistants>. Students who do not consent to the university's release of the required information (form located on MyCampus ) will not be eligible for a state license.

It is the policy of UMHB to compile non-confidential information that is classified by law as "directory information." A student who desires that directory information not be released without his/her prior permission or consent may preclude such release by notifying the Office of the Registrar. Information released on alumni may include the above, plus the date of graduation. The release of additional information contained in a graduate's record will require a written authorization from the individual. If a student does not wish for information, such as contact information, to be shared by the program with classmates, the student is responsible for submitting the request in writing to the MSPA program director.

MSPA students are not allowed to have access to the academic records or other confidential information of other students or faculty. All student information is available to university officials and faculty on a need-to-know basis.

## Student Health Records (A3.21)

Student health records are confidential and will not be accessible to or reviewed by program, principal or instructional faculty or staff except as allowed by ARC-PA standards.

- Documentation of exposure incidents (i.e. needle stick/sharp reports) will be maintained by the program.
- Vaccination verification and background checks will be maintained through CastleBranch© and accessible to the program
- TB screening results and any subsequent records will be maintained by the campus nurse
- Drug screening results will be maintained by the program via a certified drug testing laboratory designated by the university.

## Change of Name or Address

Students who change their local or home address after registration or change their name after enrollment are expected to notify the Registrar of this change immediately: [CLICK HERE](#)

A legal document, such as a marriage license, divorce decree allowing a name change, or a court document is required for any name change. Any communication mailed from the university to the name and address on record in the Registrar's Office will be considered to have been properly delivered, and the student is responsible for the information contained therein.

Additionally, students are required to notify the MSPA program director immediately so that the program can maintain accurate records and student contact information.

## Attendance

### Expectations

Course attendance and punctuality are expected behaviors and contribute to determining readiness for clinical practice. Students are expected to attend all special and regularly scheduled lectures, labs, and clinical sessions and be on

time. If a student must miss class or be tardy due to extenuating circumstances, the student must notify the instructor prior to the start of class or clinical time. The instructor may be notified through email, voice mail on office phone, or voice mail on main MSPA department number - (254) 295-5444. Notification to the instructor does not excuse an absence or tardy. Texting another student and asking him/her to notify the instructor is not acceptable professional behavior.

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

Throughout the entire program, there will be instruction in various forms and at times that may be held outside of normal class times. This includes (but is not limited to) standardized patient experiences, grand rounds, guest lectures, early clinical experiences, healthcare facility visits, service-learning requirements, and so on. Generally, these will be held between 8:00 a.m. to 5:00 p.m. In some situations (e.g. poor weather conditions) classes may need to be rescheduled to different times and/or days such as weekends; however, these should be infrequent occurrences.

### **Absences due to Temporary Illness or Injury**

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

### **Vacation and Holidays**

Please refer to the UMHB academic calendar for observed holidays during the pre-clinical phase. The university holidays are not always observed during the clinical phase. Students must be at their clinical site during all appropriate preceptor hours. The MSPA program director and clinical director may implement additional vacation/holidays depending on the MSPA program curriculum and the university holidays. Clinical year students may be required to adhere to the schedule of their clinical site and work on days that the clinical site operates, even if the university and program are closed.

### **Employment While Participating in the Program (A3.04), (A3.05), (A3.06), (A3.14h)**

***Enrollment in the program is a full-time commitment, and employment during the academic year is not recommended.*** If a student chooses to be employed while enrolled in the program, academic attendance, performance, and participation standards will not be altered in any way to accommodate employment. Students should be aware that the program will require evening or weekend classes, clinical experiences, and related activities.

### **Students as Administrative Staff, Clinical Staff or Instructional Faculty during Pre-Clinical and Clinical Experiences (A3.04), (A3.05), (A3.06), (A3.14h)**

Students are neither required nor permitted to work for the program. The program will not utilize students in place of administrative staff, clinical staff, or as instructional faculty during the pre-clinical or clinical phases of student training. Lectures, structured clinical experience, and overall instruction are the responsibility of the faculty and not students. This policy will be reviewed with all students, instructional faculty, and clinical preceptors on a yearly basis. Acknowledgement of this policy will be demonstrated through the signed MSPA Program Student Acknowledgement and Agreement, Didactic Instructional Faculty Agreement, and Preceptor Site Visit forms.

### **Students Providing or Soliciting Clinical Sites and/or Preceptors (A3.03)**

Students are not required to provide or solicit clinical sites or preceptors. The MSPA program will coordinate all clinical sites and preceptors for program required rotations. Coordinating clinical practice experiences involves identifying, contacting, and evaluating sites and preceptors for suitability as a required or elective rotation experience. Students

may make suggestion to principal faculty for sites and preceptors but are not required to do so. Student suggested sites and preceptors will be reviewed, evaluated, and approved for educational suitability by the program.

## Student Conduct Expectations

### UMHB Code of Conduct

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

Additional student conduct policies specific to academic conduct can be found in the UMHB Graduate Course Catalog: [CLICK HERE](#)

### Professional Appearance / Dress Code (B3.01)

To access the UMHB Student Handbook, dress code section, [CLICK HERE](#)

Additionally, the MSPA program has specific rules regarding student dress code, some of which are included in this handbook and in the MSPA Clinical Manual:

Students must wear name tags at all times during the pre-clinical and clinical phases of training. UMHB MSPA students must be clearly identified in the clinical setting to distinguish them from physicians, medical students, and other health profession students and graduates. The name tag must be clearly written to include the student's name, the word student, and UMHB MSPA Program. Additional identification will also be present on the student's white coat.

Students are required to dress in a manner that maintains the image of a professional physician assistants while on campus and in the clinical setting. During the pre-clinical course work, students are required to wear scrub sets, or program shirts, scrub bottoms, and closed toe shoes. Attire considered inappropriate for class includes jeans with holes, bicycle or yoga pants/shorts, tights, athletic shorts, excessively short shorts, excessively short skirts or dresses, halter tops, off-shoulder or low-cut tops, transparent or translucent clothes, "flip-flops" or slides, tight, ill-fitting or revealing clothing. The trunk region should be covered at all times and in all body positions in classroom and clinical situations, except during class exercises that require exposure of trunk area for instruction. Clothing or visible tattoos which display sexually suggestive materials, or advocates alcohol, drug use, profanity, tobacco, racism, or other concepts in conflict with Christian principles is strictly prohibited.

Faculty may specify that students dress in professional attire for special occasions, such as guest speakers, invited guests, or interaction with patients on campus. Students will be expected to wear business attire with a clean, pressed white coat.

Gross Anatomy Lab: Students are expected to wear appropriate clothing during lab times, including long pants, close-toed shoes, and a university-approved anatomy lab coat. Additional safety attire will be required at specific times, including apron, goggles, and gloves. Dress code specifics will be outlined in the syllabus and reinforced by the instructor.

Patient Assessment and Counseling I, II, III Lab: Students are expected to be prepared for lab during every lab session, which includes being properly dressed for lab activities. Males and females must wear loose-fitting gym shorts and a short-sleeved shirt during lab times. Female students will wear sports bras in order to expose the spine and shoulder for observation, palpation, etc. Socks and athletic-type shoes are required. Lab attire **should not** be worn outside of the lab area. Students should obtain more than one set of lab clothes to ensure that one set is clean and readily

available on campus at all times. Individual lab instructors may have additional requirements for lab attire during specific lab or classroom activities. Scrubs may be worn over lab attire.

Failure to wear a name tag or dress appropriately may result in a professionalism citation or decrease in course grade, and/or removal from the clinical facility. MSPA faculty reserve the right to make further guidelines and rules for specific experiences.

### **Classroom Etiquette**

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

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

- Address the faculty member by title: “Professor” or “Doctor” in all school related activities both on or off-campus.
- Be respectful in all communications with everyone.
- Arrive on time (or preferably early). Students who arrive late must ask permission to enter the classroom. Faculty have the right to refuse entrance until classes break to avoid disruption.
- Students may eat or drink in class at the discretion of the instructor.
- Students may not bring in guests, pets, or children to the classroom.

### **Use of Personal Technology**

Use of personal technology devices for anything other than academic purposes in the classroom, lab, or clinical setting during instructional or patient care time is prohibited. Students must refrain from using cell phones, tablets, laptops, and similar devices for non-educational purposes (i.e. messaging, games, email, web browsing) during class and clinical time. A faculty member may instruct the student to put the device away or may direct the student to leave the classroom or clinical area. Failure to exhibit classroom etiquette may result in a professionalism citation and decrease in course grade.

If a student is expecting an emergency phone call, the student must notify the faculty member prior to the beginning of class or clinical time. The student must step outside of the room before answering an emergency phone call or wait until a more appropriate time to return the call.

### **Lecture Recording, Course Materials and Photographs**

Recording or causing to be recorded by audio, photograph, video or other technology, the voice or image of a member of the university’s governing board, an administrator, faculty member, staff employee, or other student without first obtaining the recorded person’s expressed, written permission is not permitted by any student at UMHB, unless the student has UMHB-approved disability accommodations that specifically allow recording of instructional lectures.

Students may not copy or redistribute lecture materials without the express written permission of the course instructor. Violation of these policies may result in disciplinary action.

### **Social Media Policy**

Students should refer to the UMHB Student Handbook policy on the use of social media: [CLICK HERE](#)

Students in the program are expected to exercise discretion in the use of social media and respect the professional reputation of the student, faculty, and the program. Students are not permitted to post any course related materials on any public website or social media or send such materials to another person within or outside of the MSPA program (e.g. students in the same or different cohort, clinical instructors, friends). Course materials include, but are not limited

to, photos/videos of instructor lectures or demonstrations; photos/videos of faculty, students, volunteers or others during any type of learning activity; photos/videos of the anatomy laboratory or specimen, homework assignments, quizzes, or examinations; any materials related to research projects. Discussion of tests and other course assessment techniques through these types of venues is also prohibited. Students who violate academic integrity standards through social media will be subject to appropriate sanctions under the Academic Integrity policy: [CLICK HERE](#)

### **Children in the Classroom or Clinical Settings**

One of the advantages employees and students have at UMHB is the family atmosphere created by the small size of the UMHB classes and the value placed on people in our learning community. The value placed on people also makes it necessary for the university to provide employees and students a comfortable, safe, and non-distracting work, or study environment.

Students should not bring children into the classroom or clinical settings. Occasional needs or emergency situations should be discussed with students' instructors. This policy is designed to be people-sensitive both in emergencies and in the day-to-day function of the university.

### **Student Use of Classroom/Lab Space and Equipment**

IRMNEC will routinely be open from 7:30 a.m. until 5:30 p.m. Monday through Friday. Students may use classroom and lab space for study and practice during those hours when no class is scheduled. Students will have badge access to IRMNEC and specific MSPA lab areas when the building is closed.

Students will have access to equipment for learning purposes. ***Students may not access or practice on any piece of equipment unless they have been instructed in its use by a faculty member.*** Students are expected to return all equipment to storage and clean up the space used before leaving. Students may not remove any university/department equipment, supplies or learning models without written permission from a faculty member. If equipment or models are checked out, they must be returned at the designated time and in the same condition; otherwise, the student is responsible for the cost of that equipment.

Students are responsible for maintaining a clean and orderly space in the classrooms and labs. Students should leave the classroom or lab ready for use by the next group of students. Faculty members will provide specific information for classrooms and labs regarding the placement of chairs, tables, stools, equipment, and other lab or classroom items.

Beverages may be consumed in class but must be in a spill-proof container. Students are not to eat/drink/chew gum while in clinical or laboratory settings.

Authorization by the university or by the clinical facility housing the gross anatomy lab is required to enter the gross anatomy lab. No unauthorized visitors are allowed. No individual (faculty, student, lab assistant) will provide access to the lab to any unauthorized individual, including but not limited to high school students, undergraduate students, graduate students in other programs, and relatives or friends of students.

Students must observe all signage in classrooms, labs or clinical settings, with emphasis on signage that pertains to safety, chemicals, radiation, and other warnings.

Students are not permitted in any faculty office or faculty designated space without a faculty member being present.

### **Drug and Alcohol Use Policy**

The university is committed to the spiritual, mental, social, and emotional development of students and believes that growth in these areas is greatly impaired by mind-altering substances. Education and learning are especially impaired by alcohol abuse and other drug use. It is the goal of the university to provide an alcohol and drug-free environment in which to live, work, and learn, to discourage the use of alcohol and drugs and to promote sobriety. The UMHB



community cares deeply about the health and safety of our students. Furthermore, UMHB recognizes the heightened dangers associated with alcohol and drug use. The consequences of life choices and decisions that students make extend far beyond the college experience.

See Appendix I for the entire policy.

### **Available Drug or Alcohol Counseling and Rehabilitation Services**

UMHB Counseling, Testing and Health Services offers confidential and anonymous referral information regarding community substance abuse resources. UMHB Counseling, Testing & Health Services' Alcohol and Drug Education Program offers a variety of educational programs related to college students and the use of alcohol or other drugs. Printed information and confidential educational consultations are available to students to assist them with alcohol and/or other drug-related questions or concerns. For information on the health risks of alcohol and drugs, [CLICK HERE](#)

Call (254) 295-4696 or come to the UMHB Counseling, Testing & Health Services (8 a.m. to 5 p.m. weekdays) to obtain information, request assistance, or schedule an appointment. For more information, [CLICK HERE](#)

### **UMHB Smoking Policy**

Smoking, the use of tobacco products and the use of electronic cigarettes (E-Cigarettes) or vaping devices are strictly prohibited:

- inside or within 50 feet of any university-owned building and residence
- while operating or riding in university-owned vehicles (including carts)
- in any other area designated by the university as tobacco/electronic cigarettes/smoke-free

Students must observe a clinical facility's rules regarding the use of tobacco products, electronic cigarettes or vaping devices.

## **Academic Standards (A3.17a)**

### **Credit Hour**

The semester credit hour is a unit by which an institution measures its course work. The value of a semester credit hour can be determined by time, the educational experience, and outside preparation by the student. The following constitutes the definition of a semester credit hour for various modes of instruction offered at UMHB:

- At least fifteen (15) contact hours, as well as, a minimum of thirty (30) hours of student homework is required for each semester credit hour.
- Laboratory courses, with little outside work, require a minimum of forty-five (45) contact hours. If moderate outside work is required, thirty (30) contact hours are required.
- Internships, clinical, and field experiences require a minimum of forty-five (45) clock hours for each semester credit hour.

Syllabi for every course will contain the appropriate definition of a semester credit hour from the list above. Each course will follow this definition.

### **Course Numbers**

The first digit in the numbering system denotes the course level (5 & 6 Masters, 7 Doctoral). The second digit denotes the number of semester hours the course carries. The third and fourth digits are departmental numbers.

## **Grading System**

<b>Grade</b>	<b>Range</b>	<b>Interpretation of Grades</b>
A	90-100	Excellent
B	80-89	Average
C	70-79	Below Average
F	< 70	Failing
I*		Incomplete
IP*		In Progress
P*		Pass
CR*		Credit
NC*		No Credit
S*		Satisfactory
U*		Unsatisfactory
AU*		Audit
W*		Withdrawal
WP*		Withdrawal Passing
WQ**		Withdrawal Failing
NG*		No Grade Submitted

\*Not counted in computing GPA

\*\*Counted in computing GPA for the semester in which the course was taken AND for computing overall GPA.

## **MyCampus**

The online portal for courses, grades, registration, and finances can be accessed at: [CLICK HERE](#)

## **Academic Performance, Progression, and Appeal Policies (A3.17b-f)**

The purpose of this policy is to provide clear expectations on requirements related to academic performance and progression. It is the intent of the program to fairly evaluate the progress of our student's attainment of didactic and clinical competencies and to collaboratively promote successful academic progression through remediation.

The MSPA curriculum is delivered in a sequential pattern. All courses in each semester are prerequisites for the following semester courses and for continued enrollment. If a student is granted a leave of absence, they will be required to complete all course work within four years from their original program start date.

## **Professional Behaviors (C3.02)**

Professionalism is the conduct or qualities that characterize a profession or a *professional* person. Students in the MSPA program must learn the professional behaviors that are required to be a competent and caring practitioner, in addition to academic knowledge and psychomotor skills. The professional behaviors development process begins upon matriculation into the MSPA program, continues through graduation, and provides the foundation for exemplary career professionalism. Examples of expected professional behaviors for students include, but are not limited to, integrity, accountability, respectful consideration for others, punctuality, active participation in educational activities, personal and academic preparedness, contributing to a positive environment within and outside of the classroom, and professional appearance.

Professionalism is one of the elements of academic performance faculty and preceptors will be evaluating. Students must exhibit professional conduct at all times. Students will be evaluated and graded on their professionalism during each didactic course and supervised clinical practice experience. During clinical rotations, a student's professional performance is particularly being observed by professionals and patients. Students will be evaluated and receive a score for their clinical professionalism as part of their mid and end of rotation Preceptor Evaluation of Student

Performance. The descriptors used in the professionalism evaluation can be found in each course syllabi and on the Program Professionalism Evaluation (PPE) Form (Appendix G).

### **Academic Progression**

A grade point average (GPA) of 3.00 or above, semester and cumulative, is required of all graduate students enrolled at the University of Mary Hardin-Baylor. Students with a semester or cumulative GPA of less than 3.00 will be placed on probation. Two consecutive terms of enrollment with a semester or cumulative GPA of less than 3.00 will result in dismissal from the program.

### **Academic Progression Levels**

Demonstration of competency is required in order for the student to progress in the program.

### **Good Standing**

At the end of each semester, the committee designates each student's academic standing in the program. Students in good standing with the program are demonstrating satisfactory progression in achieving competencies and demonstrate professionalism commensurate with their stage of education. Satisfactory progression and professionalism can be further defined as:

- Cumulative GPA of 3.0 or higher
- Absence of serious and/or multiple academic warnings or academic alerts
- Absence of serious and/or multiple remediation plans

### **Academic Alerts**

Written academic alerts may be given to the student at any point during the student's enrollment. Academic Alerts are provided to support and assist the student in academic success, when his/her academic performance in one or more areas requires attention. Outcomes and specific action steps are included in the Academic Alert.

### **Academic Warning**

Written academic warnings may be given to the student at any point during the student's enrollment. Reasons for academic warnings include but are not limited to: academic probation (see below), elevation of academic alert, failure to comply with a remediation plan, violation of program policies or procedures. Outcomes and specific action steps are included in the academic alert.

### **Academic Probation**

A student with a semester or cumulative GPA of less than 3.00 will be placed on academic probation. Any MSPA student placed on academic probation will be required to meet with the faculty advisor and MSPA program director to develop a remediation plan. During the subsequent semester, a student must achieve a semester GPA of 3.00 or better and improve the cumulative GPA to 3.00 or better in order to be removed from academic probation. Two consecutive terms of enrollment with a semester or cumulative GPA of less than 3.00 will result in dismissal from the program.

The following will be required for the student to be removed from a probation to a good standing status:

- Semester GPA of 3.0
- Overall GPA of 3.0

### **Remediation and Deceleration Policy (A3.17f)**

#### ***Student Remediation***

Individualized Remediation Plans are created to specifically address areas where a student needs improvement to attain, maintain or re-attain good academic standing in the Program.

Students can be placed on an individualized remediation plan during a semester or following a semester of low performance (whether or not the low performance resulted in academic probation).

Students will be recommended for individualized remediation for a variety of reasons, including but not limited to unsatisfactory grades, professional performance issues, academic alerts, academic warnings, or academic probation. The individualized remediation plan may be recommended by a faculty member, the Student Promotions Committee or the MSPA program director or clinical director. The individualized remediation plan will be approved by the MSPA program director and/or clinical director. Once approved, the MSPA program director or clinical director will either oversee the remediation plan or will assign it to a course director, advisor or other appropriate faculty. The outcomes will be documented and assessed with either the MSPA program director or clinical director to ascertain if the student successfully completed the remediation plan.

If the student fails to complete remedial work, if the remediation is not successfully completed and within the specified period of time, or the student fails to /re-attain academic good standing, the student may be dismissed from the program.

### ***Deceleration***

The MSPA program does not provide academic deceleration as a component of academic intervention or remediation.

## **Testing Protocols, Assignments and Evaluation Expectations**

### ***Written Exams***

All cellular devices must be powered off (not on silent) and placed in backpacks. All books and personal items, including smart watches, must be placed in backpacks. No caps, hats, or sweaters/jackets that open in the front will be permitted during the exam. No items may be under desks during the exam. At least 5 minutes prior to exam time, students will place backpacks and other items in the front of the classroom. The only items allowed on the desktop during an exam are a laptop/tablet, a blank sheet of paper/dry erase board provided by the instructor, a pen or pencil, and a bottle of water.

In order to begin written exams on time, students must be in seats with laptops open and exams downloaded 5 minutes before exam time. Students may not leave the room during an exam.

If a student misses an exam due to illness or extenuating circumstances AND notifies the instructor ahead of time, a make-up exam must be scheduled as soon as possible but no later than 1 week from the original date of the exam. If a student misses an exam and does not notify the instructor ahead of time, the student will receive a grade of "0" on the exam and will not be allowed a make-up exam.

### ***Skills, OSCE and Lab Exams***

Students may not bring any items into the exam prep area except those items approved by the course instructor. Cellular devices are not allowed and may not be carried in pockets. Smart watches are not allowed. Students must be prepared with all equipment necessary and dress according to the skills, OSCE, or lab exam requires.

### ***Assignments other than Tests***

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

### ***Programmatic Evaluations (C1), (C2), (C4.01), (C4.02)***

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

- Course Evaluation

- Instructor Evaluation
- Program Evaluation
- Student Evaluation of Clinical Sites
- Preceptor Evaluations

It is the expectation of the program that students will complete these forms as requested by program faculty and staff. These evaluations are an important part of improving the quality of the program. The program values student feedback.

**Academic Integrity (From Graduate Course Catalog) [CLICK HERE](#)**

As an institution committed to the Christian values of honesty and integrity, the University of Mary Hardin-Baylor expects all members of the learning community to commit themselves to high standards of academic integrity. Academic integrity is vital not only as we live out our Christian calling but also for our students' success in their future vocations. To that end, students are expected to take responsibility for all the work they produce at the university and to ensure that it meets the university's standards for academic integrity.

***Section One: Standards of Academic Integrity***

1. Written work shall reflect the student's own ideas, and any use of others' words, ideas, or patterns of thought shall be appropriately quoted and/or cited.
  - a. Plagiarism in any form is expressly prohibited.
  - b. Failure to comply with the university's copyright policy is expressly prohibited:  
<http://libguides.umhb.edu/copyright>.
2. Students are responsible for understanding the instructor's rules governing any particular piece of academic work and abiding by those rules. Any questions about persons or materials not authorized to be used on any particular assignment shall be clarified before accessing those persons or materials.
  - a. Submitting academic work produced with unauthorized assistance or materials is expressly prohibited. This may include assistance from fellow students, other faculty members, textbooks, notes, online resources, or commercial sources such as professional paper writers that are available for hire, or any other material that has not been authorized by the instructor for use.
  - b. Papers (in whole or in part) or other work prepared for one course shall not be submitted to meet the requirements of another course without express permission from the instructor.
3. Students assigned to collaborate in group projects are expected to contribute their fair share of the work necessary to complete the project or notify the instructor of their failure to contribute.
4. Academic integrity requires that students be truthful in all their academic work.
  - a. Falsifying research data, lab reports, or other academic work product is expressly prohibited.
  - b. Students must refrain from disclosing the specific contents of any test, exam, or other required assignment to a student who will, or may, later be required to complete that same assignment.
  - c. Students must refrain from soliciting or otherwise acquiring specific information about the contents of any test, exam, or other assignment that will, or may, be administered in the future.
5. As members of a learning community, we all have a responsibility to assure that all members have equal access to learning materials.
  - a. Keeping, taking, intentionally misplacing or damaging library books, online files, laboratory equipment, or other academic resources in order to obtain an academic advantage over another student is expressly prohibited.
6. Students taking online courses shall be diligent to maintain the same standards of academic integrity for work performed off campus as for work performed in the classroom, the library, or other campus facilities. Online students shall maintain strict privacy of their login identity and passwords.
7. The university's standards of academic integrity go beyond the classroom to encompass all aspects of a student's academic life.
  - a. Falsifying an academic record, a degree plan, a prerequisite waiver, or any other official document is expressly prohibited.

- b. Students must not mislead any official of the university in order to secure a required form or otherwise obtain an academic advantage.
8. The university is a learning community in which participants are responsible for one another.
- a. Assisting a student in any violation of the academic integrity standards is expressly prohibited. For example, providing or receiving unauthorized assistance, including (but not limited to) taking another student's exam, providing answers to another student during a test, or contributing to another student's written work without permission.

This is not an exhaustive list and the university reserves the right to interpret and reasonably apply academic standards to individual situations.

### **Section Two: Violations of Academic Integrity Standards**

1. Students who violate these standards shall be subject to appropriate sanctions as determined by the circumstances of the act of academic dishonesty.
  - a. **Category One violations** are defined as incidents of alleged academic dishonesty that occur within a single course.
  - b. **Category Two violations** are defined as incidents of alleged academic dishonesty that occur in multiple courses and/or multiple incidents during the student's enrollment at UMHB.
2. In furtherance of the mutual responsibility students share for academic integrity, students are expected to respond fully and candidly to any request from a university official for assistance in any investigation of violations of the university's standards. Failure to respond candidly and fully to such a request is a violation of the university's standards of conduct.
3. The university will normally use a progressive system of sanctions for students who violate this policy, but reserves the right to consider the totality of a situation (including mitigating or aggravating factors, previous incidents, current academic performance, etc.) and may impose one or more sanctions for any instance of misconduct. The university may use the following sanctions or another sanction that the university deems appropriate under the circumstances.
  - a. **Category One:** Faculty members may impose a verbal warning, a lower or failing grade, additional or repeated assignments and/or suspension from participating in an academic group or event associated with that course (i.e. speech team, music ensemble, travel to a conference, etc.)
  - b. **Category Two:** In addition to one or more of the sanctions above, the persons appointed by the provost to conduct the review may impose such sanctions as (1) suspending the student from the university for one long semester, (2) removing the student from a course, and/or (3) removing the student from a major, or alternatively (4) recommending to the Provost that the student be expelled from the university. For sanctions of removal from a course, suspension or expulsion, the university's grading, tuition, housing and other refund policies will apply.

If the incident of academic dishonesty involves other possible student conduct violations, the faculty member or other reviewing authority shall immediately report the incident to the dean of students, who will review the matter as outlined in the UMHB Student Handbook.

The application of the university's Academic Integrity policy is strictly a matter between the student and the university. A faculty member, administrator, or committee has no obligation to permit a student to be accompanied by a parent or other advisor during any part of the process.

## **Student Grievances Policies (A3.11), (A3.17d,g)**

### **Academic Appeal Process**

Students may appeal any academic decision believed to be arbitrary, capricious, or unfair. A student's mere dissatisfaction with a grade or decision is not grounds for an appeal. For an appeal to have merit, there must be some evidence that the student has been treated inappropriately with regard to the administration of the university's policies

and procedures. The appeal process is published and readily available to student prior to and upon matriculation in the UMHB Graduate Catalog. [CLICK HERE](#)

### **Reporting Discrimination (including harassment) to University Authorities**

Any student who has experienced or observed unwelcome conduct which may constitute illegal discrimination is encouraged to report the matter to one of the university authorities named below. Students are encouraged to report such conduct before it becomes severe or pervasive so that the University can take appropriate steps to prevent the situation from creating an environment which is hostile to education.

Some examples of matters, which are appropriate to report and file a complaint within this section include:

- A complaint of sex discrimination or sexual / gender harassment carried out by university employees, other students, or third parties
- A complaint of gender inequity in any program of the university
- A complaint of discrimination on the basis of a disability or handicap
- A complaint of any violation of the university's Policy Against Discrimination or Harassment

Information is readily accessible prior to and upon matriculation:

1. In the Non-Discrimination Statement located in this handbook
2. On the university's Title IX webpage: [CLICK HERE](#)
3. In the university's Student Handbook: [CLICK HERE](#)

### **Other Student Grievances and Concerns**

For other types of student grievances and concerns, the university publishes specific processes in its Student Handbook found at: [CLICK HERE](#)

The university also provides a Report It link on the main webpage (in compliance with state law), which students can use to report concerns in a variety of areas: [REPORT IT!](#)

## **Withdrawal, Leave of Absence, Dismissal, and Readmission (A3.17e)**

### **Withdrawal**

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

### **Leave of Absence**

Under extenuating circumstances, a leave of absence may be granted to a student in good academic standing with the program at the sole discretion of the university. Students should understand that a leave of absence will likely delay progression through or graduation from the program. If approved, a leave of absence will typically be granted for a maximum of 12 months.

If a student wishes to request a leave of absence as a medical/disability accommodation, s/he must contact the Disability Services Office. If a student wishes to request a leave of absence for pregnancy accommodation, she must contact the Title IX Office. In these situations, the office of origin will evaluate, and if applicable, coordinate the leave with the MSPA program director.

If a student wishes to request a leave of absence for any other reason, he/she must submit the request in writing to the MSPA program director. Requests should be submitted within 30 days prior to the requested leave, or as soon as

practicable. The university does not guarantee that the student's place in the cohort will be available upon return to the program.

The MSPA program director, in consultation with the dean of the school of health professions and other appropriate faculty/staff, will review the request and will notify the student in writing of the decision as soon as possible, typically within 2 weeks of the request. All university policies regarding withdrawal, grades and refunds will apply.

A student preparing to return from a leave of absence must request reinstatement in writing to the office where the request was originally made (Disability Services, Title IX or MSPA program director) as soon as is practicable. The program director, in consultation with the Student Promotions Committee, will make an academic determination whether the student should re-enter the program at the point when the leave of absence began, at some other appropriate point, or whether the student must submit a program readmission application and enter the program at the beginning. The program director's decision shall be made on the basis of the length of the absence, the student's academic performance prior to the absence, the point in the program at which the absence began, and any other relevant academic criteria.

If a leave of absence is granted for a contiguous period of time within a single semester, the amount of leave requested will be reviewed to determine if independent study format is a viable option. If the leave of absence is requested for an entire or significant portion of a semester or spanning more than one semester, the next opportunity for reinstatement will be the beginning of the next academic year's sequence.

If a student who takes leave either (1) did not request a leave of absence as outlined in this policy or (2) elected to take leave although the leave request was denied, the student will be required to reapply for program admission.

### **Dismissal**

Students may be dismissed from the program for reasons which may include but are not limited to:

- Failure to meet post-acceptance requirements as specified in the admissions policy and offer of the acceptance letter
- Two consecutive terms of enrollment with a semester or cumulative GPA of less than 3.00
- Failure of a didactic course
- Failure of supervised clinical practice experience
- Violations of the university's Academic Integrity Policy
- Academic performance that does not meet program standards, including professional behaviors and technical standards
- Failure to follow the program's policy regarding drugs and alcohol

The Student Promotions Committee may also recommend dismissal from the MSPA program to the MSPA program director when a student fails to comply with a remediation plan.

Students will be notified in writing by the MSPA program director of their dismissal and a copy will become part of the student's education record.

Students may appeal program dismissal by following the Academic Appeal Process. [CLICK HERE](#)

### **Readmission to the Program**

A student returning from an approved leave of absence is generally not required to reapply for admission.

A student who is dismissed from the MSPA program due to academic probation or failure of one MSPA didactic course may apply for readmission to the program.



A student dismissed from the MSPA program for failure of more than one MSPA didactic course or failure of two or more supervised clinical practice experience is not eligible to apply for readmission to the program. The university may declare a student ineligible for readmission to the MSPA program after dismissal for a serious violation of program or university policy, including student misconduct as described in the UMHB Student Handbook.

Applying for readmission does not guarantee that a student will be re-admitted. In order to apply for readmission consideration, a student must submit a re-application form for the MSPA program. The student must also submit a letter to the MSPA program director that includes a self-assessment of why he/she did not successfully complete the course(s), a description of how he/she has or will prepare for re-entering the program including remediation, and why student believes he/she will be successful when completing the course(s) for a second time. The MSPA Promotions Committee is responsible for making the decision regarding student readmission to the program.

## **Graduation Requirements Policy (A3.17b-c)**

Students who have satisfactorily completed all academic requirements listed below and who have been recommended by the MSPA program director for graduation may be awarded the Master of Science in Physician Assistant.

The following are requirements for graduation from the UMHB MSPA program:

- Overall GPA of 3.0
- Successful completion of all 120 credit hours.
- Attain a score of 80% or greater on the Summative Evaluation.
- Adhere to all behavioral, ethical, and procedural requirements outlined in the MSPA Student Handbook and MSPA Clinical Manual.
- Completion of the program within a period of 4 years from original program start date.
- Settle all financial accounts with the university.
- Pay all graduation fees and complete all graduation clearance requirements as instructed by the Office of the Registrar.

## **Post-Graduation Requirements**

### **Forwarding Address**

Students are expected to leave a forwarding address with the UMHB Post Office when withdrawing or graduating. Address/name changes (documentation required for all name changes) after graduation should be completed through the UMHB Alumni Office.

### **Post-Graduation Physician Assistant Certification and Licensure**

To become a certified PA (PA-C), one must pass the Physician Assistant National Certifying Exam (PANCE). In addition, students must obtain state medical board registration/licensure.

**A PA may not begin working as a Physician Assistant in most states until he/she has successfully passed the Physician Assistant National Certifying Examination AND has been licensed/ registered by the state in which they practice.** There may be exceptions for certain state licensures or for federal employment, such as the military. Failure to complete all necessary steps may constitute practicing medicine without a medical license. Upon graduation, students are responsible for ensuring they obtain all required licenses and certifications. UMHB is not responsible for registration or licensing; the student is solely responsible for all such requirements and verifying they have the proper authorizations to practice medicine.

# PROGRAM CLINICAL POLICIES

In addition to the program policies and student expectations contained in this handbook, the program has developed and published specific rules and policies regarding the clinical education component of the program in the MSPA Clinical Manual.

Students are responsible for complying with all policies, rules, and procedures in the MSPA Clinical Manual.

## Prerequisites for Participation in Clinical Education

1. **MANDATORY PRE-PLACEMENT TRAINING:** Students are required to successfully complete training on universal precautions, bloodborne pathogens, and patient confidentiality/HIPPA regulations. This will be scheduled for MSPA students prior to clinical placements. Students who do not complete required training will not be eligible to attend their clinical experience.
2. **REQUIRED DOCUMENTATION:**

Criminal Background Check	Completed prior to entrance to program, prior to 1st SCPE, and any site-specific requirements. See Admissions section of this handbook for more details.
Drug Screen	Completed prior to 1st SCPE, and any site-specific requirements. See Appendix I for more details.
Basic Life Support (BLS) Certification	Provided by program: Must be current through end of clinical rotations. See MSPA Clinical Manual for more details.
Advanced Cardiac Life Support (ACLS) Certification	Provided by program: Must be current through end of clinical rotations. See Clinical Manual for more details.
Patient Confidentiality (HIPAA) Training	Provided by program. Completed prior to 1st SCPE, and any site-specific requirements.
Blood-Borne Pathogens Training	Provided by program. Completed prior to 1st SCPE, and any site-specific requirements. See Safety, Security and Health section of this handbook for more details.
Safety Training	Provided by program. Completed prior to 1st SCPE, and any site-specific requirements.
Proof of Health Insurance	Must be current and valid throughout a student's enrollment in the program. See Appendix J for more details.
TB Screening	Completed no earlier than 6 months prior to program orientation, again prior to 1st SCPE and annually thereafter. See Admissions section of this handbook and Appendix H for more details.
Immunization/Vaccinations Required & Documented Appropriately	Must be up to date and submitted through CastleBranch. See Appendix H for more details.

# SAFETY, SECURITY AND HEALTH (A1.03G)

## Affiliated Clinical Facility Requirements

Various clinical facilities affiliated with the MSPA program may have additional specific requirements which must be met before students are permitted to care for clients within the given facility. Because requirements are site-specific and are subject to frequent change, more detailed information will be provided in individual course syllabi and/or by the clinical facility prior to the start of clinical experiences.

## Annual Security and Fire Safety Reports (Clery Report)

In compliance with federal reporting requirements contained in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University of Mary Hardin-Baylor Police Department publishes an Annual Security and Fire Safety Report. This report includes statistics for the previous three years concerning reported crimes and fires that occurred on-campus in certain off-campus buildings or property owned or controlled by UMHB and on public property within, or immediately adjacent to and accessible from the campus. This report also includes UMHB's policies concerning campus security.

A copy of the University of Mary Hardin-Baylor Annual Campus Fire and Safety Report is available for your review. You can obtain a copy of this report online. [CLICK HERE](#)

## Alcohol and Other Dangerous Drugs Biennial Report

The university also publishes an Alcohol and Other Dangerous Drugs Biennial Report. The purpose of this report is to comply with the Drug-Free Schools and Campuses Regulation (EDGAR Part 86). Institutions of Higher Education (IHE) receiving federal funds or financial assistance are required to maintain programs which prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. To comply with this regulation, IHE, such as the University of Mary Hardin-Baylor, are required to complete biennial reviews of their Alcohol and Other Drug (AOD) program to determine effectiveness and consistency of enforcement of sanctions, along with the number of alcohol and drug violations.

For a printed copy of either report, please contact the UMHB Police Department at (254) 295-5555, or visit in person at 905 Moore Avenue, Belton, Texas, 76513.

## Sexual Harassment, Sexual Assault or Sexual Violence

The university strives to create a campus environment that is free from sexual violence, sexual assault, or sexual harassment, all of which are prohibited by university policy and by federal law. Detailed information about reporting crimes, sex offenses, or violations of the university's policies on sexual harassment can be found in the UMHB Student Handbook: [CLICK HERE](#) and Title IX website: [CLICK HERE](#)

## University Police

The University of Mary Hardin-Baylor Police Department provides law enforcement, traffic enforcement and security services for the university. As commissioned peace officers, UMHB officers have full authority to enforce the law and make arrests both on campus and off campus when acting within the scope of their assigned duties.

UMHB Officers work closely with their local, state, and federal counterparts and routinely share and receive information from these sources. [Learn more about Campus Police](#)

## **Inclement Weather and University Cancellation Notices**

During inclement weather, university officials will contact local news media to disseminate information regarding university classes, office operations, and/or event cancellations or delays. In addition, information pertaining to university schedule changes available on the university's website.

### **Mass Notification System for Inclement Weather**

The university's mass notification system is used to disseminate information by one or more of the following modes of communication email, text messaging, and phone calls.

Please do not contact the university police for routine schedule information during times of a weather emergency.

[Learn more about the university's CruAlert system](#)

### **Inclement Weather During Pre-Clinical Phase**

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

### **Inclement Weather During Clinical Experiences**

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

## **Reporting a Crime or Emergency**

### **First, call 911 directly:**

1. To summon an ambulance to the UMHB campus for medical emergencies
2. To summon the Fire Department for on-campus fires
3. To report a crime in progress

In addition to dispatching medical and fire personnel, 911 dispatchers should also notify our campus police department. **Tell the 911 dispatcher your specific campus location (especially if you are calling from a cell phone).**

### **Second, as time and circumstances allow:**

1. Call campus police at (254) 295-5555 immediately after you disconnect from 911.
2. Send a reliable person outside to watch for the emergency vehicles and direct them to the scene

### **Third, as time and circumstances allow:**

1. For MEDICAL EMERGENCIES: provide basic first responder care as needed (within the scope of your training) until emergency personnel arrive
2. For FIRE: activate nearby fire alarms, evacuate the area and assist others
3. For CRIMES IN PROGRESS: evacuate or shelter in place, as appropriate to the situation

## **“Never Walk Alone” CAMPUS Safety Escort**

The UMHB Police Department provides safety escorts for any member of the university community from the hours of dusk to dawn. Safety escorts during daylight hours may be provided when documented safety concerns exist. This service is limited to locations on the campus.

Clinical Facilities often have similar services. Students will be required to review a safety check list with preceptors on the first day of SCPEs.

## Weapons on Campus

As a private religious university, UMHB policy, as allowed by state law prohibits the possession of firearms, explosives, weapons, or any item that may be construed as such, on the premises of the university or in any building/property under university control. This prohibition applies regardless of whether a state license to carry a firearm has been issued to the possessor. There are some limited exceptions to this policy including, but not limited to certified and licensed law enforcement personnel who are authorized to carry a firearm. Anyone found violating the university's weapons policy shall be subject to the disciplinary policies and procedures applicable to students, as well as criminal prosecution.

University policy does not prohibit the storage or transportation of a firearm or ammunition in a locked, privately owned or leased motor vehicle by any person who holds a valid Texas license to carry a handgun and lawfully possesses the firearm or ammunition in such vehicle while located on a street, driveway, parking lot, parking garage, or other parking area on UMHB's campus.

**Students are responsible for following the rules of each clinical facility regarding safety, security, weapons and other contraband.**

## Emergency Preparedness and Alert Systems

In the event of an emergency on campus, the university will, to the best of its ability, activate its Mass Notification System. This system uses a variety of methods to provide information to the UMHB community. The following means of communication comprise the mass notification system:

- Two outdoor sirens
- Telephone notification
- Text notification
- Email notification
- Intranet/internet notification
- UMHB TV and Public Broadcast Stations.

[Additional information is available here.](#) **It is the responsibility of each student to maintain updated and accurate contact information with the UMHB Registrar's Office and the PA Program Office.**

## Timely Warnings

When a situation arises either on or off campus that, in the judgment of the Chief of Police, constitutes an ongoing or continuing threat to the campus, a campus-wide warning may be issued. Anyone with information warranting a timely warning should report the circumstances to the UMHB Police Department by phone at (254) 295-5555 or in person at the office located at 905 Moore Street in the Mabee Student Success Center.

## Parking and Vehicle Rules

Purchasing a vehicle parking decal does not guarantee a parking place, nor does the absence of a parking space constitute a valid justification for violation of parking regulations. Also, the fact that a citation is not issued for an offense does not indicate the regulations have been modified to exclude that offense. The university's parking regulations are in effect 24 hours a day, 7 days a week, including holidays. Enforcement areas include all property owned and/or under the control of the university.

- Student parking spaces are marked with YELLOW lines.
- Students may not park in spaces marked with WHITE lines. These spaces are reserved for faculty, staff, handicapped parking or visitors.
- Certain parking lots are designated for commuter students ONLY

A motor vehicle includes, but is not limited to, automobiles, trucks, mopeds, motorcycles, etc. Off-road vehicles, other than those operated by the university, are prohibited on campus. Students, faculty, and staff who park a vehicle on campus are required to have a valid parking decal properly displayed on their vehicle. Guests and vehicles driven on a temporary basis are issued visitor passes.

All individuals operating a vehicle on campus are expected to know and obey all university regulations and state law regarding the operation of a motor vehicle. [Information regarding university parking regulations is available here.](#)

The UMHB Police Department makes an effort to provide protection for vehicles parked on campus. However, UMHB assumes no responsibility for losses or damage. When a vehicle is parked, it should be locked, and valuables removed or locked in the glove compartment or trunk.

The operation of a motor vehicle on campus is a privilege granted by the university. Traffic and parking regulations are established by the university to assure university business is conducted in a safe and orderly manner, and to provide parking as conveniently as possible within the limits of space available.

By bringing a motor vehicle onto the university's private property, the operator of the vehicle consents for the university to inspect that motor vehicle, including the trunk and glove compartments, and to remove and dispose of, as appropriate, any items which are prohibited on campus including alcohol, drugs, or weapons.

## Public Access to UMHB Campus

The University of Mary Hardin-Baylor is considered to be a private property, accessible to members of the public who have a legitimate need to visit campus. The times in which campus buildings as well as recreational areas are secured will fluctuate throughout the year. Once a building is secured, access is restricted to authorized personnel only. Students needing access to "closed" buildings must provide the university police department with written authorization from their instructor or other authorized university administrator (i.e. the dean, associate dean, etc.).

University buildings and facilities are open during normal business hours Monday-Friday and for limited hours on Saturday and Sunday. The campus is considered closed during university approved holidays and at other times designated by the university. Any individual found in or trying to enter a "closed" building is subject to disciplinary action and/or criminal prosecution.

## Theft or Loss of Personal Property

The university is not liable for the theft or loss of personal items housed in campus facilities or taken from university property. Students are encouraged to take every precaution against theft, such as locking their doors, identifying personal property and carrying private property insurance. Many students are covered for loss or theft by their parents' homeowner's insurance policy. If this is not the case, students are strongly encouraged to consider a renter's insurance policy for protection. Valuable property should be secured before leaving campus for holidays. All reports of lost or stolen property should be reported to the UMHB Police Department or other Campus Security Authority.

## Fire Safety, Fire Drills and Fire Alarms

The university has adopted a number of procedures designed to prevent fires on campus, including prohibitions regarding open flames, cooking devices, space heaters, etc.

**If you discover a fire or any signs of a fire in a UMHB building, parking lot, or on the grounds of the campus, you should immediately call 911. If time allows, also call the UMHB Police Department at (254) 295-5555.**

If you observe smoke or other signs of fire in a building, exit immediately. As you approach the exit, you will find a red fire alarm pull station. Follow the directions on the pull station to activate the building's fire alarm system.

If you find evidence of a fire that has already been extinguished and you are not sure whether the police department has responded, please notify the police department so they have the opportunity to investigate and document the incident.

Upon activation of any fire alarm system, all occupants of a building are required to evacuate the building and follow staff directions to the nearest assembly point. When evacuating a building you should:

1. Use the nearest unaffected exit.
2. Use stairs and not the elevator.
3. Use your hand to test the door for heat prior to attempting to open any closed door.
4. Stay low to the ground and proceed to the nearest exit or shelter in place if you encounter smoke.
5. Close all doors during the evacuation to limit the spread of fire and/or smoke.
6. Once you are safely away from the building, call 911. If time allows, also the UMHB Police Department at (254) 295-5555.

All alarm activations are investigated and documented by the UMHB Police Department. In addition to the police department's response, the City of Belton Fire Department is also dispatched, and responds to all alarm activations. Potential Health Risks and Standard Precautions (A3.08)

## **MSPA Program-Specific Safety Policies and Procedures**

Students must observe all signage, with emphasis on signage that pertains to safety, chemicals, radiation, and other warnings. Horseplay during any element of program participation is strictly prohibited.

### **Laboratory Safety**

Students in the MSPA program are required to perform cadaver dissection in the Gross Anatomy Lab during the preclinical phase of training. As appropriate, lab safety and universal precautions outlined in this section also apply to those pre-clinical courses. Training in anatomy lab safety procedures, including precautions and safety attire, is provided by MSPA anatomy faculty prior to students entering the lab for the first time.

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

1. For all emergencies CALL 911.
2. All laboratory safety instructions will be reviewed during new student orientation before skills and anatomy lab instruction begins. Students will sign an attestation of receipt and understanding of the MSPA Handbook.
3. Students and faculty must follow safety directives at all times. Students and faculty may be removed from the lab for failure to follow these directives.
4. "Horseplay" (irresponsible or unsafe behavior) is strictly prohibited in any element of program participation, but particularly in laboratory settings.
5. All accidents, injuries, unsafe or irresponsible behaviors, and unsafe or unusual situations are to be reported to a faculty member.
6. Students will use professional conduct consistently during labs.
7. Doubt about any procedure or technique must be raised and resolved BEFORE the procedure or technique is initiated.
8. Please refer to the Universal Precautions section of the MSPA Student Handbook for the protocols related to injuries, exposures, and incident reporting.

### **Universal Precautions Policy (A3.08)**

The MSPA program and many of the contracted clinical facilities require that students be educated about the dangers of blood borne pathogens and how to protect themselves and others, including the use of universal precautions. The MSPA program will provide education on these topics in specific courses during the first year of the program. Facilities may provide additional training. The summary below is for general information as an overview of universal precautions and may not be inclusive of all elements of university precautions at a particular facility or for a particular task.

#### ***Linens***

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

#### ***Facial Equipment***

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

#### ***Hand Washing***

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

#### ***Gloves***

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

#### ***Sharps Handling***

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



### ***Waste Disposal***

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

### ***Patient Care Equipment***

- Clean, disinfect, and reprocess reusable equipment appropriately before use with another patient.

### ***Universal Precautions Summary***

- Specimens, including blood, blood products, and body fluids, obtained from all patients must be considered hazardous and potentially infected with transmissible agents.
- Hand washing must be performed before and after patient contact, after removing gloves, and immediately if hands are grossly contaminated with body fluids.
- Gloves must be worn when hands are likely to come in contact with blood or body fluids.
- Gowns, protective eyewear, and masks must be worn when splashing, splattering, or aerosolization of blood or body fluids is likely to occur.
- Sharp objects ("sharps") must be handled with great care and disposed of in impervious receptacles.
- Needles must never be manipulated, bent, broken, or recapped.
- Blood spills must be handled via initial absorption of spill with disposable towels, cleaning area with soap and water, followed by disinfecting area with 1:10 solution of household bleach.
- Contaminated reusable equipment must be decontaminated using heat sterilization, or when heat is impractical, using a mycobactericidal cleanser.
- Pocket masks or mechanical ventilation devices must be available in areas where cardiopulmonary resuscitation procedures are likely.
- Health care workers with open lesions or weeping dermatitis must avoid direct patient contact and must not handle contaminated equipment.
- Private rooms are not required for routine care; select circumstances, however, such as the presence of concomitant transmissible opportunistic disease, may warrant respiratory, enteric, or contact isolation.

### ***Exposure and Incident Reporting***

MSPA Program students are expected to take precautions to prevent exposure to hazardous materials or substances, including the mandatory use of personal protective equipment, when performing certain procedures. If a student experiences an exposure, he/she should report it promptly to the university faculty member for the course and/or the clinical facility (see Appendix K). Students are expected to follow all clinical facility and university policies regarding precautions and exposures.

It is the policy of UMHB to ensure the safety of clinical students from unnecessary exposure to blood or other bodily fluids/communicable diseases through education on universal precautions and immunization; and to implement procedures when accidental exposure occurs in order to minimize risk of contracting disease.

Immediately following an exposure incident:

1. Decontaminate the site – vigorous flushing of mucous membranes, eyes and/or thorough washing of hands or the affected area
2. Follow protocol established by site where incident occurred

As soon as possible, same day:

1. Notify the instructor or clinical preceptor and the MSPA program director or clinical director

2. Complete Appendix K and submit it to the MSPA program director [wstewart@umhb.edu](mailto:wstewart@umhb.edu) and/or clinical director [jcastillo@umhb.edu](mailto:jcastillo@umhb.edu) or fax (254) 295-4847

Other recommendations:

1. The university strongly recommends that student seek medical treatment. The student will be responsible for all costs associated with initial and follow-up treatment. Although student's are not employees, the CDC has published recommendations for healthcare personnel that may assist the student in understanding options and available treatments: <https://www.cdc.gov/HAI/prevent/ppe.html>
2. Free and confidential student counseling services are available through the UMHB Student Counseling Center

## Off-Campus Learning and Clinical Experience Safety Policy

Security and personal safety measures for MSPA students in the clinical setting are a priority for the program. Clinical sites are evaluated for safety and security by the clinical director and program faculty. In addition, students will receive an orientation to each clinical facility in which hazards, exposures, and emergency responses will be reviewed.

Students are required to complete (on the first day of the clinical rotation) and submit the Student and Preceptor SCPE Safety Checklist and Verification form to the course director to ensure that students have been oriented and understand the following security and safety-related items and policies:

- Security measures on and off (to and from) the clinical site
- Safety procedures and policies for students entering and exiting the practice to their vehicles
- Facility security protocols
- Locations of emergency exits, places of safety, and escape routes
- Fire safety and location of fire extinguishers

More information on student safety during clinical experiences can be located in the MSPA Clinical Manual.

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

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

## Student Physical and Mental Health Emergencies (A3.10)

A student who is reasonably believed to pose a danger to him/herself or others, for any reason including but not limited to physical or psychological difficulties, may be required by the dean of students to obtain professional evaluation and treatment.

If a student observes anyone harming, attempting to harm, or stating intent to harm himself, herself, or another person, the student should report the matter immediately to the UMHB Police Department, the dean of students, or the UMHB Student Counseling, Testing and Health Services Center.

More information on the university's procedures for student physical and mental health emergencies can be found in the UMHB Student Handbook: [CLICK HERE](#)

# APPENDIX A: MSPA STUDENT HANDBOOK ACKNOWLEDGEMENT AND AGREEMENT

## Master of Science in Physician Assistant Program POLICIES AND PROCEDURES STUDENT ACKNOWLEDGEMENT FORM

In addition to the university and college policies, students are expected to read and comply with all MSPA program policies. Because many of these policies are student-centric, you are required to read the MSPA Student Handbook and the MSPA Clinical Manual. Other policies are located in the MSPA program director's office or other published locations. Of particular importance are policies regarding the following ARC-PA 4<sup>th</sup> and 5<sup>th</sup> Edition Standards.

#	Standard	Policy location
A3.03	Students <i>must</i> not be required to provide or solicit clinical sites or <i>preceptors</i> . The program <i>must</i> coordinate clinical sites and <i>preceptors</i> for program <i>required rotations</i> .	MSPA Student Handbook
A3.04	PA students <i>must</i> not be required to work for the program.	MSPA Student Handbook
A3.05 4 <sup>th</sup> ED A3.05a 5 <sup>th</sup> ED	Students <i>must</i> not substitute for or function as <i>instructional faculty</i> .	MSPA Student Handbook
A3.06 4 <sup>th</sup> ED A3.05b 5 <sup>th</sup> ED	Students <i>must</i> not substitute for clinical or administrative staff during <i>supervised clinical practical experiences</i> .	MSPA Student Handbook
A3.07	The program <i>must</i> have and implement a policy on immunization of students and such policy <i>must</i> be based on current Centers for Disease Control recommendations for health professionals.	MSPA Student Handbook
A3.08	The program must inform students of written policies addressing student exposure to infectious and environmental hazards before students undertake any educational activities that would place them at risk.	MSPA Student Handbook
A3.09	Principal faculty, the MSPA program director and the medical director must not participate as health care providers for students in the program.	MSPA Student Handbook

By signing below, I acknowledge that I have received information regarding UMHB and MSPA program policies and applicable ARC-PA Standards.

I understand that I am required to read the MSPA Student Handbook and the MSPA Clinical Manual, and other policies that may be furnished to me from time to time during my enrollment in the program. I understand that I may request a written copy of each manual or policy from the MSPA program director.

My signature further reflects my commitment to continuously comply with all policies and procedures of the university.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
UMHB Student ID #

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Original: Student's education record in the PA Program  
Copy: Student

# APPENDIX B: TECHNICAL STANDARDS ATTESTATION

## Master of Science in Physician Assistant Program TECHNICAL STANDARDS FOR ADMISSION, CONTINUATION, AND GRADUATION

Individuals admitted to the University of Mary Hardin-Baylor's Master of Science in Physician Assistant Program must possess the physical and mental capabilities to complete the entire curriculum to graduate and achieve a Master of Science Degree. This curriculum requires demonstrated proficiency in a variety of cognitive, problem-solving, manipulative, communicative, and interpersonal skills. The following is a list of technical standards that specify the attributes and behaviors considered essential for successful completion of UMHB MSPA training. Students must have the physical and emotional stamina and capacity to function in a competent manner in the classroom, laboratory, and clinical setting. These settings may include heavy workloads, long hours, and stressful situations. The following list of skills is illustrative and does not represent an all-inclusive listing of the functions to be a successful UMHB MSPA student.

***The UMHB MSPA student must possess:***

**Observational Skills** to include functional use of vision, hearing, olfaction, and tactile sensations sufficient to perceive all information during educational delivery and evaluation and treatment of patients.

- a. Observe lecture and laboratory demonstrations
- b. Read and interpret lecture, laboratory, and professional literature.
- c. Read and interpret patient charts, equipment, and medical reports.
- d. View video, graphics, and written word on the computer screen or DVD monitor
- e. Observe patients accurately at a distance and close at hand.
- f. Monitor and assess physical, emotional, and psychological responses of other individuals
- g. Hear verbal instructions, audio, video, DVD, or computer media in the classroom, laboratory, and clinical setting.
- h. Perform effective auditory assessment of the lungs, hears, abdomen, pulses, and blood pressure.
- i. Hear and react appropriately to alarms, emergency signals, times, and cries for help.
- j. Evaluate temperature, texture, moisture, vibration, muscle tone, and anatomical structures through hands-one application.
- k. Enhance patient evaluation through an intact sense of smell.

**Communication Skills** to communicate in verbal, nonverbal, and written formats effectively and sensitively with patients, family, faculty, and other students.

- a. Receive, write, and interpret written and verbal communication in a timely manner
- b. Demonstrate interpersonal skills as needed for productive classroom discussion, respectful interactions with classmates and faculty, and development of appropriate provider-patient relationships.
- c. Describe changes in mood, activity, and posture of patients.
- d. Perceive nonverbal communications
- e. Effectively communicate with other individuals

**Motor Skills** required to sufficiently and safely perform the physical functions of a physician assistant student.

- a. Coordination of gross and fine muscular movements, equilibrium, and sensation.
- b. Motor function to elicit information from patients by palpation, auscultation, percussion, movement of limbs, and other diagnostic maneuvers.
- c. Perform intervention techniques with proper positioning, hand placement, direction, and amount of force.
- d. Manipulation of tools and equipment commonly used for patient screening and testing.
- e. Move within rooms and from room to room, including maneuvering in small spaces and around equipment and other individuals.

- f. Participate in lecture, lab, and other learning activities for 30+ hours per week, including but not limited to maintaining an upright posture for prolonged periods
- g. Legibly record information related to written assignments, exams, evaluation, progress notes, and medical record documentation.
- h. Execute motor movements reasonably required to provide general medical care and emergency treatments to patients. Examples: Cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing wounds, and obstetrical maneuvers.

**Intellectual, Conceptual, Integrative, and Quantitative Abilities** required to complete the full curriculum and achieve the level of competence delineated by the UMHB MSPA Program.

- a. Ability to apply critical thinking process to his/her work in the classroom and clinical settings.
- b. Ability to measure, calculate, synthesize, and analyze a large and complex volume of medical and surgical information.
- c. Ability to learn, retrieve, reason, analyze, sequence, organize, synthesize, and integrate information efficiently.
- d. Ability to comprehend three-dimensional relationships and the spatial relationships of structures.

**Behavioral and Social Attributes** to meet responsibilities related to the academic and clinical requirements of the UMHB MSPA Program.

- a. Emotional health to fully use his/her intellectual ability, exercise good judgement, complete all responsibilities, and attend to the diagnosis and care of patients.
- b. Possess qualities of adaptability, flexibility, and ability to function in the face of uncertainty
- c. Possess high level of compassion for others, motivation to serve, integrity, ethical value, and consciousness of social values.
- d. Ability to develop mature, sensitive, and effective relationships with patients and colleagues
- e. Interact appropriately with individuals from all areas of society, cultures, norms, ethnic backgrounds, and belief systems
- f. Accurately self-assess abilities accept criticism; assume responsibility for maintaining professional behavior.
- g. Ability to cope with the mental and emotional rigors of a demanding educational program within the set time constraints.
- h. Cope with the stress of heavy workloads, demanding patients, and critical clinical situations while continuing to function effectively and competently.

**Technical Standards Accommodations**

Reasonable accommodations may be requested to enable an individual with disabilities to meet these technical standards. An accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or other, if making it requires a substantial modification in an essential element of the curriculum, if it lowers academic standards, or if it poses an undue administrative or financial burden. Request from applicants for reasonable accommodations in meeting the technical standards should be submitted to the Disability Services Office. More information about the University of Mary Hardin-Baylor's procedures for students with disabilities can be found at: [CLICK HERE](#)

**ACKNOWLEDGEMENT AND AGREEMENT**

I acknowledge that I am able to perform the technical standards identified above with or without reasonable accommodations. If I require any accommodation, I understand that it is my responsibility to contact the university's Disability Services Office and comply with the university's policy on requesting accommodations.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
UMHB Student ID #

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Original: Student's education record in the PA program

Copy: Student

# APPENDIX C: THE PHYSICIAN ASSISTANT 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.

**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.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
UMHB Student ID #

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Original: Student's education record in the MSPA program  
Copy: Student

# APPENDIX D: STUDENT PARTICIPATION AGREEMENT

## Master of Science in Physician Assistant Program STUDENT ACKNOWLEDGEMENT AND AGREEMENT

PRINT STUDENT NAME:	
STUDENT UMHB ID #:	
AREA CODE & CELL PHONE #:	

I understand that any grade or credit I receive relating to my participation in the MSPA program is dependent upon my compliance with this agreement.

### Confidentiality of Information \_\_\_\_\_ Initials

1. During the course of my participation in the MSPA program, I understand that I will have access to, and be provided with, certain confidential information for educational purposes including but not limited to: patient information, information obtained prior to the simulation or actual clinical experience, information obtained during the simulation or actual clinical experience, and information obtained during the debriefing portion of the simulation or actual clinical experience.
2. I agree to maintain strict confidentiality about the details of simulated clinical experiences, including patient identification, the simulation scenarios, and the performance of any participant(s). I will not discuss my assignments, findings, or experiences in the simulation center or debriefing room until all students have completed the assignment. Doing so may compromise the learning experience for my peers.
3. During the course of my participation in this program, I may have access to medical information which UMHB may have a duty to treat as confidential. I agree that I will maintain strict confidentiality of records, documents and all other information to which I have access during and after my student participation in the MSPA program. I understand that the intentional disclosure by me of the information to any unauthorized person could result in disciplinary action including expulsion from the university, and/or criminal or civil penalties.
4. I will not permit myself or any other person to copy or reproduce MSPA program or clinical facility documents other than what is required/allowed in the regular course of my academic studies. I will immediately report to the faculty or other university administrator any unauthorized use, alteration, duplication, or disclosure of information.

### Use of Equipment and Supplies \_\_\_\_\_ Initials

1. I acknowledge that MSPA student clinical supplies are intended for educational purposes only and are not intended for general consumer, personal, clinical or diagnostic use. I will follow all instructions provided regarding the utilization and return of clinical lab supplies.
2. I acknowledge that the use of student clinical supplies involves potentially hazardous activities. Universal precautions are required to prevent contact with blood or other potentially infectious body fluids. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious. Any syringes or needles must be kept in a contained location and must be disposed in a biohazard container after use.
3. I acknowledge that I am solely responsible for the appropriate utilization and security of student clinical supplies issued by the University of Mary Hardin-Baylor. The university strongly recommends that students purchase a locking device to place on the supply container and keep the container locked at all times when not in use.

### Participation in Class, Simulation Lab, Clinical & other Educational Activities \_\_\_\_\_ Initials

1. I agree to conduct myself in a professional manner at all times.

2. I agree to comply with all university policies, including but not limited to standards of conduct, the use of alcohol and drugs, safety rules, the use of personal protective equipment, dress code, and emergency procedures.
3. I acknowledge that my participation in class or clinical assignments while impaired by alcohol or drugs, horseplay and other unsafe behaviors are strictly prohibited.
4. I agree that I will immediately report to my supervisor or other university administrator any injury, accident, exposure to blood or bodily fluids, or other serious incident that I incur or witness.
5. I agree to follow program procedures and the verbal or written instructions of UMHB faculty/administrators and clinical facility supervisors.
6. I will remain current on all procedures and rules related to the MSPA program and to attend all mandatory training or orientation sessions. I understand that I am required to successfully complete training provided by the university or clinical facilities to which I am assigned, and abide by all rules regarding emergency response procedures, bloodborne pathogens and general safety procedures.
7. I agree to complete my assignment in a timely manner as scheduled.
8. I agree to apply the PA process and my critical thinking abilities to the best of my ability.
9. I understand that I am required to stay within my assigned student scope of responsibility. I understand that I am not allowed to make a diagnosis or recommendation for treatment of any patient, and I am not allowed to assess/critique an existing diagnosis or recommendation for treatment of any patient.
10. If I need a short break, I will leave the environment quietly without disturbing my peers. I will speak at the volume and tone appropriate to the setting.
11. I understand that participating in simulation-based training is part of my clinical learning experience. I will engage in and participate in the simulation fully as a professional and treat it as a realistic patient care experience. I will remain current on all procedures and rules related to the MSPA program, and I will attend all mandatory training or orientation sessions.
12. I agree to follow MSPA procedures and the verbal or written instructions of faculty and facility supervisors.
13. I understand that any grade or credit I receive relating to my participation in the MSPA program is dependent upon my compliance with this agreement.

**Authorization to Audiovisual Record and Display of My Coursework \_\_\_\_\_ Initials**

1. I understand that all classrooms, labs and simulated clinical experiences may be audio and video recorded to be used for debriefing and educational purposes.
2. Photographs may be taken of any activity in the MSPA program. These photographs may be used for the UMHB website and/or promotional purposes. I understand that I will not be compensated in any way for the use of my image or coursework.
3. The university may also photograph, video, and/or audio record me during examinations and these recordings may be used as evidence for any cases of expected violation of any university, college or program policies.
4. I agree to allow University of Mary Hardin-Baylor to use any of my work produced for any UMHB course to be displayed, available to accrediting agencies, or be used in recruitment. I understand and agree that I shall not have any rights or claims of any kind against UMHB, or its students or employees, arising out of this use.

**Consent for Drug Testing \_\_\_\_\_ Initials**

1. As a participating student attending UMHB, I hereby acknowledge that I have received information about and have been allowed an opportunity to discuss the Drug and Alcohol Testing policy with representatives of UMHB. I understand the meaning, goals, and provisions of this policy as well as sanctions and interventions that will be administered if I am found to have tested positive for prohibited substances.
2. I understand that my participation in drug testing is a condition for my participation in this program. I agree to participate, and I accept the conditions of the policy as interpreted by designated representatives of UMHB. I



understand that I may revoke this consent form at any time. However, if I revoke this consent form or refuse to participate in drug testing, I understand that I surrender the privilege to participate in the program at UMHB.

3. I agree that employees, agents, or drug testing vendors designated by UMHB will: oversee my participation in drug testing and related activities; obtain urine or other specimens from me; test and analyze such specimens; maintain records and results of such tests and use those records for the purposes of the policy; and take other actions as provided in the policy. I agree to provide any specimens as requested. I understand that my selection to participate in testing may or may not be as a result of random selection.
4. I agree to disclose all medications that I may take during my participation in the program directly to the MSPA program director. I understand that taking nutrition supplements may result in a positive drug test and that I take supplements at my own risk.
5. I understand that a violation of UMHB's Drug and Alcohol Policy or my failure to report for testing at the date, time and place designated or any attempt I make to alter, mask or substitute my specimen will result in sanctions, including temporary or permanent suspension from participation in the program, and that professional counseling and/or follow-up testing may be required as terms for reinstatement. If I am selected to participate in a drug test, the contact information above will be used as the primary means to contact me. I attest that it is current and if it changes, I agree to notify the MSPA program director and the Registrar's Office immediately.

**Consent to Release Information \_\_\_\_\_ Initials**

1. I authorize the MSPA program director, or designee, to release information regarding my compliance with the drug and alcohol policy, including my drug testing results, counseling reports or other information relevant to my continuation in the Program. This release of information shall include the UMHB administration, referring physicians, UMHB counselors, my parent/legal guardian or spouse, another institution for which I have applied for admission, and any designee of the foregoing.
2. I authorize the MSPA program director, or designee, to release information to clinical facility (preceptor and administrative personnel) the results of my background check, and my required vaccination/immunization status as stated within the rules, regulations, and contractual affiliation agreement of the facility and UMHB.
3. I understand that this consent and the results of my testing shall only be disclosed in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (Buckley Amendment), including my right to obtain copies of my records related to the Program.

**Release \_\_\_\_\_ Initials**

**I understand that participating in the MSPA program and activities is potentially hazardous, and that I could suffer injury or death from risks which include, but are not limited to, exposure to contagious illnesses in clinical facilities; contact with patients, blood or bodily fluids, radiation, chemicals; and the use of equipment provided by UMHB or clinical facilities. By participating in the MSPA program, I am accepting and assuming full responsibility for any risk of death or injury arising from my participation.**

**I forever discharge, waive, and release any claim to recover from UMHB or its employees or agents (the "Released Parties") any damages, costs, attorneys' fees, expenses, or obligations of any kind which I or any person acting on my behalf might otherwise have for injuries, illnesses, disabilities, death, or property loss which I may sustain arising out of my participation in MSPA program. Neither I nor any personal representative, agent, or other representative acting on my behalf will make any claim or bring any suit or action against the Released Parties for any injuries to me or my property arising out of the MSPA program even if it is caused by the negligence of the Released Parties, excepting only harm intentionally caused by the Released Parties.**

**If I bring a lawsuit or action against one or more of the Released Parties in connection with a claim I have undertaken to waive and release with this Agreement, I will indemnify and hold the Released Parties harmless from all damages, costs, and expenses, including but not limited to attorneys' fees and court costs, which any of the Released Parties might incur in defending such an action.**

**I understand that UMHB assumes no responsibility for medical expenses incurred by students, and strongly recommends that I maintain individual medical insurance.**

**I affirm that I am at least 18 years of age. I have read this document carefully, and I understand that it is a binding commitment which waives and releases legal rights which I might otherwise have.**

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
UMHB Student ID #

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Original: Student's education record in the MSPA program

Copy: Student

# APPENDIX E: PARTICIPATION OF MSPA STUDENTS AS HUMAN SUBJECTS

Functional anatomy and physical diagnosis are best learned through the study of living subjects. Firm foundations laid early in physical diagnosis will prevent uncomfortable floundering and error in clinical areas involving real patients. For this reason, students in the program are required to participate as living subjects, as well as examiners (in an interchangeable fashion), during selected courses during the pre-clinical and clinical phases.

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

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

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

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

Students will practice various therapeutic techniques in the course of required lab and, occasionally, lecture or classroom courses. In order to provide students both a complete perspective on various therapies and the opportunity to practice, students are expected to practice obtaining medical histories and performing physical exam techniques on one another. Any required participation in such exercises will be under the supervision of university faculty, instructors, or clinicians.

Any student who is uncomfortable signing this acknowledgement or who has concerns about participating in these classroom or lab exercises should discuss these concerns with the MSPA program director. Any student who believes that he or she has been subjected to inappropriate conduct in the course of a classroom or lab exercise should promptly discuss these concerns with the MSPA program director or Title IX Coordinator.

By signing below, I hereby affirm that I understand this policy and agree to abide by it. I affirm that I am at least 18 years of age.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
UMHB Student ID #

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Original: Student's education record in the MSPA program  
Copy: Student

## APPENDIX F: STUDENT SERVICES

As part of the fees students pay when registering for graduate courses at UMHB, many resources, services, and facilities are available. These include counseling services, disability services, Student Health Services Center, spiritual life services, Mayborn Campus Center, Dining Services and Townsend Memorial Library. We invite you to participate in and take advantage of these opportunities. More information can be found here: [CLICK HERE](#)

### UMHB Campus

Information regarding academic, administrative and other buildings, as well as athletic facilities, and points of interest can be found at: [CLICK HERE](#)

Student Service	Contact Info
Bookstore (Bawcom Student Union)	(254) 295-4628
Bursar (Sanderford Administration Bldg.)	(254) 295-4533
Career Services (Mabee Student Success Ctr., Second Floor)	(254) 295-4691
Center for Academic Excellence (Mabee Student Success Ctr., Second Floor)	(254) 295-4475
Cru Card and Copy Services (Mabee Student Success Ctr., First Floor)	(254) 295-4218
Financial Aid (Sanderford Administration Bldg.)	(254) 295-4517
IT Help Desk	(254) 295-4658
Mayborn Campus Center	(254) 295-5576
Post Office (Mabee Student Success Ctr., First Floor)	(254) 295-5665
Registrar (Sanderford Administration Bldg.)	(254) 295-4272
Spiritual Life (Bawcom Student Union)	(254) 295-4234
Student Counseling, Testing & Health Services (Mabee Student Success Ctr., Third Floor)	(254) 295-4696
Townsend Memorial Library	(254) 295-4637
University Police (Mabee Student Success, First Floor)	(254) 295-5555

### Students With Special Needs (Disability Accommodations)

The University of Mary Hardin-Baylor does not discriminate on the basis of disability in the recruitment and admission of students, or in the operation of any of its programs and activities. The UMHB Disability Services Office is available to assist students with disability-related issues including reasonable accommodation under Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to request disability accommodations.

The UMHB Student Handbook and website provide specific information for students with special needs. Students who are otherwise qualified for a university program or course and who desire accommodation(s) for a disabling condition are responsible for providing acceptable documentation in a timely manner prior to the period of stated need. Contact Director of Student Counseling, Testing & Health Services, UMHB Box 8437, 900 College Street, Belton, Texas 76513, Office: (254) 295-4696, Fax: (254) 295-4196.

Students who have been granted disability accommodations by UMHB that are also needed for a clinical setting must present an approved UMHB Letter of Accommodation to the clinical facility. Students should be aware that many clinical facilities may not be able to provide the same accommodations that have been provided during the academic portion of the program.

It is the responsibility of a candidate or student with a disability, or a candidate who develops a disability that requires accommodations in order to meet these technical standards, to self-disclose that disability to the Office of Disability

Services and request accommodations. Candidates or students must provide documentation of the disability and the specific functional limitations to the Office of the Provost.

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

## Requesting Disability Accommodations

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

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

While the program works in conjunction with the Office of Disability Services to coordinate reasonable accommodations, disability documentation and student's individual diagnoses remain confidential. For more information, [CLICK HERE](#)

## Resources for Pregnant Students

The University of Mary Hardin-Baylor continues to provide equal access to its education programs to students during pregnancy and childbirth. Any student may meet with UMHB's Title IX Coordinator to learn how the university supports and encourages pregnant students in continuing their education. Depending on the circumstances, the university may be able to help students with excused absences, a leave of absence from school, or other reasonable alterations to academic programs in order to help students remain in school in spite of limitations which may be recommended by a health care provider.

Pregnant students who anticipate a need for assistance with their academic program are encouraged to contact the Title IX Coordinator rather than individual faculty members. The Title IX office will work with the student and with faculty as needed to develop an individualized education plan that will insure equal access to the university's programs and provide pregnant students the best opportunity to complete their education. Contact: Susan Owens, Vice President for Human Resources, Title IX Coordinator and non-discrimination compliance officer, Sanderford Administrative Complex, 900 College Street, Belton, Texas 76513, Office (254) 295-4527, email to [susan.owens@umhb.edu](mailto:susan.owens@umhb.edu)

## Student Health Services

A vital component of the university experience for UMHB students is a healthy lifestyle. The goal of the Student Health Services Center is to educate students on health issues and encourage healthy lifestyles. Health fairs, wellness screenings, and health topic presentations are examples of UMHB's effort to educate and empower students to make informed decisions about their health.

A full-time registered nurse serves as Coordinator of the Student Health Services Center and provides a range of student health services, including first aid, nursing assessment for wellness and illness, immunizations, patient education, and referrals to local healthcare providers and community health resources as needed.

The Student Health Services Center is available at no cost to UMHB students during regular business hours, with or without an appointment. The Student Health Services Center is located in the Mabee Student Center.

**UMHB assumes no responsibility for medical expenses incurred by students.** For more information about obtaining health insurance, [CLICK HERE](#)

Various health insurance applications are available for the student's convenience at the health center. It is up to the individual student to choose which healthcare plan would best meet their needs. A recommended site for resources when a student becomes ill after hours is found on the UMHB Health Center Website. [Click the link for Healthier at School](#)

Some medical insurance policies require students to use an approved network of doctors, hospitals, and clinics. Students should contact their insurance carrier for details and if applicable, obtain a list of approved healthcare providers in the Belton/Temple area and determine what steps, if any, are necessary to change their point of service (POS) to this area. Belton's zip code is 76513. Students should have their medical insurance card with them while attending UMHB. [Learn more about Health Services](#)

## Student Counseling Services

Professional and confidential clinical counseling services are available to students in need of assistance with a wide variety of issues. Crisis counseling, stress management, and a range of other emotional issues are addressed, as appropriate, on an individual and support group basis.

Free counseling services are offered to currently enrolled students on a short-term basis by appointment only. When appropriate, referrals are made to mental health providers in the local area. Confidentiality is maintained in accordance with state regulations and disclosure of information is made only with the written consent of the student, unless required by law.

*Please note: Due to ethical conflicts of interest, faculty from the academic departments of Psychology, Social Work, Master of Arts in Counseling program, Master of Science in Occupational Therapy, Doctor of Physical Therapy, Master of Science in Physician Assistant, Nursing programs, and the Cru Community Clinic do not provide student counseling or health services and are not affiliated with the UMHB Student Counseling and Health Center. (A3.09)*

[Learn more about Counseling Services](#)

## Technology Services

Please see UMHB's Student Handbook, Section 7, Rules of Student Conduct for more information regarding technology usage, including social media, [CLICK HERE](#)

### **Help Desk**

For assistance with any UMHB Information Technology services, contact the help desk at (254) 295-4658 or [infotech@umhb.edu](mailto:infotech@umhb.edu).

### **Network Access**

The UMHB Information Technology department strives to provide students with the technology needed to succeed. Info Tech offers wired and wireless internet in the residential and academic buildings plus online access to registration, grades, and finances.

### **MyCampus**

The online portal for courses, grades, registration, and finances can be accessed at: [CLICK HERE](#)

## Identification Cards (CruCard Services)

The CruCard Office, located on the first floor of the Mabee Student Success Center, issues identification (ID) cards (CruCard) for all members of the campus community.

Each student is required to have a CruCard card which must be carried at all times. Students will use this card in the following ways:

- as a library card
- for photo identification to cash checks
- to gain admission to free activities on campus, most athletic events, and campus concerts
- to get student discounts to events
- to gain access to certain campus buildings after closing hours.

# APPENDIX G: PROFESSIONAL PERFORMANCE EVALUATION (PPE)

## Master of Science in Physician Assistant Program PROFESSIONAL PERFORMANCE EVALUATION

Professional skills and attitudes are essential components of the UMHB MSPA program. Students are expected to meet standards in all areas of professional skill including professional responsibility, competence, maturity, and integrity. Remediation plans may be established for one or more area of improvement. However, if three or more items require improvement, an individualized remediation action plan will be required. (ARC-PA 4th Ed. C3.02)

<b>Student Name:</b>		<b>Course # (if applicable)</b>			
<b>Student ID #:</b>		<b>Date:</b>			
<b>Rating Scale</b>					
<b>N</b> - No Opportunity to observe	<b>0</b> - Does not meet criteria for program level	<b>1</b> - Meets criteria minimally or inconsistently for program level	<b>2</b> - Meets criteria consistently at this program level		
<b>Professional Responsibility</b>					
1. The student conducts self in an <i>ethical</i> manner so as to promote confidence in the profession.		N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated <i>professional</i> standards.		N	0	1	2
3. The student demonstrates <i>sensitivity</i> and <i>compassion</i> to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.		N	0	1	2
4. The student demonstrates application of legal requirements relevant to professional training and practice.		N	0	1	2
<b>Competence</b>					
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.		N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies.		N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise.		N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience.		N	0	1	2
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others.		N	0	1	2
<b>Maturity</b>					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.		N	0	1	2
2. The student demonstrates honesty, fairness, and <i>respect</i> for others.		N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.		N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.		N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.		N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.		N	0	1	2
<b>Integrity</b>					
1. The student refrains from making statements which are false, misleading or deceptive.		N	0	1	2
2. The student avoids improper and potentially harmful dual relationships.		N	0	1	2
3. The student <i>respects</i> the fundamental rights, dignity and worth of all people.		N	0	1	2
4. The student <i>respects</i> the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.		N	0	1	2
5. The student respects cultural, individual, and role differences in professional practice, including those due to age, sex, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.		N	0	1	2
This evaluation form has been adapted from the original Professional Counselor Performance Evaluation published by the Texas State University Educational Administration and Psychological Services Department. Used with permission.					



Comments:

<b>Student Signature:</b>	<b>Date:</b>
<b>Issuing Faculty's Signature:</b>	<b>Date:</b>
<b>For Faculty Use: Attach this form to an Academic Alert form for any PPE completed other than end-of-course.</b>	

Original: Student's education record in the MSPA program  
Copy: Student

## APPENDIX H: HEALTH POLICIES

The purpose of the following health policies is to protect the student in the classroom and clinical setting as well as to protect the clients with whom the MSPA program student will be working.

**FLU VACCINE:** Students are required to receive 1 dose of influenza vaccine prior to program orientation and annually thereafter.

### OTHER IMMUNIZATIONS:

<b>Measles (rubeola)</b>	Texas State Law requires students born on or after January 1, 1957 to show proof of *two doses of <b>measles</b> vaccine administered since January 1, 1968 (preferably MMR vaccine), OR Immunity to <b>measles</b> validated by a physician's statement of history of the disease.
<b>Mumps</b>	Texas State Law requires students born on or after January 1, 1957 to show proof of *one dose of <b>mumps</b> vaccine OR Immunity to <b>mumps</b> validated by a physician's statement of history of the disease.
<b>Rubella (German Measles)</b>	*One dose of <b>Rubella</b> vaccine administered OR serological confirmation of <b>rubella</b> immunity.
<b>Chicken Pox</b>	<b>Varicella</b> (chicken pox) - serological confirmation of immunity OR a 2 dose series.
<b>Tetanus/Diphtheria (Tdap/Td)</b>	A minimum of one dose of <b>tetanus/diphtheria/pertussis</b> vaccine (Tdap) is required. In addition, one dose of a tetanus-containing vaccine must have been received within the last 10 years. Td vaccine is acceptable substitute if Tdap is medically contraindicated.
<b>Hepatitis B</b>	<b>Hepatitis B</b> – Students must receive a complete series of Hep B vaccine prior to program orientation to or show serologic confirmation of immunity to hepatitis B virus. If you don't have documented evidence of a complete hepB vaccine series, or if you don't have an up-to-date blood test that shows you are immune to hepatitis B (i.e., no serologic evidence of immunity or prior vaccination) then you should <ul style="list-style-type: none"> <li>• Get a 3-dose series of Recombivax HB or Engerix-B (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2) or a 2-dose series of Heplisav-B, with the doses separated by at least 4 weeks.</li> <li>• Get an anti-HBs serologic test 1-2 months after the final dose.</li> </ul>
<b>Meningococcal</b>	MPSV or MCV4. This is required. As of January 1, 2014, the State of Texas requires all first-time students (or transfer students if 21 years or younger) to obtain the meningitis vaccine or booster within five years prior to a student's admission date.

Source: The provisions of this §97.64 adopted to be effective April 1, 2004, 29 TexReg 3188; amended to be effective May 5, 2009, 34 TexReg 1433; amended to be effective May 25, 2010, 35 TexReg 4178; amended to be effective July 28, 2016, 41 TexReg 5422.

**Tuberculosis Screening:** TB screening must be completed no earlier than 6 months prior to program orientation, again prior to first SCPE, and annually thereafter. TB skin tests are offered by the campus nurse by appointment, contact 254-295-4696. Current cost is \$20.00, subject to change. Day one, skin test is administered and student must return no sooner than 48 hours and no later than 72 hours or the test is invalid. If a student prefers to obtain a TB skin test (or blood test) at the healthcare provider of their choice, it must be a contemporary test read within the past 6 months. Additional testing options: If choosing to use IGRAs (interferon Gamma Release Assays), QFT or T-spot TB testing methods, students should follow the CDC recommendations. If positive, a chest x-ray and medical exam is required; either by the Bell County Health Department or a qualified healthcare provider. The TB screening document presented to the campus nurse must be legible, and must include the healthcare provider's contact information, induration, and the date of the test.

Students must provide evidence of a negative TB skin test or a negative chest x-ray if the skin test is positive. The student having a negative TB skin test must also resent evidence of retesting following any known exposure.

The student who has had a negative skin test and converts to positive during enrollment will be referred to the Bell County Health Department or his/her private physician for follow-up care. Evidence of a negative chest x-ray must be provided to the campus nurse within one month. The student must keep the UMHB campus nurse informed of follow-up care during the prescribed regimen.

The student having a documented positive TB skin test upon admission or at any point during the time enrolled in the program must provide the campus nurse with evidence of a negative chest x-ray taken within the last 2 years. Negative

chest x-rays over 2 years old must be repeated. Students with a positive TB skin test must complete a Texas Department of State Health Services (TDSHS) symptom questionnaire annually.

Affiliated Clinical Facility Requirements: Various clinical facilities affiliated with the MSPA program may have specific requirements which must be met before students are permitted to care for clients within the given facility. Because requirements are site-specific and are subject to frequent change, more detailed information will be provided in individual course syllabi and/or by the clinical facility prior to the start of clinical experiences.

By signing below, I acknowledge that I have received information regarding MSPA program student health policies and agree to comply.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
UMHB Student ID #

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Original: Student's education record in the MSPA program  
Copy: Student

# APPENDIX I: DRUG AND ALCOHOL POLICY

## DRUG AND ALCOHOL POLICY FOR MAYBORN COLLEGE OF HEALTH SCIENCES STUDENTS

### Purpose and Scope

This policy applies to all MCHS students who participate in clinical learning experiences as a required component of their coursework/degree plan.

The purpose of this Drug and Alcohol Policy is:

1. To deter drug and alcohol use among MCHS students by providing information, testing, and resources, and to provide discipline if necessary;
2. To protect MCHS students, patients, fellow students, faculty, staff, and others with whom they have contact from potential injury as a result of the misuse of drugs and alcohol;
3. To provide a testing program to identify any MCHS students who are improperly using drugs and to assist them, through the provision of resources, before they injure themselves or others or become physiologically or psychologically dependent;
4. To provide a mechanism to support MCHS students if confronted with the pressure to use drugs and alcohol; and
5. To foster safety and integrity in UMHB's MCHS programs.

Information for all UMHB students on the physiological and psychological dangers inherent in the misuse of drugs and alcohol and the health related risks inherent in the misuse of drugs and alcohol, as well as available resources, can be found at: [CLICK HERE](#)

MCHS students are expected to use good judgment at all times to ensure a positive educational and clinical experience. MCHS students must understand the importance of their personal choices and responsible behavior with regard to drugs. Good judgment dictates that MCHS students remove themselves from situations involving alcohol and drugs to avoid possible sanctions.

Any student enrolled in a MCHS program is choosing to abide by all terms of this policy and consents to all aspects of this policy.

This policy is not to be construed as a contract between UMHB and MCHS students. However, signed consent and notification forms shall be considered confirmation of the MCHS student's agreement to the terms and conditions contained in this policy and shall be a condition of participation in the MCHS programs requiring clinical education experiences.

UMHB reserves the right to update or change this policy at any time, and will notify MCHS students of any changes or revisions.

### General

The university is committed to the spiritual, mental, social, and emotional development of students and believes that growth in these areas is greatly impaired by mind-altering substances. Education and learning are especially impaired by alcohol abuse and other drug use. It is the goal of the university to provide an alcohol and drug-free environment in which to live, work, and learn, to discourage the use of alcohol and drugs and to promote sobriety. The UMHB community cares deeply about the health and safety of our students. Furthermore, UMHB recognizes the heightened

dangers associated with alcohol and drug use. The consequences of life choices and decisions that students make extend far beyond the college experience.

Therefore, the possession, use, sale, purchase, manufacturing, or distribution of alcohol, illegal or controlled substances, mind or perception altering drugs, or the misuse of chemicals such as glues or solvents, is strictly prohibited on campus and at all university sponsored events, trips, and off-campus clinical educational assignments. Intoxication or impairment, on or off campus is a violation of the Student Standards of Conduct. Any student who engages in conduct that violates the UMHB Student Standards of Conduct or federal, state, or local laws is subject to discipline, whether or not civil or criminal penalties are also imposed for such conduct.

The only exception is the lawful use of prescription medications by the person for whom the medication was intended or the reasonable use of over-the-counter medications for their intended purpose. If MCHS students are taking prescription medications that may impair their ability to safely provide patient care, operate equipment or other safety-sensitive educational activities, he/she is required to recuse him/herself from that activity and discuss implications with their program director/dean (no underlying medical information need be provided during this discussion). The student may be referred to UMHB's Disability Services Office to determine what, if any, reasonable accommodation may be provided. See section on Medical Exceptions for more information regarding prescription medications.

### **Refusal to Participate**

MCHS students are free to decline to consent to drug testing under this policy. However, it will be understood that any MCHS student (a) who declines to participate in testing or (b) who does not sign the required forms in conjunction with this policy is voluntarily and immediately withdrawing from participation in the MCHS program, in which case the university's applicable grading, housing withdrawal (if applicable), and refund policies shall apply.

### **Mandatory Disclosure of Arrest or Legal Citations**

Except for traffic violations (i.e. speeding ticket, parking tickets), all UMHB students are required to self-report to the dean of students (or to submit the report by another legitimate source such as spouse or legal counsel) the existence of any charge or indictment or information filed in connection with an alleged violation by the student of any federal, state, or local statute, rule, or regulation punishable as a crime (including but not limited to those associated with alcohol or drug use/possession/distribution) within three (3) calendar days of charges being filed.

Additionally, MCHS students must report the matter directly to their program director or dean within three (3) calendar days of the charges being filed.

## **Drug Testing Program for MCHS Students**

UMHB reserves the right to test any MCHS student for drugs at any time. Test results become a part of the MCHS student's record and are subject to FERPA. Test results will not be disclosed except in accordance with this policy or as otherwise permitted by law. UMHB will outsource specimen collection, drug testing and secondary drug testing/medical officer review to a certified drug-testing vendor of its choice.

### **Drug Testing Procedure:**

1. MCHS students selected for any type of drug testing, which may include pre-program admission, periodic, reasonable suspicion, reinstatement and/or follow-up drug testing will be personally notified by the program director or dean or his/her designee of the exact time and location of the test 1-2 hours prior to the test.
2. The MCHS student must then report to the collection site, within 15 minutes of their scheduled test.
3. Upon entering the collection station, the MCHS student will provide a photograph identification.
4. The MCHS student will be given directions on specimen collection by a collector who is an employee or agent of the certified drug testing vendor.
5. The MCHS student will be required to empty all pockets and remove any excessive clothing (i.e. hoodies, jackets, stocking caps, gloves, caps).

6. The MCHS student will be required to wash his/her hands.
7. The MCHS student will then enter the collection room and will void (under observation by a collection site employee of the same gender as the MCHS student, if required by UMHB. Urine samples of at least 100 ml, preferably 200 ml, must be given by the MCHS students under the observation of the collector. The only specimens accepted will be the ones given at this time and place.
8. The MCHS student will give their sample to the collector, where the sample will be split into two (2) identical containers in the presence of the MCHS student [A & B samples]. In the full presence of the MCHS student, labels will be placed over the two containers, sealing them with a tamper-proof seal and identification number. The MCHS student will confirm that their identification number matches the same identification number on the samples and the laboratory's Chain of Custody Control Form. The MCHS student will initial and date the labels. The MCHS student will complete and sign the laboratory's Chain of Custody Control Form.
9. If the specimen is incomplete or inadequate, the MCHS student must remain in the collection area under observation of the collector or his/her designee until the sample is collected.
10. All positive tests will be re-tested using the second (split) sample originally collected, unless there is clear indication that the positive test was caused by a medical prescription previously disclosed in writing by the MCHS student. The certified vendor will provide expertise in making such a determination. If the second test is negative, the first test will be considered negative.

**Alcohol Testing Procedure:** The procedure for alcohol testing will be determined by the laboratory.

## **Reasons for Testing**

**Periodic drug testing** will be required for all MCHS students. Some programs may require post-acceptance, pre-enrollment testing. Additionally, certain hospitals and other clinical facilities where MCHS students participate in clinical experiences may require testing at certain times during a student's participation in clinical experiences and/or written verification from the university of students' periodic drug test results.

**Voluntary Testing:** A MCHS student may voluntarily request drug or alcohol testing from the university's approved testing site if he/she wishes to present test results to the MCHS program (for example, during a review of a student conduct matter). The MCHS student should submit a request for voluntary testing directly to the program director or dean (do not contact the testing site directly). The university will schedule the test at the certified laboratory of the university's choosing. If the voluntary test results are positive, the student may not recant and the university will impose appropriate sanctions based on the voluntary test results.

**Reasonable Suspicion Testing:** MCHS students may be drug and/or alcohol tested if there is reasonable suspicion of drug or alcohol use. Any UMHB student, faculty or staff member may report certain signs, symptoms, or changes in behavior that may cause him or her to suspect drug or alcohol use. Faculty and staff have a duty to quickly report any suspicions to the program director or dean, or other university administrator, who shall then determine appropriate action. However: If the suspicious behavior involves imminent danger to self or others while the student is on campus, the UMHB Campus Police should be notified immediately. If the suspicious behavior involves imminent danger to self or others while the student is participating in clinical experiences at an off-campus site, the facility's security or the local police department should be notified immediately.

### **Definition of Reasonable Suspicion**

Reasonable suspicion will be based on the observation of behavior or conduct, or the presence of certain physical and emotional characteristics or patterns, which are symptomatic of the use of certain drugs or alcohol. Reasonable suspicion includes, but is not limited, to:

1. Violation of state laws or university regulations. Examples include but are not limited to arrest or legal citation for DUI, violent conduct, assault and sexual assault, vandalism, theft.
2. Behavior changes or unexplained fluctuations in moods (i.e. inappropriate irritability, hostility, anxiety, anger or withdrawal).

3. Outward signs such as staggering, uneven gait, balance problems, slurred speech, excessive laughing or crying, odor of marijuana or alcohol, presence of drug paraphernalia, or the presence of a drug or alcohol itself.
4. Chronic fatigue or loss of vitality, decreased interest or effort in classes and clinical experiences, prolonged illness or injuries, unexpected weight and/or strength gains or losses.

In addition, should a MCHS student attempt to avoid notification of drug testing, either by avoiding calls/messages from the MCHS personnel, turning off cell phone, skipping class, or leaving town, the university may deem such behavior as reasonable suspicion.

### **Procedures for Determining Reasonable Suspicion**

**Assessment:** If there is no apparent imminent danger to self or others, the MCHS student may be required to immediately vacate the areas of the facility populated by patients, students or others while an assessment is made. A faculty member may call upon another qualified faculty member or a trained clinical site employee (if applicable), if one is readily accessible, to assist in assessing reasonable suspicion.

If reasonable suspicion exists or if further consultation is prudent, the faculty member will immediately notify the program director or dean, or his/her designee. The program director or dean or his/her designee will decide whether the MCHS student should be (a) removed from the educational site as a safety measure and/or (b) referred for immediate testing based on the reasonable suspicion standard, after evaluating the available information. This may or may not include direct observation of the MCHS student.

If the program director or dean, or his/her designee approves the testing, they will immediately schedule the test (to occur ideally within 1-2 hours) directly with the certified lab, notify the MCHS student, and arrange or coordinate transportation for the student to the testing site. If the MCHS student misses the scheduled test, he/she will be subject to university and MCHS sanctions, including suspension or dismissal from the MCHS program. The MCHS student will be given the opportunity to respond, either by phone, in person, or in writing if time allows, by presenting information he/she wants the program director or dean to consider. This is an opportunity to present information only, not to challenge the scheduling of a required drug or alcohol test.

**Transportation:** If there are no conditions or behaviors that would jeopardize the safety of the driver, when circumstances warrant, transportation will be provided to and after testing by university faculty or staff so that the MCHS student does not potentially endanger him/herself or others by operating a vehicle. Under no circumstances will another UMHB student provide transportation. The MCHS student is expected to fully cooperate in the transportation process.

If the university cannot provide transportation, assistance will be provided to the MCHS student in contacting a relative or friend to provide transportation to and after testing. If the MCHS student refuses transportation assistance and leaves the site against instructions, university may contact the local police to report a concern of a potentially impaired driver. If the student resides on campus, the dean of students will be notified that a potentially impaired student will be returning to campus housing (awaiting the test results if the MCHS student has been tested). The university may inspect the MCHS student's campus housing for the presence of drugs or alcohol.

**Cessation of participation during a period of Reasonable Suspicion:** In the event of reasonable suspicion that improper drug or alcohol use may endanger the safety or health of the MCHS student or of patients, other students, faculty or staff of the university or of a clinical facility, The program director or dean, or his/her designee may place the MCHS student on an interim suspension status (classroom participation, clinical participation or both), awaiting the outcome of any testing.

Regardless of whether the MCHS student resides in campus housing, the dean of students will be notified so that he/she can assess if the MCHS student should be provided with additional instructions or interim safety measures

(such as a temporary suspension from participation in athletics, student organizations or other university events or programs), awaiting the test results. The program director or dean will notify the dean of students of the test results.

If the test is negative, the MCHS student will be afforded the opportunity to make up any academic assignments missed during the interim suspension period.

## **Sanctions and Interventions**

**Sanctions:** For any violation of this policy, the MCHS student will be required to attend and fully cooperate in a meeting with the program director or dean to explain the policy and answer questions. Sanctions will normally be communicated to the MCHS student at this meeting, unless further deliberation is required.

**For any violation of this policy, at a minimum:** The MCHS students will be required to attend initial counseling with a licensed UMHB counselor. The purpose of the counseling is to provide assistance, direction, and resources for MCHS students.

Ongoing treatment sessions and counseling may be required at the UMHB student Counseling Center or through referral to a community treatment resource. The nature and extent of counseling and/or other medical intervention that may be required will depend on the nature of the individual's drug or alcohol involvement and the opinion of the professional counselor providing the counseling.

The MCHS students shall be responsible for any counseling service fees that may apply. The MCHS student will submit written proof of attendance (redacted of any protected health information) to the program director or dean within 24 hours of completion of each session.

The dean of students will be notified, in order to review the impact of the policy violation (as applicable) to the student's work-study assignment, possible inspection of his/her campus residence and other possible student misconduct.

**For Policy Violations Involving Alcohol:** In addition to the actions listed above, violations of the university's policy on alcohol, including violations of the law while intoxicated, will result in sanctions. Legal citation from a law enforcement officer includes (but is not limited to):

1. Driving under the influence of drugs or alcohol
2. Public intoxication by drugs or alcohol
3. Underage possession of alcohol

Sanctions may include a period of or permanent suspension from the MCHS program and/or suspension or expulsion from the university.

**For Policy Violations Involving Test Protocol:** A MCHS student who does not report for their scheduled test, is more than 15 minutes late for their scheduled test, or does not follow collection protocol as determined by the laboratory will be subject to disciplinary action, up to and including permanent suspension from the MCHS program and/or suspension or expulsion from the university.

A MCHS student who attempts to substitute, manipulate, mask, or intentionally dilute a urine specimen will be subject to disciplinary action including permanent suspension from the MCHS program and/or suspension or expulsion from the university.

A MCHS student who falsely identifies him/herself as another MCHS student during the testing process will be subject to disciplinary action including permanent suspension from the MCHS program and/or suspension or expulsion from the university.



**For Positive Drug Test – 1<sup>st</sup> Offense:** For Positive Drug Test of Cocaine, Opiates, Heroine, PCP, and similar drugs will result in permanent suspension from the program.

A positive test of other drugs (including but not limited to marijuana) will result in suspension from the MCHS program for a minimum of 1 academic semester, up to and including permanent suspension.

The student will be referred to the dean of students for review of further sanctions, which may include suspension or expulsion from the university.

**Reinstatement Process:** Any MCHS student who is suspended for a first offense of this policy must reapply for program (and possibly university) admission, if eligible, as outlined in the program's student handbook or other university publication. In addition to those requirements, the following will apply:

***Reinstatement Testing:*** For safety, individuals who are reapplying for program admission due to violations of this policy must, at his/her own expense, undergo a reinstatement drug test at a certified lab of the university's choosing, prior to being considered for reinstatement in the MCHS program. A positive reinstatement test will be considered a second positive test for purpose of sanctions outlined in this policy.

***Reinstatement clearance by a qualified Physician:*** For safety purposes, individuals who are reapplying for program admission due to violations of this policy must, at his/her own expense, undergo and submit the results of a physical exam by a qualified Physician to determine fitness for participation in the MCHS program prior to being considered for reinstatement for participation in the MCHS program.

***Reinstatement clearance by UMHB Counselor:*** For safety, the UMHB Counselor must concur that the individual's behavioral condition warrants reinstatement, whether or not the prescribed course of counseling has been completed.

**Follow-Up Testing:** MCHS students who test positive or who self-refer (see Self-referral section of this policy for more details) may be required to re-test at any time during his or her participation in the MCHS program with or without notice as determined by the program director or dean, or as recommended by counselors involved with the MCHS student's counseling, in order to monitor if the MCHS student has refrained from further violations of this policy. If subsequent testing is positive (allowing for systemic dissipation of the drugs which resulted in the first positive, if applicable), it will be considered a second positive test for purpose of sanctions outlined in this policy.

**For Positive Drug Test - 2<sup>nd</sup> Offense:** Immediately upon notification of the second positive test result, the MCHS student will be dismissed from the MCHS program. The MCHS student will be referred to the dean of students for review of further sanctions, which may include suspension or expulsion from the university.

### **Exceptions**

**Medical Exception:** UMHB recognizes that prescription drugs are used for legitimate medical purposes. Accordingly, UMHB allows exceptions to be made for those MCHS students with a documented medical history demonstrating a need for regular use of a lawfully prescribed substance that results in a positive drug test.

MCHS students have the option of self-disclosing the use of lawfully prescribed medications that may result in a positive drug test prior to testing. The disclosure can be made directly to the certified laboratory upon check-in for testing and it is recommended that the student have proof of the prescription available as supporting evidence.

Scott and White School of Nursing students may also disclose the use of lawfully prescribed medications that may result in a positive drug test prior to testing to the school's dean. The dean will send an invitation to disclose via email just prior to the beginning of each semester.

Although every effort will be made to clear a student's positive drug test the student asserts is caused by a lawfully prescribed drug, the student may experience a delay in participating in clinical rotations, due to various outside clinical site rules.

**Self-Referral Exception** (for disclosure PRIOR to receiving notification of selection for drug testing - Safe Harbor Program)

Any MCHS student may refer himself/herself for evaluation or counseling by contacting the program director or dean. This arrangement is called Safe Harbor because no MCHS program or university sanctions are imposed upon the MCHS student who has made a personal decision to seek professional assistance. The university reserves the right to limit academic participation and/or impose other interim safety measures in the event the MCHS student is participating in program elements requiring patient contact or other safety-sensitive elements. While it is not considered a sanction under these circumstances, the MCHS student may experience delayed academic progress as a result of these interim measures, and university policies regarding grading and refunds will apply. A MCHS student may not initiate Safe Harbor after they have been informed of their participation in an impending drug test.

Upon entry of the Safe Harbor program, the MCHS student will undergo drug testing in order to establish base line levels for any substances. The MCHS student will be required to have an initial consultation with the UMHB Counseling Center to determine an appropriate treatment plan. A MCHS student will be permitted to remain in the Safe Harbor Program for a reasonable period of time, not to exceed sixty (60) days, as determined by the treatment plan.

A MCHS student whose participation in the program has been limited as described above will not be permitted to return to participation in the MCHS program until the counselor has interviewed the MCHS student following the conclusion of the recommended treatment (or stage of treatment, as applicable) and has determined that reentry is appropriate. The MCHS student will be required to undergo reinstatement drug testing as part of the reentry evaluation. Failing to complete the treatment recommended by the counselor, having a positive drug test result after entering the Safe Harbor Program that is determined to be a result of new drug use, or having a positive result on a reinstatement drug test will be deemed a first offense under this policy, Safe Harbor will end and appropriate sanctions will be imposed. A MCHS student may enter Safe Harbor only one time in his/her enrollment in the MCHS program. If the MCHS student regains his or her eligibility to participate in the MCHS program, he or she may be required to undergo unannounced follow-up tests at the discretion of the program director or dean and/or the UMHB counselor. A positive drug test result at any time after satisfactorily completing the Safe Harbor Program will count as the first positive drug test result.

Self-Referral (for disclosure at any point AFTER receiving notification of selection for drug testing but prior to receiving drug test results):

Any MCHS student who, upon being notified for selection of drug testing, admits to a violation of this policy, will still be required to take the drug test. If the test result is positive, the sanctions outlined in this policy will apply. Mandatory participation in counseling, reinstatement drug testing and follow-up testing will be required regardless of the test result.

### **Testing Appeal and Request to Reconsider Sanctions**

For safety purposes, the sanctions imposed shall be immediately implemented. Testing appeals and/or requests to reconsider sanctions do not delay this implementation.

**Testing Appeals:** MCHS students who test positive may, within 24 hours following receipt of the notice of the positive test, appeal the finding in writing by submitting a request to the program director or dean. This type of appeal is called MRO review and involves the laboratory's Medical Review Officer (MRO) to review the test results. The appealing student is solely responsible for paying any fees or expenses associated with the MRO review.

Upon the MCHS student's request for MRO review, the program director or dean, or his/her designee will formally request the laboratory to arrange MRO review. MRO review findings will be final.

**Request to reconsider sanction:**

**Step One:** MCHS students who wish to request a reconsideration of a sanction must submit a written request to the program director or dean within five (5) business days of receiving notice of the sanction imposed. A committee comprised of the program director or dean, and at least two MCHS program faculty members who were not involved in the incident review or sanction process will review the sanction. The decision made by this committee will normally be communicated to the MCHS student within five (5) business days of the meeting.

**Step Two:** MCHS students who wish to request a reconsideration of the committee's decision must do so in writing to the MCHS Executive Dean within five (5) business days of receiving notice of the committee's decision. The MCHS Executive Dean may interview anyone who may have pertinent information and request information or counsel from other persons as deemed appropriate. The MCHS Executive Dean will provide a written decision to the MCHS student and the program director or dean within a reasonable time, normally within ten (10) days after receiving the written request, although the university's schedule may require a longer period of time. The MCHS Executive Dean may affirm the decision of the committee, make a different determination of the facts, or change any sanctions imposed on the student. The decision of the MCHS Executive Dean is final.

*Any MCHS student who is interviewed as a part of a disciplinary proceeding shall treat any information disclosed to the MCHS student in the course of the interview as confidential. A violation of this rule of confidentiality is misconduct which is subject to discipline.*

*A MCHS student who is unable or unwilling to participate in the disciplinary process remains subject to discipline and sanctions. Students are always entitled to consult legal counsel or any other advisor, but no advisor is entitled to attend or participate in any university meeting or interview.*

Appeals for sanctions imposed by the dean of students under the Student Conduct policy should follow the appeal process outlined in the Student Handbook.

(signature on file)

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Dr. Colin Wilborn  
Executive Dean

# APPENDIX J: STUDENT INFORMATION AND HEALTH INSURANCE ATTESTATION FORM

It is the student's responsibility to maintain current information with the UMHB Registrar's Office AND with the MCHS Program.

STUDENT INFORMATION				
Last Name:	First Name:	Middle Initial:	Preferred Name:	Title: <input type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input type="checkbox"/> Other _____
Physical Street Address:		Apt/Unit Number:	City/State/Zip:	
Mailing Address (ONLY if different from physical address):		Apt/Unit Number:	City/State/Zip:	
Home Phone (including area code):	Cell Phone (including area code):		PLEASE NOTE: There must always be at least ONE current phone number on file with your MCHS Program.	
<u>UMHB will use your student email for notifications.</u>				
Do you wish to provide a personal Email Address as alternative contact:				

EMERGENCY CONTACT			
Last Name:	First Name:	Relationship:	
Street Address:		Apt/Unit Number:	City/State/Zip:
Home Phone (including area code):	Cell Phone (including area code):		Work Phone (including area code):

Optional: List any information (i.e. medical condition, medications) you wish medical personnel to have, in the event you cannot speak for yourself:

Medical Insurance Information (attach copy of current insurance card)			
Insurance Company or State/Federal Program:	Group #	Effective Date:	Expiration date:
I acknowledge and agree that:			
<ol style="list-style-type: none"> <li>1. I must maintain acceptable medical insurance coverage for the duration of my enrollment in the MCHS Program.</li> <li>2. I must immediately submit an updated Student Information and Health Insurance Attestation form and copy of my insurance card to the MSPA program director if my health insurance policy changes or renews.</li> </ol>			
Signature _____		Date: _____	

# APPENDIX K: BLOODBORNE PATHOGEN STUDENT EXPOSURE REPORT FORM

## Master of Science in Physician Assistant Program

It is the policy of UMHB to ensure the safety of clinical students from unnecessary exposure to blood or other bodily fluids / communicable diseases through education on universal precautions and immunization; and to implement procedures when accidental exposure occurs in order to minimize risk of contracting disease.

Immediately following an exposure incident:

1. Decontaminate the site – vigorous flushing of mucous membranes, eyes and/or thorough washing of hands or the affected area.
2. Follow protocol established by site where incident occurred

As soon as practicable, same day:

3. Notify the instructor or clinical preceptor and the MSPA program clinical director
4. Complete this incident form and submit it to the MSPA program director [wstewart@umhb.edu](mailto:wstewart@umhb.edu) and/or clinical director [jcastillo@umhb.edu](mailto:jcastillo@umhb.edu) or fax (254) 295-4847

Other recommendations:

5. The university strongly recommends that students seek medical treatment. The student will be responsible for all costs associated with the follow-up treatment. Although students are not employees, the CDC has published recommendations for healthcare personnel that may assist the student in understanding options and available treatments: <https://www.cdc.gov/HAI/prevent/ppe.html>
6. Free and confidential student counseling services are available through the UMHB Student Counseling Center

Student's Information	
Name:	Student ID #
Cell #:	Alternate #:
UMHB Student Email:	Date of this report:
Phase of training: <input type="checkbox"/> Didactic <input type="checkbox"/> Clinical	Instructor / Preceptor:
Incident Details	
Date of Exposure:	Time of Exposure:
Location of on-campus or clinical site/room where exposure occurred (please be specific):	
City and State	Who was the exposure incident reported to at the facility?
Type of Exposure: <input type="checkbox"/> Puncture <input type="checkbox"/> Scratch <input type="checkbox"/> Bite <input type="checkbox"/> exposure to non-intact skin <input type="checkbox"/> other _____ <input type="checkbox"/> exposure to mucous membrane of <input type="checkbox"/> eye <input type="checkbox"/> nose <input type="checkbox"/> mouth	
If exposure is related to a sharp device: <input type="checkbox"/> suture <input type="checkbox"/> injection <input type="checkbox"/> IV needle <input type="checkbox"/> lancet <input type="checkbox"/> scalpel <input type="checkbox"/> instrument _____ <input type="checkbox"/> other _____	

Details of the occurrence/procedure being performed and circumstances under which the exposure incident occurred. Include area of body affected for punctures, bites or exposure to non-intact skin:

Personal Protective Equipment (PPE) worn at time of exposure:

Gloves  Mask  Face Shield  Eye Gear  other PPE (describe) \_\_\_\_\_

This information is collected for continuous quality purposes. This incident may be reviewed to determine if any environmental controls, remediation, or other appropriate follow up is needed to prevent future incidents.

Student Signature:

Reviewed by MSPA program director or clinical director:

Date:

Outcomes:

For Student (check all that apply)

Verbal Coaching  Remediation Plan  breach of safety/other policy  Academic Alert  Academic Warning

Responses/Adjustments for Site where exposure occurred: (check all that apply)

Environmental Control  PPE accessibility  breach of safety/other policy by Facility personnel

Site Response to exposure  Other \_\_\_\_\_

## APPENDIX L: COURSE DESCRIPTIONS

### **PAMS 6201**

#### **Basic Fundamentals of Medical Science**

The Basic Fundamentals of Medical Science course is designed to provide the first-year physician assistant student with a baseline level of established and evolving biomedical science knowledge in which to build upon during the study of health and human diseases. This course includes instruction in the following areas of applied medical sciences and their application in clinical practice: biochemistry, immunology, microbiology, infectious diseases, genetics, and molecular mechanisms of health and disease.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.02, B2.02e*

### **PAMS 6101**

#### **Physician Assistant Profession**

This course is an overview of the major healthcare systems and medical industry in the United States to include the physician assistant (PA) profession and the role of PAs in the health care field. This course includes instruction in the PA profession, historical development, and current trends. Students will receive instruction in PA professional issues, physician-PA team relationships, political issues that affect PA practice, and PA professional organization. This course includes many aspects of being a successful student as well as practitioner. Students will be taught a variety of study skills along with receiving instruction on intellectual honesty and appropriate academic and professional conduct. Students will be taught how to use common medical databases to access medical literature. Students will receive instruction in quality health care with special consideration of the impact of racial, ethnic, and socioeconomic health disparities on health care delivery. Students will receive instruction in the different health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance, and health outcomes. The concepts of public health as they relate to the role of the practicing PA including an appreciation of the public health system and the role of health care providers participating in disease surveillance, reporting, and intervention are delivered in this course. In addition to the PA practice, students will receive instruction in the roles and responsibilities of various health care professionals, emphasizing the team approach to patient centered care beyond the traditional physician-PA team approach. Medical ethics, PA licensure, credentialing, laws and regulations regarding professional practice, patient safety, quality improvement, prevention of medical errors, and risk management are introduced topics in this course.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.01, B1.05, B1.08, B2.10, B2.11, B2.12, B2.13, B2.14, B2.16, B2.17*

### **PAMS 6320**

#### **Human Anatomy I**

This course is designed to develop an understanding of normal human anatomy with an in-depth examination of anatomical structures and functions. Emphasis is placed on the relationship of normal structures and normal variants with clinical correlation to pathology and disease processes. Human structural features are taught through demonstration, dissection, cross section, radiographs, MRI and CT scans, and ultrasonography. Lectures are complemented by laboratory study of real dissection, prosected cadavers, anatomical models, and 3D anatomic software. A regional approach will be used to study the integument, trunk, head, neck, nervous system, and extremities.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.01, B1.02, B2.02*

### **PAMS 6321**

#### **Human Anatomy II**

This course is a continuation of Human Anatomy I and is designed to develop an understanding of normal human anatomy with an in-depth examination of anatomical structures and functions. Emphasis is placed on the relationship of normal structures and normal variants with clinical correlation to pathology and disease processes. Human structural features are taught through demonstration, dissection, cross section, radiographs, MRI and CT scans, and ultrasonography. Lectures are complemented by laboratory study of real dissection, prosected cadavers, anatomical models, and 3D anatomic software. A regional approach will be used to study the musculoskeletal, head, neck, spine, genitourinary, reproductive, and neuroanatomy.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.01, B1.02, B2.02*

## **PAMS 6220**

### **Human Physiology I**

This course comprises the basic concepts and principles that are essential in comprehending the fundamental mechanisms of human physiology at the cellular, tissue, and organ levels. This course will focus on basic human physiology concepts to include: cellular, cardiovascular, respiratory, gastrointestinal, and nutrition physiologies.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.01, B1.02, B2.02*

## **PAMS 6221**

### **Human Physiology II**

This course is a continuation of Human Physiology I and comprises the basic concepts and principles that are essential in comprehending the fundamental mechanisms of human physiology at the cellular, tissue, and organ levels. This course will focus on basic human physiology concepts to include: renal, genitourinary, musculoskeletal, neurologic, reproductive, and endocrine physiologies.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.01, B1.02, B2.02*

## **PAMS 6325**

### **Patient Assessment and Counseling I**

This course teaches the fundamentals of medical history-taking, physical examination, and patient counseling across the lifespan including infant, children, adolescent, adult, and elderly populations. Physical examination of the patient is approached using a systematic model. Primary skills include performing complete and focused physical examinations, recognizing normal and abnormal findings, developing a diagnostic and treatment plan, counseling patients, medical documentation, and professional conduct. This course content builds a foundation for the development of the clinical reasoning skills and problem solving necessary to formulate differential diagnoses. The use of common medical databases to access medical literature is also included. Students will develop the ability to search, interpret, apply, and cite evidence from medical literature into their medical management plans and patient education. Instruction in counseling in patient education skills is patient centered, culturally sensitive, and focused on helping patients cope with illness, injury, and stress, adhere to prescribed treatment plans, and modify their behaviors to more healthful patterns. This course also teaches the knowledge and skills required to provide medical care to patients from culturally diverse populations. Instruction related to medical care and diversity prepares students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values, and expectations of patients and other health care professionals that can affect communication, decision-making, compliance, and health outcomes. This section of the course will focus on patient communication, counseling, determining patient vital signs, and physical examination of the integument, cardiac, and pulmonary systems. Patient presentations, simulations, standardized patients, case studies, role-play, and electronic medical record completion are additional components of this course.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.01, B1.05, B1.06, B1.07, B2.04, B2.05, B2.06, B2.09, B2.10*

## **PAMS 6326**

### **Patient Assessment and Counseling II**

This course is a continuation of Patient Assessment and Counseling I. This course continues to teach the fundamentals of medical history-taking, physical examination, and patient counseling across the lifespan including infant, children, adolescent, adult, and elderly populations. Physical examination of the patient is approached using a systematic model. Primary skills include performing complete and focused physical examinations, recognizing normal and abnormal findings, developing a diagnostic and treatment plan, counseling patients, medical documentation, and professional conduct. This course content builds a foundation for the development of the clinical reasoning skills and problem solving necessary to formulate differential diagnoses. The use of common medical databases to access medical literature is also included. Students will develop the ability to search, interpret, apply, and cite evidence from medical literature into their medical management plans and patient education. Instruction in counseling in patient education skills is patient centered, culturally sensitive, and focused on helping patients cope with illness, injury, and stress, adhere to prescribed treatment plans, and modify their behaviors to more healthful patterns. This course also teaches the knowledge and skills required to provide medical care to patients from culturally diverse populations. Instruction related to medical care and diversity prepares students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values, and expectations of patients and other health care professionals that can affect communication, decision-making, compliance, and health outcomes. This section of the course will focus on medical



history-taking, physical examination, and patient counseling to include the following systems: gastroenterology/nutrition, genitourinary, nephrology, rheumatology, musculoskeletal, and neurology. Patient presentations, simulations, standardized patients, case studies, role-play, and electronic medical record completion are additional components of this course.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.01, B1.05, B1.06, B1.07, B2.04, B2.05, B2.06, B2.09, B2.10*

## **PAMS 6327**

### **Patient Assessment and Counseling III**

This course is a continuation of Patient Assessment and Counseling II. This course continues to teach the fundamentals of medical history-taking, physical examination, and patient counseling across the lifespan including infant, children, adolescent, adult, and elderly populations. Physical examination of the patient is approached using a systematic model. Primary skills include performing complete and focused physical examinations, recognizing normal and abnormal findings, developing a diagnostic and treatment plan, counseling patients, medical documentation, and professional conduct. This course content builds a foundation for the development of the clinical reasoning skills and problem solving necessary to formulate differential diagnoses. The use of common medical databases to access medical literature is also included. Students will develop the ability to search, interpret, apply, and cite evidence from medical literature into their medical management plans and patient education. Instruction in counseling in patient education skills is patient centered, culturally sensitive, and focused on helping patients cope with illness, injury, and stress, adhere to prescribed treatment plans, and modify their behaviors to more healthful patterns. This course also teaches the knowledge and skills required to provide medical care to patients from culturally diverse populations. Instruction related to medical care and diversity prepares students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values, and expectations of patients and other health care professionals that can affect communication, decision-making, compliance, and health outcomes. This section of the course will focus on medical history-taking, physical examination, and patient counseling to include: oral health, otolaryngology, ophthalmology, endocrinology, pediatrics, women's health, emergency medicine, surgical disease, and palliative care. Patient presentations, simulations, standardized patients, case studies, role-play, and electronic medical record completion are additional components of this course.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.01, B1.05, B1.06, B1.07, B2.04, B2.05, B2.06, B2.09, B2.10*

## **PAMS 6210**

### **Pharmacotherapeutics I**

This course is a study of the applied medical sciences of pharmacology and pharmacotherapeutics and their application in clinical practice. Students will be taught the appropriate selection and rational use of drugs for the prevention and treatment of diseases. This course will include instruction in the acute and longitudinal management of infectious, dermatologic, hematologic, cardiac, and pulmonary diseases to include the emergent, acute, chronic, rehabilitative, palliative, and end-of-life patient care situations. Students will be instructed in problem solving and medical decision-making skills while developing patient centered pharmacologic management plans for prenatal, infant, children, adolescent, adult, and elderly populations. Students will be instructed on the delivery of patient education and the counseling of patients about medication adherence. This course follows along with the Clinical Disease and Prevention Course PAMS 6530.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.07, B2.02d, B2.03, B2.05, B2.06, B2.09*

## **PAMS 6211**

### **Pharmacotherapeutics II**

This course is a continuation of Pharmacotherapeutics I as the curriculum progresses through the body/organ systems. This course is a study of the applied medical sciences of pharmacology and pharmacotherapeutics and their application in clinical practice. Students will be taught the appropriate selection and rational use of drugs for the prevention and treatment of diseases. This course will include instruction in the acute and longitudinal management of gastroenterology, genitourinary, nephrology, rheumatology, orthopedics, and neurology diseases to include the emergent, acute, chronic, rehabilitative, palliative, and end-of-life patient care situations. Students will be instructed in problem solving and medical decision-making skills while developing patient centered pharmacologic management plans for prenatal, infant, children, adolescent, adult, and elderly populations. Students will be instructed on the delivery of patient education and the counseling of patients about medication adherence. This course follows along with the Clinical Disease and Prevention Course PAMS 6630.

## **PAMS 6212**

### **Pharmacotherapeutics III**

This course is a continuation of Pharmacotherapeutics II as the curriculum progresses through the body/organ systems. This course is a study of the applied medical sciences of pharmacology and pharmacotherapeutics and their application in clinical practice. Students will be taught the appropriate selection and rational use of drugs for the prevention and treatment of diseases. This course will include instruction in the acute and longitudinal management of otolaryngology, ophthalmology, endocrinology, women's health, pediatrics, mental health, geriatrics, palliative care, emergency medicine, and surgery diseases to include the emergent, acute, chronic, rehabilitative, palliative, and end-of-life patient care situations. Students will be instructed in problem solving and medical decision-making skills while developing patient centered pharmacologic management plans for prenatal, infant, children, adolescent, adult, and elderly populations. Students will be instructed on the delivery of patient education and the counseling of patients about medication adherence, drug abuse, misuse, and treatments. This course follows along with the Clinical Disease and Prevention Course PAMS 6930.

ARC-PA Standards, 4<sup>th</sup> Ed.: B1.07, B2.02d, B2.03, B2.05, B2.06, B2.09

## **PAMS 6115**

### **Laboratory Medicine and Diagnostic Studies I**

This course will provide an overview of commonly utilized diagnostic tools, including laboratory studies, minor procedures, and radiologic procedures based on current professional practices. Students will learn the appropriate application and interpretation of diagnostic tests related to infectious diseases, dermatology, hematology, cardiology, and pulmonology.

Electrocardiograph utilization, application, and interpretation will be taught in this section. Students will be instructed in problem solving and medical decision-making skills in conjunction with the Clinical Disease and Prevention Course PAMS 6530.

ARC-PA Standards, 4<sup>th</sup> Ed.: B1.01, B1.07, B2.05, B2.07

## **PAMS 6116**

### **Laboratory Medicine and Diagnostic Studies II**

This course is a continuation of Laboratory Medicine and Diagnostic Studies I. This course continues to provide an overview of commonly utilized diagnostic tools, including laboratory studies, minor procedures, and radiologic procedures based on current professional practices. Students will learn the appropriate application and interpretation of diagnostic tests related to gastroenterology, nutrition, genitourinary, nephrology, rheumatology, orthopedics, and neurology. Students will be instructed in problem solving and medical decision-making skills in conjunction with the Clinical Disease and Prevention Course PAMS 6630.

ARC-PA Standards, 4<sup>th</sup> Ed.: B1.01, B1.07, B2.05, B2.07

## **PAMS 6117**

### **Laboratory Medicine and Diagnostic Studies III**

This course is a continuation of Laboratory Medicine and Diagnostic Studies II. This course continues to provide an overview of commonly utilized diagnostic tools, including laboratory studies, minor procedures, and radiologic procedures based on current professional practices. Students will learn the appropriate application and interpretation of diagnostic tests related to otolaryngology, ophthalmology, endocrinology, women's health, pediatrics, emergency medicine, and surgery. Students will be instructed in problem solving and medical decision-making skills in conjunction with the Clinical Disease and Prevention Course PAMS 6930.

ARC-PA Standards, 4<sup>th</sup> Ed.: B1.01, B1.07, B2.05, B2.07

## **PAMS 6530**

### **Clinical Disease & Prevention I**

This course follows an organ system-based delivery of instruction in patient evaluation, diagnosis, and management of clinical diseases and disorders covering all organ systems. Emphasis will be placed on instruction in the pathophysiology of diseases common to the organ system. Students will be taught to recognize the patient history, physical signs, and symptoms of diseases in order to generate a differential diagnosis, ordering and interpreting diagnostic studies, and diagnosis. Students will be instructed in problem solving and medical decision-making skills while developing acute and longitudinal management plans for adolescent, adult, and elderly populations. Management plans will be taught to be inclusive addressing medical issues, patient education, and referrals when needed. Students will receive instruction in delivering patient centered, culturally sensitive patient information focused on helping patients cope with illness, injury, and stress. Additional instruction will be given on behavior modification, life style medicine, and prevention. This course will provide opportunities for students to apply the principles of interprofessional teams in the medical management of shared patients. This semester will focus on infectious, dermatologic, hematologic, cardiac, and pulmonary diseases to include preventive, acute, chronic, and rehabilitative patient care.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.07, B1.08, B2.02c, B2.03, B2.05, B2.06, B2.09*

## **PAMS 6630**

### **Clinical Disease & Prevention II**

This course is a continuation of the Clinical Disease and Prevention I course. This course continues to follow an organ system-based delivery of instruction in patient evaluation, diagnosis, and management of clinical diseases and disorders covering all organ systems. Emphasis will be placed on instruction in the pathophysiology of diseases common to the organ system. Students will be taught to recognize the patient history, physical signs, and symptoms of diseases in order to generate a differential diagnosis, ordering and interpreting diagnostic studies, and diagnosis. Students will be instructed in problem solving and medical decision-making skills while developing acute and longitudinal management plans for adolescent, adult, and elderly populations. Management plans will be taught to be inclusive addressing medical issues, patient education, and referrals when needed. Students will receive instruction in delivering patient centered, culturally sensitive patient information focused on helping patients cope with illness, injury, and stress. Additional instruction will be given on behavior modification, life style medicine, and prevention. This course will provide opportunities for students to apply the principles of interprofessional teams in the medical management of shared patients. This semester will focus on gastroenterology, nutrition, genitourinary, nephrology, rheumatology, musculoskeletal, and neurology diseases and disorders to include preventive, acute, chronic, and rehabilitative patient care.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.07, B1.08, B2.02c, B2.03, B2.05, B2.06, B2.09*

## **PAMS 6930**

### **Clinical Disease & Prevention III**

This course is a continuation of the Clinical Disease and Prevention II course. This course continues to follow an organ system-based delivery of instruction in patient evaluation, diagnosis, and management of clinical diseases and disorders covering all organ systems. Emphasis will be placed on instruction in the pathophysiology of diseases common to the organ system. Students will be taught to recognize the patient history, physical signs, and symptoms of diseases in order to generate a differential diagnosis, ordering and interpreting diagnostic studies, and diagnosis. Students will be instructed in problem solving and medical decision-making skills while developing acute and longitudinal management plans for prenatal, infant, children, adolescent, adult, and elderly populations. Management plans will be taught to be inclusive addressing medical issues, patient education, and referrals when needed. Students will receive instruction in delivering patient centered, culturally sensitive patient information focused on helping patients cope with illness, injury, and stress. Additional instruction will be given on behavior modification, life style medicine, and prevention. This course provides additional opportunities for students to apply the principles of interprofessional teams in the medical management of shared patients. This semester will focus on otolaryngology, ophthalmology, oral health, endocrinology, women's health, pediatrics, emergency medicine, surgical disease, and geriatrics associated diseases and disorders to include preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life patient care.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.07, B1.08, B2.02c, B2.03, B2.05, B2.06, B2.09*

## **PAMS 6240**

### **Mental Health**

This course is designed to provide the students with an overview of normal and abnormal characteristics of human psychological development and behavior. This social and behavioral science course includes detection and treatment of substance abuse; human sexuality; issues of death, dying and loss; response to illness, injury, and stress; principles of violence identification and prevention; and psychiatric/behavioral conditions. The course will provide skills needed for clinical evaluation and assessment of children, adolescent, adult, and elderly populations with psychiatric/behavioral conditions and disorders. Instruction in this course will prepare students to provide preventative, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care for patients with psychiatric disorders. This course will include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients diagnosed with psychiatric disorder(s), their families, and other health professionals.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B2.04, B2.06, B2.08*

## **PAMS 6250**

### **Clinical Skills**

This course is designed to introduce the physician assistant student to common clinical skills and procedures following current professional practices. The course will include the fundamental and technical skills needed to perform in-office or bedside procedures. Certification for Basic Life Support (BLS) and Advanced Cardiovascular Life Support (ACLS) will occur during this course.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B2.07*

## **PAMS 6550**

### **Internal Medicine Inpatient**

This core clinical rotation provides students with exposure to the principles and practice of inpatient internal medicine. This supervised clinical practice experience enables students to assess patients seeking medical care across the life span with an emphasis on caring for the acutely and chronically ill adult and elderly patient in the inpatient setting. Students will assist in the evaluation and treatment of hospital patients, participate in patient rounds and presentations, and learn how to function as part of the internal medicine and interprofessional medical teams. This supervised clinical practice experience will enable students to achieve the learning outcomes needed to attain the competencies in the management of acute, emergent, chronic conditions, and implement preventive care strategies. This clinical experience will enable the student to provide care as an entry level physician assistant upon graduation.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B3.02, B3.03a, B3.04c*

## **PAMS 6551**

### **Internal Medicine Outpatient**

This core clinical rotation provides students with exposure to the principles and practice of internal medicine. This supervised clinical practice experience enables students to assess patients seeking medical care across the life span with an emphasis on caring for the acutely and chronically ill adult and elderly patients in an outpatient medical setting. Students will assist in the evaluation and treatment of patients, participate in patient rounds and presentations, and learn how to function as part of the internal medicine and interprofessional medical teams. This clinical rotation experience will enable students to achieve the learning outcomes needed to attain the competencies in the management of acute, emergent, chronic conditions and implement preventive care strategies. This clinical experience will enable the student to provide care as an entry level physician assistant upon graduation.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B3.02, B3.03a, B3.04a*

## **PAMS 6552**

### **Obstetrics and Gynecology**

This core clinical rotation provides students with exposure to the principles and practice of women's health, obstetrics, and gynecology. This core rotation provides students with experience in managing common women's health prevention and diseases in both the inpatient and outpatient medical settings. This clinical rotation enables students to assess adolescent, adult, and elderly female patients seeking medical care with an emphasis on menarche, family planning, childbearing, peri-menopause, menopause and post-menopause. Prevention, recognition, and treatment of prenatal, gynecologic care, sexually transmitted diseases, cancers, will be addressed. Students will gain exposure to labor and deliver, surgical aspects of gynecology, as well as function as a part of the interprofessional healthcare team. This

clinical experience will enable students to achieve the learning outcomes needed to attain the competencies in the management of acute, emergent, chronic conditions, and implement preventive care strategies. This clinical rotation will enable the student to provide care as an entry level physician assistant upon graduation.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B3.02, B3.03 a and b, B3.04 a and c*

### **PAMS 6553**

#### **Pediatrics**

This core clinical rotation provides students with exposure to the principles and practice of pediatric medicine. This supervised clinical practice experience enables students to assess neonates, infants, children, and adolescent patients seeking medical care in the pediatric outpatient medical setting. This rotation is intended to provide the opportunity to refine techniques of history-taking and physical examination specific to the pediatric population. In addition to providing students with an experience in parental education, parental guidance, and milestone recognition, this rotation aims to expose students to illnesses and injuries that are unique to the pediatric patient. Students will learn how to function as part of a pediatric interprofessional team. This clinical practice experience will enable students to achieve the learning outcomes needed to attain the competencies in the management of acute, emergent, chronic conditions, and implement preventive care strategies. This clinical experience will enable the student to provide care as an entry level physician assistant upon graduation.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B3.02, B3.03 a, B3.04c*

### **PAMS 6554**

#### **Emergency Medicine**

This core clinical rotation provides students with exposure to the principles and practice of emergency medicine. This supervised clinical practice experience enables students to assess patients seeking medical care (in the emergency department) across the life span with an emphasis on caring for the acutely and chronically ill adolescent, adult, and elderly patient. Students will gain exposure to the triage, evaluation, and management of patients in the emergent medical setting. Emphasis is on students assessing patient acuity, disease state, and appropriate management within the confines of the emergency medicine department. Students are expected to participate as a member of an interprofessional team in the assessment and care of major and minor medical emergencies. This clinical rotation will also enable students to achieve the learning outcomes needed to attain the competencies in the management of acute and emergent conditions. This clinical experience will enable the student to provide care as an entry level physician assistant upon graduation.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B3.02, B3.03 a, B3.04b*

### **PAMS 6555**

#### **Surgery**

This core clinical rotation provides students with exposure to the principles and practice of surgery. This supervised clinical practice experience enables students to assess patients seeking medical care across the life span with an emphasis on caring for adults and elderly patients with surgically manageable diseases in the operating room and outpatient setting. Emphasis of learning is on the pre-operative evaluation and preparation of the patients for surgery; assisting during the intra-operative period; and the post-operative care of surgical wounds, recovery, and possible complications. Students will learn how to participate as a member of an interprofessional surgical team. This clinical rotation experience will enable students to achieve the learning outcomes needed to attain the competencies in the management of acute, emergent, chronic conditions and implement preventive care strategies. This clinical experience will enable the student to provide care as an entry level physician assistant upon graduation.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B3.02, B3.03 a and c, B3.04 a and d*

### **PAMS 6556**

#### **Behavioral and Mental Health**

This core clinical rotation provides students with exposure to the principles and practice of behavioral and mental health. This supervised clinical practice experience enables students to assess patients seeking medical care across the life span with an emphasis on caring for the child, adolescent, adult and elderly patient with a psychiatric illness, behavioral or mental health disorder. Emphasis will be placed on the development of communication and behavior modification skills. Students will also develop an increased understanding of the social, economic and psychological factors related to the patient and family members of a patient with a mental illness. Students will learn how to participate

as a member of an interprofessional mental healthcare team. This clinical rotation experience will enable students to achieve the learning outcomes needed to attain the competencies in the management of acute, emergent, chronic conditions and implement preventive care strategies. This clinical experience will also enable the student to provide care as an entry level physician assistant upon graduation.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B3.02, B3.03 a and d, B3.04*

### **PAMS 6575**

#### **Family Medicine**

This advanced clinical rotation provides students with exposure to the principles and practice of family medicine. This supervised clinical practice experience enables students to assess patients seeking medical care across the life span with an emphasis on caring for the acutely and chronically ill infant, child, adolescent, adult, and elderly patients in an outpatient medical setting. Students will develop the skills necessary to evaluate, monitor, and manage health problems encountered in family medicine. Emphasis is on disease prevention and health maintenance. Students will develop an increased understanding of social, economic and environmental factors related to family medicine. Students will learn how to engage as a member of an interprofessional family medicine team. This advanced rotation experience will also enable students to achieve the learning outcomes needed to attain the competencies in the management of acute, emergent, chronic conditions and implement preventive care strategies. This clinical experience will enable the student to provide care as an entry level physician assistant upon graduation.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B3.02, B3.03a, B3.04a*

### **PAMS 6591**

#### **Elective I**

This advanced core rotation provides students with opportunities to gain additional experience in one of the core disciplines or to supplement the foundational core rotations with specialty medical or surgical experiences.

### **PAMS 65XX**

#### **Elective II**

This advanced core rotation provides students with opportunities to gain additional experience in one of the core disciplines or to supplement the foundational core rotations with specialty medical or surgical experiences.

### **PAMS 65XX**

#### **Elective III**

This advanced core rotation provides students with opportunities to gain additional experience in one of the core disciplines or to supplement the foundational core rotations with specialty medical or surgical experiences.

### **PAMS 6150**

#### **Clinical Preparation**

This is a one-week preparatory session prior to students beginning clinical rotations. Students will review preceptor expectations, professionalism, intellectual honesty, and appropriate academic and professional conduct. This course will provide instruction regarding reimbursement, coding and billing, and documentation of care with a focus on electronic medical records. Basic clinical and surgical skills will be covered in this course. Patient safety, quality improvement, prevention of medical errors, risk management, and quality assurance will be also be addressed.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.05, B2.13, B2.15*

### **PAMS 6195**

#### **Graduation Preparation**

This is a preparatory course prior to graduation. During this course, students are exposed to multiple resources for preparation of graduation and post-graduation employment. This course will review instruction about Physician Assistant licensure, credentialing, and laws/regulations regarding professional practice. This course will also consist of a summative evaluation requirement for each student prior to graduation. The summative evaluation correlates with the didactic and clinical components of the program's curriculum and will measure each student's knowledge, interpersonal skills, patient care skills, and professionalism required to enter clinical practice.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B2.14, C3.04*

## **PAMS 6160**

### **Humanities, Ethics, Altruism, Leadership (HEAL I)**

HEAL I is an extended course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This course reinforces the knowledge of important medical practitioner attributes including humanities, ethics, altruism, and leadership. Students will learn about the principles and practice of intellectual honesty, academic and professional conduct, medical ethics, medical law, cultural competency, diversity, spirituality, patient centered care, medical team practice, and preparing students to work collaboratively in interprofessional patient centered teams. Interprofessional patient centered team instruction will emphasize the importance of the team approach to patient centered care beyond the traditional physician-PA team approach. It assists students in learning the principles of interprofessional practice and include opportunities for students to apply these principles in interprofessional teams. This course provides additional instruction on the constantly changing health care system and the impact of racial, ethnic, and socioeconomic health disparities on health care delivery. Instruction related to medical care and diversity aims to prepare students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance and health outcomes. This course also provides instruction and assessment in the development of problem solving, medical decision-making skills, patient evaluation, diagnosis, and management related to individualized patient care (across the lifespan to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of life care). It includes content relevant to prenatal, infant, children, adolescent, adult, and elderly populations. Students will receive instruction and training in their progression from active student to practicing Physician Assistant. Topics include, but not limited to: interviewing skills, resume workshops, PA licensing and credentialing, PANCE preparation, PA professional organizations, and skills to become community and national PA leaders.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.06, B1.07, B1.08, B2.05, B2.06, B2.14, B2.16, B2.17*

## **PAMS 6161**

### **Humanities, Ethics, Altruism, Leadership II (HEAL II)**

This is a continuation of the HEAL I course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This course continues to reinforce the knowledge of important medical practitioner attributes including humanities, ethics, altruism, and leadership. Students will learn about the principles and practice of intellectual honesty, academic and professional conduct, medical ethics, medical law, cultural competency, diversity, spirituality, patient centered care, medical team practice, and preparing students to work collaboratively in interprofessional patient centered teams. Interprofessional patient centered team instruction will emphasize the importance of the team approach to patient centered care beyond the traditional physician-PA team approach. It assists students in learning the principles of interprofessional practice and include opportunities for students to apply these principles in interprofessional teams. This course provides additional instruction on the constantly changing health care system and the impact of racial, ethnic, and socioeconomic health disparities on health care delivery. Instruction related to medical care and diversity aims to prepare students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance and health outcomes. This course also provides instruction and assessment in the development of problem solving, medical decision-making skills, patient evaluation, diagnosis, and management related to individualized patient care (across the lifespan to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of life care). It includes content relevant to prenatal, infant, children, adolescent, adult, and elderly populations. Students will receive instruction and training in their progression from active student to practicing Physician Assistant. Topics include, but not limited to: interviewing skills, resume workshops, PA licensing and credentialing, PANCE preparation, PA professional organizations, and skills to become community and national PA leaders.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.06, B1.07, B1.08, B2.05, B2.06, B2.14, B2.16, B2.17*

## **PAMS 6165**

### **Humanities, Ethics, Altruism, Leadership III (HEAL III)**

This is a continuation of the HEAL II course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This course continues to reinforce the knowledge of important medical practitioner attributes including humanities, ethics, altruism, and leadership. Students will learn about the principles and practice of intellectual honesty, academic and professional conduct, medical ethics, medical law, cultural

competency, diversity, spirituality, patient centered care, medical team practice, and preparing students to work collaboratively in interprofessional patient centered teams. Interprofessional patient centered team instruction will emphasize the importance of the team approach to patient centered care beyond the traditional physician-PA team approach. It assists students in learning the principles of interprofessional practice and include opportunities for students to apply these principles in interprofessional teams. This course provides additional instruction on the constantly changing health care system and the impact of racial, ethnic, and socioeconomic health disparities on health care delivery. Instruction related to medical care and diversity aims to prepare students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance and health outcomes. This course also provides instruction and assessment in the development of problem solving, medical decision-making skills, patient evaluation, diagnosis, and management related to individualized patient care (across the lifespan to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of life care). It includes content relevant to prenatal, infant, children, adolescent, adult, and elderly populations. Students will receive instruction and training in their progression from active student to practicing Physician Assistant. Topics include, but not limited to: interviewing skills, resume workshops, PA licensing and credentialing, PANCE preparation, PA professional organizations, and skills to become community and national PA leaders.  
*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.06, B1.07, B1.08, B2.05, B2.06, B2.14, B2.16, B2.17*

### **PAMS 6166**

#### **Humanities, Ethics, Altruism, Leadership IV (HEAL IV)**

This is a continuation of the HEAL III course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This course continues to reinforce the knowledge of important medical practitioner attributes including humanities, ethics, altruism, and leadership. Students will learn about the principles and practice of intellectual honesty, academic and professional conduct, medical ethics, medical law, cultural competency, diversity, spirituality, patient centered care, medical team practice, and preparing students to work collaboratively in interprofessional patient centered teams. Interprofessional patient centered team instruction will emphasize the importance of the team approach to patient centered care beyond the traditional physician-PA team approach. It assists students in learning the principles of interprofessional practice and include opportunities for students to apply these principles in interprofessional teams. This course provides additional instruction on the constantly changing health care system and the impact of racial, ethnic, and socioeconomic health disparities on health care delivery. Instruction related to medical care and diversity aims to prepare students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance and health outcomes. This course also provides instruction and assessment in the development of problem solving, medical decision-making skills, patient evaluation, diagnosis, and management related to individualized patient care (across the lifespan to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of life care). It includes content relevant to prenatal, infant, children, adolescent, adult, and elderly populations. Students will receive instruction and training in their progression from active student to practicing Physician Assistant. Topics include, but not limited to: interviewing skills, resume workshops, PA licensing and credentialing, PANCE preparation, PA professional organizations, and skills to become community and national PA leaders.  
*ARC-PA Standards, 4<sup>th</sup> Ed.: B1.06, B1.07, B1.08, B2.05, B2.06, B2.14, B2.16, B2.17*

### **PAMS 6170**

#### **Evidence Based Medicine and Research I (EBMR I)**

Evidence Based Medicine and Research I course is an extended course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This course will provide instruction to prepare students to search, interpret and evaluate the medical literature with the application to individualized patient care. Specifically, this course will assist students in maintaining a critical, current and operational knowledge of new medical findings required for the prevention and treatment of disease. Instruction for the following topics are included in this course: framing of research questions, sampling methods, interpretation of basic biostatistical methods, and the limits of medical research. The use of common medical databases to access medical literature is also included in this course.  
*ARC-PA Standards, 4<sup>th</sup> Ed.: B2.10*



**PAMS 6171****Evidence Based Medicine and Research II (EBMR II)**

Evidence Based Medicine and Research II is a continuation of the EBMR I course that is an extended course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This course continues to provide instruction to prepare students to search, interpret and evaluate the medical literature with the application to individualized patient care. Specifically, this course will assist students in maintaining a critical, current and operational knowledge of new medical findings required for the prevention and treatment of disease. Instruction for the following topics are included in this course: framing of research questions, sampling methods, interpretation of basic biostatistical methods, and the limits of medical research. The use of common medical databases to access medical literature is also included in this course.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B2.10*

**PAMS 6175****Applied Research I**

Applied Research I is an extended course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This course provides students the opportunity to conduct research. Students will search, interpret, and evaluate medical literature to develop a research project individualized to patient care. Instruction for this course will guide students to develop a research question, determine a research study design, and collect data. Students will utilize statistical methods to appraise the data obtained and determine best application of their results for the improvement of patient care.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B2.10*

**PAMS 6176****Applied Research II**

Applied Research II is a continuation of the Applied Research I course. It is an extended course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This course continues to provide students the opportunity to conduct research. Students will search, interpret, and evaluate medical literature to develop a research project individualized to patient care. Instruction for this course will guide students to develop a research question, determine a research study design, and collect data. Students will utilize statistical methods to appraise the data obtained and determine best application of their results for the improvement of patient care.

*ARC-PA Standards, 4<sup>th</sup> Ed.: B2.10*