



# Elizabethtown College

## INSTRUCTIONAL FACULTY HANDBOOK

(Departmental Supplement to the College Faculty Handbook)

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## OVERVIEW OF THE PHYSICIAN ASSISTANT DEPARTMENT

### VISION STATEMENT:

The vision of the Elizabethtown College Physician Assistant Program is to provide an innovative and supportive environment which elevates the standard of PA education through the utilization of an evidence-based curriculum that is continuously assessed and adapted to address emerging challenges in healthcare, while fostering a collegial environment amongst students and faculty.

### MISSION STATEMENT:

University Mission Statement: The Elizabethtown College provides a transformative educational experience that cultivates personal strengths and develops a passion for lifelong learning and purposeful work.

PA Program Mission: The mission of the Elizabethtown College Physician Assistant Program is to educate and matriculate motivated students who will provide high quality healthcare as skilled Physician Assistants. Through a transformative educational experience and evidence-based curriculum that emphasizes purposeful work, cultivates personal strengths, and develops a passion for lifelong learning, students will be prepared to educate for Service. Upon graduation, our students will provide individualized healthcare to diverse patient populations while simultaneously working as a member of an interdisciplinary care team.

### PROGRAM ACCREDITATION (A3.12a)

The ARC-PA has granted **Accreditation-Provisional** status to the **Elizabethtown College Physician Assistant Program** sponsored by **Elizabethtown College**.

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

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-elizabethtown-college/>.

### PROGRAM GOALS:

1. Provide an environment for all students with multicultural educational opportunities inclusive of underrepresented groups and diversity in healthcare.
2. Achieve a first time PANCE pass rate at or above the national average.
3. Obtain a job placement rate of over 80% in a variety of clinical specialties at six months following graduation.
4. Provide all students with an opportunity to perform community service while in the didactic and clinical years of the program.
5. All faculty will maintain a professional development plan that addresses teaching, scholarship and service as well as diversity, equity, accessibility and justice.

## **CURRICULUM GOALS:**

1. Prepare graduates with the core medical knowledge and skills necessary to become competent Physician Assistants, to include the integration of clinical data obtained from a medical history, physical examination, and diagnostic studies to formulate a diagnosis and treatment plan appropriate for the patient's clinical condition
2. Provide a high quality, evidence based curriculum that allows students to secure employment in a variety of clinical specialties
3. Promote opportunities for community service and outreach for students within their communities
4. Facilitate the development of interpersonal characteristics that allow students to communicate effectively while providing patient-centered care and working as a member of an interdisciplinary care team
5. Demonstrate competent ability of a wide range of clinical procedures
6. Foster the development of awareness and sensitivity to ethical, legal, diverse and social issues that affect healthcare

## **PROGRAM CORE VALUES:**

The Elizabethtown College Physician Assistant Program's core values include:

- |                   |                  |
|-------------------|------------------|
| ▪ Service         | ▪ Accountability |
| ▪ Scholarship     | ▪ Excellence     |
| ▪ Professionalism | ▪ Integrity      |
| ▪ Diversity       | ▪ Advocacy       |
| ▪ Inclusion       | ▪ Collaboration  |

## **Core Values Expanded:**

- *Service—responsibility and accountability to patients, society, and profession by remaining actively involved in the community through volunteerism*
- *Scholarship—utilization of evidence based medicine*
- *Professionalism—respect, integrity, honesty, and ethical behavior in all circumstances*
- *Diversity – members of the PA program (students, faculty, and staff) are diverse in race, ethnicity, sexual orientation, socioeconomic status, religion, ability, gender, gender identity and expression, age, and national origin*
- *Inclusion – involvement and empowerment where the inherent worth and dignity of all people are recognized*
- *Accountability—responsibility to students, patients, college and surrounding community as well as the PA profession by utilizing a continuous self-assessment and process improvement system*
- *Excellence—prepare clinically competent Physician Assistants that excel in critical thinking and problem solving to provide comprehensive patient care*
- *Integrity—adherence to professional behavior and ethical conduct providing quality health care through patient advocacy and advocacy of the PA profession*
- *Advocacy—providing quality health care through patient advocacy and advocacy of the PA profession*
- *Collaboration—fostered by learning environment that centers around the utilization of interdisciplinary healthcare teams to promote excellence in patient-centered care*

## **NON-DISCRIMINATION POLICY:**

Elizabethtown College does not discriminate on the basis of gender, race, color, religion, age, disability, marital status, veteran status, national or ethnic origin, ancestry, sex, sexual orientation, gender identity and expression, genetic information, possession of a general education development certificate as compared to a high school diploma, or any other legally protected status. This commitment applies but is not limited to decisions made with respect to hiring and promotion, the administration of educational programs and policies, scholarship and loan programs, and athletic or other College administered programs. Discriminatory acts of any kind are strictly forbidden.

Inquiries regarding the non-discrimination policies may be directed to

Ms. Richelyn Penn Mekile  
Director of Human Resources & Title IX Coordinator  
Myer Administration, Room 2200  
Elizabethtown College, Elizabethtown, PA 17022  
Email: [mekiler@etown.edu](mailto:mekiler@etown.edu)  
Phone: 717.361.1179.

For further information on notice of non-discrimination, visit [Office for Civil Rights](#) for the address and phone number of the office that serves your area, or call 1.800.421.3481.

## **TECHNICAL STANDARDS**

The faculty and staff of the Elizabethtown College Physician Assistant Program recognize their responsibilities to present candidates for graduation with a PA degree who have met the program's graduate competencies and the recommended competencies of the Physician Assistant Education Association (PAEA) for new graduates to provide a broad spectrum of patient care in a variety of clinical situations.

Successful candidates for completion of the Elizabethtown College Physician Program must have the abilities and attributes necessary to be able to perform the following skills required for integration into clinical practice, either with or without accommodation.

- Behavior Attributes
  - Tolerate the emotional, mental, and physical stress associated with PA training and providing patient care
  - Adaptable, flexible, and able to function within a team setting despite uncertainty or adversity
  - Recognize, understand, and demonstrate professional behaviors
- Communication Skills
  - Obtain information from patients using speech, active listening, and observation of non-verbal communication
  - Utilize oral, written, and electronic forms of communication with patients, caregivers, and members of the healthcare team
  - Follow HIPAA guidelines, convey sensitivity and respect to all communication with patients, caregivers, and members of the healthcare team
- Intellectual-Conceptual Abilities
  - Apply knowledge learned and critical reasoning to solve problems as required by the program curriculum

- In a variety of educational settings, students must be able to collect, prioritize, organize, analyze, integrate, and apply complex and detailed information in a time sensitive manner
- Synthesize information appropriately for problem solving and decision making
- **Motor Skills**
  - Coordinate gross and fine muscular movements, equilibrium, and sensation to provide acute, chronic, preventive, and emergent care to patients
  - Apply skills learned to correctly utilize instruments and equipment to perform and interpret basic laboratory and medical procedures required to attain goals set forth by the program curriculum
- **Sensory Skills**
  - Utilize vision, hearing, and somatic sensation to observe patients and their families closely and at a distance
  - Utilize audiovisual and palpable sensation in a lecture and laboratory setting
  - Apply skills learned to correctly perform a physical examination by palpation, auscultation, percussion, and other components as needed
- **Social Attributes**
  - Accept constructive criticism and respond appropriately with behavior modification
  - Display integrity, compassion for others, and motivation to serve
  - Possess the ability to participate in self-assessment processes and recognize implicit bias
  - Develop an appropriate interpersonal and interprofessional relationship with patients and colleagues.

The Physician Assistant Faculty Committee is responsible for adhering to all technical standards listed above during the selection of Physician Assistant students for admission and matriculation into the program.

## **PROGRAM CURRICULUM:**

### **Curriculum Design**

The PA program curriculum is offered in two phases, didactic and clinical compartments, which is centered upon the concepts of adult-centered learning and professional education. Program curriculum will focus on enriching the students learning to develop a mastery of knowledge, skills, and attitudes necessary to meet the competencies for integration into clinical practice as defined by the NCCPA, ARC-PA, PAEA, and AAPA.

### **Curriculum Sequence**

|           |         |                                       |           |
|-----------|---------|---------------------------------------|-----------|
| Summer I: | MPA 500 | Medical Terminology                   | 1 credits |
|           | MPA 504 | Introduction to Clinical Studies      | 4 credits |
|           | MPA 505 | Introduction to Anatomy               | 3 credits |
| Fall I:   | MPA 501 | Foundations of Health Sciences I      | 4 credits |
|           | MPA 511 | Clinical Medicine I                   | 6 credits |
|           | MPA 521 | Pharmacology I                        | 3 credits |
|           | MPA 531 | Physical Assessment and Procedures I  | 3 credits |
|           | MPA 541 | Clinical Reasoning I                  | 2 credits |
|           | MPA 551 | Patient Communication and Education I | 2 credits |

|                 |         |   |                |
|-----------------|---------|---|----------------|
| Spring I:       | MPA 502 | Foundations of Health Sciences II         | 3 credits      |
|                 | MPA 512 | Clinical Medicine II                      | 6 credits      |
|                 | MPA 522 | Pharmacology II                           | 3 credits      |
|                 | MPA 532 | Physical Assessment and Procedures II     | 3 credits      |
|                 | MPA 542 | Clinical Reasoning II                     | 2 credits      |
|                 | MPA 552 | Patient Communication and Education II    | 2 credits      |
| Summer II:      | MPA 503 | Clinical Health Sciences                  | 3 credits      |
|                 | MPA 513 | Clinical Medicine III                     | 6 credits      |
|                 | MPA 523 | Pharmacology III                          | 3 credits      |
|                 | MPA 533 | Physical Assessment and Procedures III    | 3 credits      |
|                 | MPA 543 | Clinical Reasoning III                    | 3 credits      |
|                 | MPA 600 | Transition to Clinical Practice           | 1 credits      |
| Preceptorships: |         |   |                |
|                 | MPA 611 | Internal Medicine Preceptorship           |                |
|                 | MPA 612 | Women's Health Preceptorship              |                |
|                 | MPA 613 | Pediatrics Preceptorship                  |                |
|                 | MPA 614 | Family Practice Preceptorship             |                |
|                 | MPA 615 | Emergency Medicine Preceptorship          |                |
|                 | MPA 616 | Surgery Preceptorship                     |                |
|                 | MPA 617 | Behavioral Medicine Preceptorship         |                |
|                 | MPA 618 | Advanced Clinical Specialty Preceptorship |                |
| Fall II:        |         | Preceptorships I, II, III                 | 4 credits each |
|                 | MPA 601 | Education and Research I                  | 2 credits      |
|                 | MPA 603 | PANCE Preparation I                       | 0.5 credit     |
| Spring II:      |         | Preceptorships IV, V, VI                  | 4 credits each |
|                 | MPA 602 | Education and Research II                 | 2 credits      |
|                 | MPA 604 | PANCE Preparation II                      | 0.5 credit     |
| Summer III:     |         | Preceptorships VII, VIII                  | 4 credits each |
|                 | MPA 605 | Culminating Experience                    | 3 credits      |
|                 | MPA 699 | PANCE Preparation III                     | 1 credit       |

### **PROGRAM DELIVERY MODEL**

The Elizabethtown College PA Program is offered on a full-time basis at the Elizabethtown College Campus and at a series of hospital and community based practice settings. The duration of the program is seven semesters (26 months).

The program utilizes a modern medical curricula model that emphasis vertical and horizontal integration of basic/clinical sciences with subject disciplines in place of the traditional discipline based model. Delivery of course content will be multifactorial, and include face-to-face lecture, online learning, independent study, case based exercises, and practical application. Interprofessional learning opportunities are integrated throughout the didactic and clinical phases of the curriculum.

Due to the rigorous nature of the PA program, full-time and part-time employment is strongly discouraged. Students may be required to work up to sixty hours per week dependent on preceptor expectations and preceptorship. No alterations to a student's clinical or testing schedule will be made to accommodate outside employment or participation in extra-curricular activities.

## INSTRUCTION

1. Syllabi shall be consistent with college expectations, requirements set forth in the faculty handbook, well organized with clear descriptions of grading and assignment related expectations (this includes rubrics for all graded components that are tied to the competencies for the physician assistant profession). Any changes to the syllabi should be communicated with students within 24 hours.
2. Courses and classroom/laboratory presentations will be well organized and will demonstrate support of the mission and goals of the program. The classroom/laboratory activities will encourage interdisciplinary and holistic patient care.  
*The content of the curriculum must be consistent with the mission and goals of the program (Standard B1.01a).*
3. Courses will include core knowledge and the application of the knowledge to patient care and the classroom environment will be conducive to learning.  
*The content of the curriculum must include core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care (Standard B1.01c).*
4. Courses, classroom/laboratory presentations, and instructional objectives must allow students to develop competencies necessary for clinical practice and encourage an interdisciplinary and holistic approach. Assessment will be conducted through classroom observations by the program director and student evaluations. Faculty will also participate in peer-reviews by program colleagues.  
*The content of the curriculum must reflect sequencing that enables students to develop the competencies necessary for current and evolving clinical practice (Standard B1.02).*
5. Each course (didactic and clinical) must define and publish instructional objectives that guide student acquisition of required competencies (Standard B1.03).
6. Student learning outcomes will be mapped in order to align with to program goals, College goals, National Commission on Certification of Physician Assistants (NCCPA) competencies, and ARC-PA standards.
7. Assessment techniques, both direct and indirect, will be completed at the end of each semester for ongoing self-assessment.  
*Conduct frequent, objective, and documented evaluations of students related to learning outcomes (Standard B4.01).*
8. Faculty will follow the program and College remediation policy and use Starfish for students deficient in knowledge or skills.  
*The program must monitor and document the progress of each student in a manner that promptly identifies deficiencies in knowledge or skills and establishes means for remediation (Standard B4.01).*
9. Value-laden issues shall be discussed with open and balanced perspectives in order to help the student assimilate new concepts and ideologies. Respect for diversity among students, different opinions, backgrounds, and beliefs shall be positively promoted in classroom discussions.
10. Faculty will maintain regular and adequate office hours in accordance with College guidelines at convenient and various times during the week with additional hours during advising weeks.



Faculty should be available to students through a variety of different mediums including office hours, email, phone (where applicable), and personal appointments.

11. Faculty will integrate research and student mentoring by supervising master's capstone projects as well as use research opportunities to provide professional mentoring and guidance to students (where applicable).
12. Faculty will maintain safety in laboratory settings.

### **Academic Integrity and Honesty Policy Statement**

Students are expected to review and follow the Elizabethtown College "Standards of Academic Integrity" as published in the Elizabethtown College Catalog.

[Academic Judicial System](#) and [Student Academic Integrity Handbook](#).

#### Policy Rationale:

Honesty must be the basis of good academic work, and promoting academic honesty requires an understanding of the definition of academic dishonesty as well as its different types and causes.

Elizabethtown College faculty and administration will take all forms of academic dishonesty as a serious offense.

#### Associated Definitions:

*Academic Dishonesty:* Academic dishonesty refers to committing or contributing to acts of dishonesty in teaching, learning, research, and other academic activities.

*Cheating:* the unauthorized use of information, materials, devices, sources, and practices to complete academic activities.

Examples include but are not limited to:

- copying another individual's answers on an assignment
- using unauthorized sources for completion of an assignment
- engaging in behaviors prohibited in course syllabi or policies

*Plagiarism:* the adoption of another individual's ideas, designs, art, etc as his/her own without acknowledging the source or obtaining permission from the author.

Examples include but are not limited to:

- copying material from another source without proper citation
- unacknowledged use of materials prepared by another individual

*Fabrication or Falsification:* the unauthorized alteration or creation of information required for an academic activity or document.

Examples include but are not limited to:

- artificial creation of data
- alteration or artificial creation of patient logging exposures or procedure completion

*Sabotage:* the disruption or destruction of another individual's work which may prevent them from completing the activity successfully.

Examples include but are not limited to:

- failure to contribute effectively as a team member for a project
- destroying another person's artwork, experiment, or design

## Procedure for Dealing with Cases of Academic Dishonesty:

1. Initial Conference
  - a. When an instructor discovers evidence of academic dishonesty, an informal conference is scheduled promptly with the student or students involved. If a face-to-face meeting is not possible, this conference can take place via e-mail. If an instructor is unable to schedule a conference before grades are due, a grade of Incomplete for the course may be assigned in the interim. If the student confirms his or her academic dishonesty in the initial conference, then the procedure continues with the written notification step that follows.
2. Second Conference
  - a. If, in the informal conference, the student denies academic dishonesty but the instructor is satisfied that there is evidence of academic dishonesty, a second conference is scheduled with the student involved. In cases involving more than one student, either individual or group conferences may be appropriate depending on the particular circumstances of the case. This conference should be conducted with the Student, Instructor, and Academic and Professional Affairs Committee (APAC). The student also has the right to have a faculty member, another student, or a member of the Center for Student Success present as an observer. Due to the nature of this second conference, it should be scheduled as a face-to-face meeting.
3. Written Notification
  - a. If, following either the first or second conference, the initiating faculty member and members of APAC are satisfied that there is proof of academic dishonesty, the APAC committee will give the accused student(s) written notification specifying the infraction and the recommended penalty. Copies of this notification are sent to the Program Director and the Dean for Curriculum and Assessment. Should the Program Director not be in agreement with the faculty member, both the faculty member and the Department Chair (or equivalent) will give written notification with rationale to the Dean for Curriculum and Assessment. The Dean for Curriculum and Assessment will review the matter, recommended actions, and will inform the student in writing of their decision.
4. Reported Cases
  - a. Cases of alleged academic dishonesty reported by a student or students or College staff and not resolved by the instructor, APAC committee, and Program Director may also be referred to the Dean for Curriculum and Assessment. The Dean for Curriculum and Assessment will review the matter and recommend action and will inform the student(s) in writing of the recommended action.
5. Academic Review Committee
  - a. The accused student(s) will have the alternative of (1) accepting the penalty recommended by the faculty member or the Dean for Curriculum and Assessment [in the case of a difference between the faculty member and the Program Director or (2) requesting a hearing before the Academic Review Committee. The request for a hearing must be presented in writing to the Dean for Curriculum and Assessment within five business days of receipt of the notice of information. In no case may the Academic Review Committee impose a penalty more severe than the one imposed by the faculty member, or the Dean for Curriculum and Assessment, as the case may be.
6. Dismissal
  - a. Beyond the penalty imposed for the individual course, the Dean for Curriculum and Assessment will review each case of academic dishonesty and exercise judgment as to

whether a student found to be in violation of the standards of academic integrity should be recommended for dismissal from the College. If it is the Dean for Curriculum and Assessment's judgment that academic dismissal is appropriate, the Dean of Curriculum and Assessment will notify in writing both the student and the Academic Standing Committee of his or her decision and the factors that influenced that decision.

7. Academic Standing Committee

- a. In the event of dismissal, the student will have the option of (1) accepting the Dean for Curriculum and Assessment's decision, or (2) requesting a hearing before the Academic Standing Committee. The request for a hearing must be presented in writing to the Dean for Curriculum and Assessment within five business days of receipt for the Dean of Curriculum and Assessment's decision. The Academic Standing Committee's decision is final.

## **Behavior Expectations**

*Repetitive instances of inappropriate classroom, clinical rotation, and interpersonal behavior will be taken to the Academic and Professional Affairs Committee. Failure to meet behavior expectations of the program may result in dismissal of the student from the Physician Assistant Program.*

**Classroom Behavior.** Students must perform professionally in the program's classroom and demonstrate collegiality with students, faculty, staff, and guest lectures at all time.

- Consistently complete class assignments with all required components and by the academic deadlines provided by the course instructor.
- Meet classroom attendance requirements and arrive to class on time and ready to learn.
- Respect the opinions of other students, faculty, staff, and guest lecturers at all times.
- Maintain a level of respect for all faculty, staff, and guest lectures both in and out of the classroom setting.
- Maintain professional standards both in and out of the classroom setting.
- Cell phones are to be turned off or silenced unless instructed to utilize during classroom activities.

**Interpersonal Behavior.** Utilization of appropriate interpersonal behaviors will facilitate a respectful and collegial environment for student learners.

- Maintain positive and constructive interpersonal relations to resolve conflict.
- Demonstrate emotional maturity and stability through challenges while forming professional work relationships with faculty, staff, preceptorship personnel, and peers.
- Avoid engaging in acts that may be construed as physically or verbally abusive, relational impropriety, and/or criminal violation of personal property.
- Appropriately function as a member of the health care team.

**Clinical Rotation Behavior.** To promote optimal learning during Clinical Rotations, students are to maintain professional and respectful interactions with other students, preceptors, site staff, program and instructional faculty, and their colleagues.

- Comply with all program policies as outlined in the clinical year/student manual.
- Maintain required GPA expectations.
- Understand the role of the student in the learning process.
- Attend Clinical Rotations as submitted on your schedule to the clinical coordinator.

- Meet all requirements for the end of preceptorship examinations.
- Complete all assignments in a timely manner.
- Comply with local, state, and national laws at all times.

#### Standards of Professional Conduct for Clinical Rotations

1. Professional conduct and attitude is expected of all students and at all times during clinical rotations. Unprofessional conduct or attitude toward program faculty or staff, clinical facility staff, patients, or the public is be grounds for review by the academic and professional affairs committee.
2. Students should report to their clinical rotation site approximately 15 minutes prior to their scheduled time unless otherwise directed by clinical faculty.
3. Students should make themselves available to perform any duties in the scope of their training.
4. Students must not perform any duties beyond their scope of training or in procedures in which one has not been trained. Performing beyond one's scope of practice or without adequate training is grounds for review by the academic and professional affairs committee.
5. Students may only perform procedural skill sunder the direct supervision of a clinical faculty member or designated preceptor. Performing unsupervised procedures is grounds for review by the academic and professional affairs committee.
6. Students may only review medical records for, and participate in the care of patients to whom they are assigned.
7. Students must maintained patient confidentiality and follow all HIPAA guidelines. Discussion of a patient's condition or treatment should only be held in a private location with clinical personnel responsible for the patient's care. Violation of patient confidentiality is grounds for review by the academic and professional affairs committee.
8. Questions from the patient, their family, or others regarding the patient's condition or treatment must be referred to the preceptor.
9. If a student disagrees with, or questions the care plan of a patient, this should not be done in the presence of a patient or his family. Questions should be **respectfully** directed to the preceptor at an appropriate time and place.
10. Students must not discuss or criticize the actions of physicians, nurses, technicians, support staff, or program faculty/staff. Any problems or concerns should be discussed with the Clinical Coordinator.
11. Students are not permitted to seek medical advice for themselves, family, or friends during clinical rotations.
12. Students are not permitted to bring relatives or friends to their clinical rotation sites.
13. Students should not use the hospital or facility telephones for personal calls.
14. Students should follow all hospital and clinic policies and procedures as set forth during the practice / facility orientation.

#### **Red Flag Behaviors.**

Each preceptor evaluation form contains a list of **red flag** behaviors that represent concerns which may become problematic for students if not corrected in a timely manner. Preceptors are encouraged to notify the program if any of these behaviors occur. Students identified with red flag behaviors will meet with the clinical coordinator to develop an action plan for improvement to optimize their clinical education and opportunities for success in clinical practice upon graduation.

- a) Doesn't know limitations: not cautious, proceeds on own without asking, overestimates abilities
- b) Impractical plans and suggestions, dangers orders, off on tangents
- c) Incomplete or sloppy work with unfinished carts or failure to complete assignments given
- d) Unresponsive to correction when deficiencies are noted, makes same errors repeatedly, defensive
- e) Does take initiative and needs constant direction
- f) Poor attitude: negativism, chronic complaining, lack of enjoyment in work
- g) Performance affected by lack of self-confidence
- h) Student spends work time on social media
- i) Student does not appreciate the role of other healthcare professionals
- j) Repeated absence from activities, lateness, not available for rounds and conferences
- k) Repeatedly fails to identify self as PA student
- l) Appearance not appropriate for site
- m) Unprofessional behavior

### **Attendance Policy-Didactic Year (B2.19c)**

#### **Policy Rationale:**

Regular attendance is of the utmost importance for students enrolled in the Physician Assistant program for enhancement of both professional and personal growth, as well as measuring of academic achievement and proficient completion of clinical skills.

#### **Associated Definitions:**

**Bereavement:** Bereavement leave encompasses any absence due to a death in the family.

**Excused Absence:** Absence from program required event such as class, lab, training, or clinical rotation that is discussed with and approved by the course instructor prior to the event.

**Unexcused Absence:** Absence from program required event such as class, lab, training, or clinical rotation that is not discussed with the course instructor prior to the event, or that is not approved by the course instructor.

**Tardiness:** Students are expected to be present at all program required events such as class, lab, training, and clinical rotations by the official start time and stay until it ends.

#### **Associated Forms:** None

**Policy Statement:** Attendance at all classroom, laboratory, and other program related activities is mandatory. The PA program will attempt to hold all program related material during regular hours; however due to unforeseen circumstances, the PA program reserves the right to schedule activities outside of regular hours, including evenings and weekends.

The faculty and staff of the PA program understand that life can present unavoidable and unplanned emergencies. In order to maintain the integrity of the program, any and all unplanned absences should be reported to the PA program as soon as possible. Failure to notify the program in a timely manner will result in receiving an unexcused absence. More than two unexcused absences within each semester may result in disciplinary action including, but not limited to, a professionalism remediation plan, review by the Academic Standing Committee, course failure, or dismissal from the program.

#### **Procedure for Dealing with Cases of Tardiness and Absence:**

1. Written Communication:
  - a. Course appropriate and/or advisor program faculty will communicate in writing with students following each tardy and/or unexcused absence that occurs. Reference to program attendance policy requirements will be made.
2. Conference:

- a. Students must meet with the course appropriate and/or advisor program faculty either in person or via Zoom following the second unexcused absence. At this time a written notification will be given to students and review of the attendance policy requirements will be held.
3. Conference:
  - a. Students must meet with the course appropriate and/or advisor program faculty in person following a third unexcused absence. At this time a written notification of course failure will be given to students and review of the attendance policy requirements will be held.
4. Academic and Professional Affairs Committee:
  - a. Students will meet with the course appropriate and/or advisor program faculty and members of the APAC committee to discuss attendance related concerns in excess of three unexcused absences. As published, three or more unexcused absences will result in professionalism dismissal from the Physician Assistant Program pending the discovery of extenuating circumstances. The APAC committee will give the student written notification of their decision. Copies of this notification are sent to the Program Director and the Dean for Curriculum and Assessment.

Should the Program Director not be in agreement with the decision of the APAC committee, written notification with rationale will be submitted to the Dean for Curriculum and Assessment. The Dean for Curriculum and Assessment will review the matter, recommended actions, and will inform the student in writing of their decision.

**Policy Accessibility:** The Attendance Policy for the PA Program can be located in the PA program policy and procedure manual, student manuals, and course syllabi.

In compliance with **ARC-PA Standard B2.19 (c)**, attendance policies are available to all students in the PA policy and procedure manual as well as on course syllabi and student manuals.

**Approved: 1/13/21**

**Revised:**

**Policy Review Frequency: Annually**

**Approving Body: PAFC**

**Approving Body:**

**Next review: 1/2022**

## References

Elizabethtown College Student Handbook. Policies and Procedures Regarding Brief Absences, Leave of Absence and Withdrawals and other Academic Issues. Retrieved from <https://catalog.etown.edu/content.php?catoid=13&navoid=637>

## Applicable ARC-PA Standards

B2.19. The program *must* include instruction in:

- c) professional conduct

## Attendance Policy-Clinical Year (B2.19c)

### Policy Rationale:

Regular attendance is of the utmost importance for students enrolled in the Physician Assistant program for enhancement of both professional and personal growth, as well as measuring of academic achievement and proficient completion of clinical skills.

### Associated Definitions:

**Bereavement:** Bereavement leave encompasses any absence due to a death in the family.

**Excused Absence:** Absence from program required event such as class, lab, training, or clinical rotation that is discussed with and approved by the course instructor prior to the event.

**Unexcused Absence:** Absence from program required event such as class, lab, training, or clinical rotation that is not discussed with the course instructor prior to the event, or that is not approved by the course instructor.

**Tardiness:** Students are expected to be present at all program required events such as class, lab, training, and clinical rotations by the official start time and stay until it ends.

**Associated Forms:**

Inclement Weather Form

Time-Off Request Form

**Policy Statement:** Attendance at all classroom, laboratory, and other program related activities is mandatory. The PA program will attempt to hold all program related material during regular hours; however due to unforeseen circumstances, the PA program reserves the right to schedule activities outside of regular hours, including evenings and weekends.

The faculty and staff of the PA program understand that life can present unavoidable and unplanned emergencies. In order to maintain the integrity of the program, any and all unplanned absences should be reported to the PA program as soon as possible. Failure to notify the program in a timely manner will result in receiving an unexcused absence. More than two unexcused absences within each semester may result in disciplinary action including, but not limited to, a professionalism remediation plan, review by the Academic Standing Committee, course failure, or dismissal from the program.

*Submission of Rotation Schedule.* Students are required to submit a copy of their rotation schedule to the Clinical Coordinator by Friday at 4pm on the first week for each clinical Rotation. The preceptor must develop, review, and sign the clinical schedule prior to student submission to the program. Students must upload the schedule into Exxat. Failure to do so will result in a 10% deduction in the student's **final** course grade. Once submitted, students must adhere to this schedule and report any changes in their schedule to the Clinical Coordinator immediately. Failure to do so will result in an unexcused absence.

*Clinical Rotation Attendance.* Students are expected to be at their clinical rotation sites during the times scheduled by their preceptors unless prior arrangements are made at a minimum of one week in advance with the clinical coordinator and instructional faculty (preceptor). The only exceptions to the attendance policy are for sick leave, bereavement, and to accommodate a schedule change with the student's preceptor.

If an unforeseen circumstance arises and the clinical site preceptor is unable to be at their clinical site for personal reasons and a delegate cannot be assigned to supervise the student during such timeframe, the student is responsible for contacting the Program Clinical Coordinator immediately. Additional readings or other educational assignments will be provided to compensate for clinical exposure time that has been lost.

*Classroom Attendance.* Students are expected to be in their respective classes, labs, small groups, etc. properly dressed at the scheduled time ready to participate in classroom activities. Tardiness disrupts the entire class and will not be tolerated. Disciplinary actions will be applied at the discretion of the program faculty members or representatives responsible for the education experience.

- Senior seminar weeks will be conducted following the completion of each clinical Rotation, and are set aside for testing, competencies, class interaction, board preparation, and continuing medical education activities. Attendance to senior seminar weeks is mandatory.

- Education and research weeks will be held periodically throughout the clinical year, and are set aside for students to work on their capstone projects outside of clinical hours, with the benefit of having program faculty available for questions. Students may have the opportunity to utilize their education and research weeks in a location other than campus. In such circumstances, an individualized plan for completion of research form must be submitted and approved by the clinical coordinator at least one week prior to the education and research week.

Students are responsible for consulting with the Clinical Coordinator in the case of absences due to illness or other personal circumstances to develop an action plan for completion of course work. Make-up of course work, including examinations and quizzes will be permitted on a case-by-case basis, at the discretion of the Clinical Coordinator.

Bereavement Leave. Any absence due to a death in the family must be reported to the Clinical Coordinator prior to the scheduled activity the student will be missing. This should not occur after the absence has occurred unless in the case of an emergency. It is the responsibility of the student to obtain any missed work or make-up assignments, or make up missed clinical time. Any examination missed during the absence must be made up within 24 hours of return to class or as otherwise scheduled by the instructor or Program Director.

- Death in the immediate family: 3 days per occurrence
- Death in the extended family: 1 days per occurrence

Preceptor Directed Absence: Students must notify the Program Clinical Coordinator immediately upon notification from their preceptor that they have been instructed to be absent from an assigned site outside of the time submitted on the Rotation schedule. Communication should be made directly to the Program Clinical Coordinator via email.

Time Off. Clinical year students are actively preparing for transition to clinical practice upon graduation. Therefore, students will be allotted eight (8) personal days to utilize during clinical year pending approval from the Program Clinical Coordinator and preceptor notification. Personal days may be utilized for sick time, interview days, appointments, etc. Students are required to notify the Physician Assistant Program Clinical Coordinator at least one hour prior to absence due to illness from any clinical year assignment, unless in the case of an emergency. Students wanting to be excused from clinical days for reasons other than acute illness or bereavement must submit a request for time off form to the Clinical Coordinator at least two (2) weeks in advance. Interview days scheduled during testing days will not be approved.

Absence of one day per rotation is the **maximum** time allotted for students without having to make up the time that is missed. Students missing two or more days during the clinical rotation must discuss a time to make up the hours missed with their clinical preceptor. If time is unable to be made up, students may be required to repeat the rotation. Students are required to obtain written documentation from their preceptor that any missed time from the rotation has been adequately made up. Submission of this documentation is to be done during senior seminar days, utilizing the Preceptor Verification of Missed Time Form and must be signed by the preceptor.

Illnesses requiring absence of three or more consecutive days will require written verification from a licensed health care provider rendering treatment to the student. Students missing more than 32 hours during a single rotation will be required to make up the time by repeating the entire clinical rotation.

Failure to notify the preceptor and the program office of absence within one hour of the start of the student's scheduled shift will be considered an unexcused absence. One unexcused absence



will drop the final grade of the course by 5%. Two unexcused absences will drop the final grade of the course by 15%. Three unexcused absences will result in course failure. The accumulation of more than three unexcused absences will result in professionalism dismissal from the Physician Assistant Program.

*Leave of Absence.* If unforeseen circumstances arise necessitating the request for a leave of absence during the clinical year, a written request must be made to the Program Director. Each student will only be allowed one leave of absence while matriculating in the Elizabethtown College Physician Assistant Program. Within the following circumstances, a leave of absence may be granted at the discretion of the program:

- Students must be in good academic standing (minimum 3.0 program GPA).
- Leaves of absence requests may be made for personal circumstances, medical reasons, or for academic reasons (to study in an approved off-campus program).
- The leave of absence will not extend beyond the academic year in which the leave is taken.
- The student is in good academic and clinical standing.
- Re-entry to the program is not automatic and re-entry coursework will be required as described by program faculty.
- Permission to re-enter will be granted on a case-by-case basis as space is available.
- Documentation of satisfactory resolution of the problem that prompted the need for a leave of absence must be provided to the program upon return.

*School Closures and Delays.* In the event of school closure due to weather emergencies or other unforeseen circumstances, there will be no on-campus classes held. Any canceled or missed classes may be rescheduled and coursework made up at another time. If the clinical site or office remains open and students can arrive to their site safely, it is expected that they attend. If for any circumstance the student is unable to safely report to their clinical site, the Clinical Coordinator and Preceptor should be notified immediately and the Inclement Weather Form should be submitted.

*Holidays.* Students during Clinical Year may have the following days off:

- |                  |                    |
|------------------|--------------------|
| ▪ New Year's Day | ▪ Labor Day        |
| ▪ Memorial Day   | ▪ Thanksgiving Day |
| ▪ Fourth of July | ▪ Christmas Day    |

Clinical preceptors may require the students to work an additional day or period of hours to accommodate holidays. Students are expected to meet these requests.

The College will accommodate individual religious beliefs and practices, however, it is the responsibility of the student to meet with the Clinical Coordinator in advance to request accommodations related to religious observances that may conflict with clinical year requirements and make appropriate plans to make up any missed work.

### **Procedure for Dealing with Cases of Tardiness and Absence:**

1. Written Communication:
  - a. Program Clinical Coordinator will communicate in writing with students following each tardy and/or unexcused absence that occurs. Reference to program attendance policy requirements will be made.

2. Conference:
  - a. Students must meet with the Program Clinical Coordinator either in person or via Zoom following the second unexcused absence. At this time a written notification will be given to students and review of the attendance policy requirements will be held.
3. Conference:
  - a. Students must meet with the Program Clinical Coordinator in person following a third unexcused absence. At this time a written notification of course failure will be given to students and review of the attendance policy requirements will be held.
4. Academic and Professional Affairs Committee:
  - a. Students will meet with the Program Clinical Coordinator and members of the APAC committee to discuss attendance related concerns in excess of three unexcused absences. As published, three or more unexcused absences will result in professionalism dismissal from the Physician Assistant Program pending the discovery of extenuating circumstances. The APAC committee will give the student written notification of their decision. Copies of this notification are sent to the Program Director and the Dean for Curriculum and Assessment.
  - b. Should the Program Director not be in agreement with the decision of the APAC committee, written notification with rationale will be submitted to the Dean for Curriculum and Assessment. The Dean for Curriculum and Assessment will review the matter, recommended actions, and will inform the student in writing of their decision.

**Policy Accessibility:** The Attendance Policy for the PA Program can be located in the PA program policy and procedure manual, student manuals, and course syllabi.

In compliance with **ARC-PA Standard B2.19 (c)**, attendance policies are available to all students in the PA policy and procedure manual as well as on course syllabi and student manuals. Clinical Year attendance requirements, policies, and procedures will be discussed with students during clinical year orientation.

**Approved: 1/13/21**

**Revised:**

**Policy Review Frequency: Annually**

**Approving Body: PAFC**

**Approving Body:**

**Next review: 1/2022**

## References

Elizabethtown College Student Handbook. Policies and Procedures Regarding Brief Absences, Leave of Absence and Withdrawals and other Academic Issues. Retrieved from <https://catalog.etc.edu/content.php?catoid=13&navoid=637>

## Applicable ARC-PA Standards

B2.19. The curriculum *must* include instruction in:

- c) professional conduct.

## INFECTION CONTROL & PREVENTION (A3.08a)

**OSHA.** Training regarding Occupational Safety and Health Administration (OSHA) standards occurs prior to entry into Clinical Rotations during clinical year by the Physician Assistant Program as an educational method of prevention. Additionally, the facility at which the preceptorship takes place shall also provide PA students access to the facility's rules, regulations, policies, and procedures with which the PA students are expected to comply. These include, but are not limited to, the Facility's OSHA standards, personal and workplace security and personal safety policies and procedures. These policies shall address all appropriate safety measures for PA students and instructors on site.

It is the preceptor's responsibility to take reasonable steps to ensure personal safety and security of students during the preceptorship/experience. This is clearly communicated to preceptors and agreed upon in a signed Preceptor Agreement executed prior to the preceptorship/experience.

### **Infection Control and Prevention Policy.**

One of the primary concerns of the PA program is to keep students, faculty, staff, preceptors, and supervised clinical practice experience-sponsoring organizations up-to-date on program and institution policies and procedures surrounding infection control and safety while in the training environment and providing patient care.

#### Associated Definitions:

**Standard Precautions:** minimum safety and infection prevention practices that apply to all patient care, laboratory or technical skills training experiences which occur in any healthcare setting and training environment.

#### *Associated Forms: Infection Control and Prevention Acknowledgement Form*

Policy Statement: Standard precaution practices will be utilized by students, faculty, staff, and preceptors in all healthcare training situations and clinical settings in which healthcare is delivered. Standard precaution practices are designed to prevent the spread of infection and disease to others while protecting healthcare professionals from contracting infection or disease. Students will be introduced to Standard Precautions during program orientation with concepts reinforced throughout the didactic and clinical phases of the program.

Additionally, training regarding Occupational Safety and Health Administration (OSHA) standards occurs prior to entry into clinical rotations during clinical year by the Physician Assistant Program. Additionally, the facility at which the rotation takes place shall also provide PA students access to the facility's rules, regulations, policies, and procedures with which the PA students are expected to comply. These include, but are not limited to, the Facility's OSHA standards, personal and workplace security and personal safety policies and procedures. These policies shall address all appropriate safety measures for PA students and instructors on site.

#### Expectations:

##### Standard Precautions:

Hand Hygiene. The provision of good hand hygiene practices is critical in the prevention of illness and spreading of infection. Current recommendations from the Centers for Control and Prevention recommend the use of alcohol-based hand rub for hand hygiene unless hands are visibly soiled with dirt, blood, or other bodily fluids or after providing care to patients or individuals with known or suspected infectious diarrhea at which time soap and water should be used.

Students *must* perform hand hygiene in the following situations

- Prior to performing aseptic tasks
- On entering a patient's room
- Before touching a patient
- During patient care if moving from a contaminated body-site to a clean-body site
- After glove removal
- Before exiting the patient's care area after touching the patient or an item in their room
- After contact with bodily fluids, excretions, blood, and wound dressings

Safe Injection Practices. While performing injections and immediately after, students must:

- Take precautions necessary to avoid recapping needles
- Utilize self-sheathing needles or needless systems if available
- Dispose of sharps in designated puncture-resistant containers immediately following use

Use of Personal Protective Equipment (PPE). Students must ensure the appropriate utilization of personal protective equipment while providing care to patients and as necessary in healthcare training environments. If necessary PPE is not available at clinical sites due to shortage, students *must* contact the Program Clinical Coordinator immediately.

- Gloves should be worn during patient contact and when handling potentially contaminated equipment
- Facial masks, protective eyewear, and/or gowns will be worn when performing/assisting in procedures with a risk of bodily fluid or other hazardous material splashes or sprays
- Utilization of N95 masks or PAPR as necessary for protection against respiratory droplet infections with FIT testing as available.

Respiratory Hygiene. Students must practice respiratory hygiene at all times, including:

- Covering of mouth/nose with coughing and/or sneezing
- Utilization and disposal of tissues
- Performance of hand hygiene after contact with respiratory secretions
- Consideration of mask utilization to prevent aerosolized spread

Safe Handling of Specimens, Equipment, and Potentially Contaminated Surfaces.

- During didactic year, students will disinfect areas in which patient care activities are performed as directed by the course instructor
- Reusable medical equipment will be cleaned and disinfected according to the instructions provided by the manufacturer.

## **BLOOD BORNE PATHOGEN EXPOSURE POLICY (A3.08a,b,c)**

Preventing occupational exposure to and infection from blood Borne pathogens is a key component of safety in healthcare workers through immunization and awareness of health status, prevention of needle-stick injuries and other blood exposures, and the management of exposures to blood.

### Associated Definitions:

**Blood Borne Pathogens:** microorganisms that are transmitted through the bloodstream.

**Exposure:** specific eye, mouth, mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials.

*Associated Forms: Clinical Exposure Form-Clinical Year and Clinical Exposure Form-Didactic Year*

Policy Statement: Any needle stick or exposure to bodily fluids constitutes as a health and safety concern for the student.

Students must notify their course instructor, preceptor or supervisor **immediately** if an exposure occurs. Immediate medical care and lab work will be done at either the nearest appropriate emergency department or the clinical site. Additional care and follow-up may be completed by the student's primary care provider.

The protocols set forth by the clinical site will supersede those set forth by the College and must be followed as directed. Clinical sites are under no obligation to provide the student with free medical care and students will be held responsible for all costs related to care and treatment. Students must also notify the Clinical Coordinator within two hours of the exposure and complete the Student Exposure Form on Exxat.

Procedure:

Unless otherwise noted by the clinical site, the following procedure will be followed for blood borne pathogen exposure:

1. Clinical students must notify both their preceptor and the Program Clinical Coordinator of exposure immediately.
2. Medical evaluation and/or treatment will be completed by the College's Student Health designated provider or the provider designated by the student's clinical site.
3. Completion of the Student Exposure Form: Clinical Year within 24 hours of exposure.
4. Students will then follow-up with their PCP or the College's Student Health designated provider

*Students are responsible for costs incurred for testing and treatment associated with exposure.*

**COMMUNICABLE DISEASE EXPOSURE POLICY (A3.08a,b,c)**

The Centers for Disease Control and Prevention (CDC) identify the reporting of cases of communicable diseases as important in the planning and evaluation of disease prevention and control programs, the assurance of appropriate medical therapy, and in the detection of common-source outbreaks.

Associated Definitions:

**Communicable Disease:** caused by an infectious agent that is spread from person to person.

*Associated Forms: Clinical Exposure Form-Clinical Year and Clinical Exposure Form-Didactic Year*

**Communicable Disease Exposure.** Any student that is exposed to a communicable disease should follow the clinical site exposure plan and report to the local Emergency Department, Student Health Office, or Health Department. Recommendations surrounding communicability of disease will be managed on a case by case basis, and in conjunction of local Department of Health recommendations.

Students must notify the clinical preceptor immediately following exposure, followed by immediate contact with the Clinical Coordinator. Exposure to certain diseases (such as tuberculosis or measles) may result in the temporary cessation of clinical rotation. In this case, students will work directly with the Clinical Coordinator to evaluate the possibility of alternate means of preceptorship completion.

The protocols set forth by the clinical site will supersede those set forth by the College and must be followed as directed. Clinical sites are under no obligation to provide the student with free medical care and students will be held responsible for all costs related to care and treatment. Students must also notify the Clinical Coordinator within two hours of the exposure and complete the Student Exposure Form on Exxat.

Procedure:

Unless otherwise noted by the clinical site, the following procedure will be followed for blood borne pathogen exposure:

1. Clinical students must notify both their preceptor and the Program Clinical Coordinator of exposure immediately.
2. Medical evaluation and/or treatment will be completed by the College's Student Health designated provider or the provider designated by the student's clinical site.
3. Completion of the Student Exposure Form: Clinical Year within 24 hours of exposure.
4. Students will then follow-up with their PCP or the College's Student Health designated provider

*Students are responsible for costs incurred for testing and treatment associated with exposure.*

### **COVID-19 Precautions:**

*Associated Forms: COVID-19 Clinical Exposure Form*

#### Utilization of Appropriate PPE:

Given current COVID-19 guidelines for PPE monitoring, unless otherwise required by the healthcare facility, at a minimum:

- Students must maintain social distancing practices.
- With the exception of eating, students must utilize a surgical facemask at all times while at their clinical rotation site.
- Eye protection must be worn with a face shield or approved eyewear by the clinical site when on clinical floors or within six feet of other individuals.
- When providing care to a patient with COVID-19 or a patient that is presumed to have COVID-19, an N95 mask or PAPR device must be utilized.
- Gloves should be worn at all times when entering COVID-19 presumed or positive rooms and when touching patients.
- Gowns should be worn at all times when entering COVID-19 presumed or positive room and when touching patients.

#### Daily Symptom Monitoring:

Students should self-monitor for COVID-19 symptoms regularly. Please visit the CDC website for a list of current symptoms <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>.

1. Students must complete the Daily Monitoring Live Safe Application Tool no earlier than 3 hours prior to and no later than 30 minutes after attending a scheduled Professional Practice Activity, including class, conferences, lectures, and clinical rotation sites:  
<https://www.etsu.edu/offices/security/livesafeapp.aspx>

#### Development of COVID-19 Symptoms:

Students that develop symptoms of COVID-19 must notify the clinical coordinator immediately, within 2 hours of symptom onset.

1. Following symptom onset students will be referred to the Student Health Services Center for quarantine and COVID-19 testing requirements prior to the return to class and or clinical rotations.

#### Exposure to COVID-19:

Students with a known exposure to COVID-19 must notify the clinical coordinator immediately, within 2 hours of exposure.

1. Following exposure reporting students will be referred to the Student Health Services Center for quarantine and COVID-19 testing requirements prior to the return to class and or clinical rotations.
2. Students that are exposed during clinical rotations must complete the COVID-19 Clinical Exposure Form

*Students are responsible for costs incurred for testing and treatment associated with exposure.*

## **CHEMICAL HAZARD EXPOSURE POLICY (A3.08a,b,c)**

Chemical hazard and toxic substance exposure can put individuals at significant risk for health hazards such as irritation, sensitization, and carcinogenicity as well as physical hazards such as flammability, corrosion, and explosibility. The Occupational Safety and Health Administration (OSHA) devised the Hazard Communication Standard (HCS) to ensure that information about chemical and toxic substance hazards in the workplace and associated protective measures are disseminated to workers.

### Associated Definitions:

**Hazardous Chemicals:** any chemical classified as a health hazard or simple asphyxiate in accord with the Hazard Communication Standard.

**Material Safety Data Sheet (MSDS):** safety document required by OSHA that contains information on the potential hazards (health, fire, reactivity, and environmental) and how to work safely with chemical products.

*Associated Forms: Clinical Exposure Form-Clinical Year and Clinical Exposure Form-Didactic Year*

Policy Statement. Students exposed to environmental or chemical hazards encountered in classroom laboratories or during Clinical Rotations must notify the clinical preceptor immediately following exposure, followed by immediate contact with the Clinical Coordinator. Material Safety Data Sheets (MSDS) must be readily available wherever chemicals are used. The student is responsible for identifying the location of the MSDS information sheets in each clinic/hospital site where they are rotating.

Post-exposure care is dictated by the type of chemical or environmental exposure. Students must notify the clinical preceptor immediately following exposure, followed by immediate contact with the Clinical Coordinator. The clinical preceptor is responsible for providing care if an emergent situation develops.

The protocols set forth by the clinical site will supersede those set forth by the College and must be followed as directed. Clinical sites are under no obligation to provide the student with free medical care and students will be held responsible for all costs related to care and treatment. Students must also notify the Clinical Coordinator within two hours of the exposure and complete the Student Exposure Form on Exxat.

### Procedure:

Unless otherwise noted by the clinical site, the following procedure will be followed for blood borne pathogen exposure:

1. Clinical students must notify both their preceptor and the Program Clinical Coordinator of exposure immediately.
2. Medical evaluation and/or treatment will be completed by the College's Student Health designated provider or the provider designated by the student's clinical site.
3. Completion of the Student Exposure Form: Clinical Year within 24 hours of exposure.
4. Students will then follow-up with their PCP or the College's Student Health designated provider

*Students are responsible for costs incurred for testing and treatment associated with exposure.*



**ELIZABETH TOWN COLLEGE PHYSICIAN ASSISTANT PROGRAM  
STUDENT EXPOSURE FORM: DIDACTIC YEAR**

**Exposure Date/Time:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Course Name:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_

**Course Instructor:** \_\_\_\_\_

**Please provide a brief description of the incident, including how the exposure occurred and the location that the exposure occurred on your person.**

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**Name of Person Notified at the PA Program:** \_\_\_\_\_

**Date and Time of Notification:** \_\_\_\_\_

**Did you receive medical evaluation and/or treatment?**      **YES**    **NO**

**Did you schedule recommended follow-up with your PCP or student health?**    **YES**    **NO**

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Program Director:** \_\_\_\_\_ **Date:** \_\_\_\_\_





ELIZABETH TOWN COLLEGE PHYSICIAN ASSISTANT PROGRAM  
STUDENT EXPOSURE FORM: CLINICAL YEAR

Exposure Date/Time: \_\_\_\_\_

Student Name: \_\_\_\_\_

Rotation Number:    1       2       3       4       5       6       7       8

Clinical Preceptorship Site: \_\_\_\_\_

Clinical Preceptorship Type: \_\_\_\_\_

Please provide a brief description of the incident, including how the exposure occurred and the location that the exposure occurred on your person.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Person Notified at the Site: \_\_\_\_\_

Date and Time of Notification: \_\_\_\_\_

Name of Person Notified at the PA Program: \_\_\_\_\_

Date and Time of Notification: \_\_\_\_\_

Did you receive medical evaluation and/or treatment?       YES    NO

Did you schedule recommended follow-up with your PCP or student health?   YES   NO

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

## **Classroom Conduct Policy (B2.19c)**

### **Policy Rationale:**

Appropriate student behavior aids in producing an environment that is conducive to student learning and professional growth.

### **Associated Definitions:**

**Classroom Misconduct:** any behavior which disrupts or interferes with the learning environment.

### **Associated Forms:**

Classroom Conduct Violation Form

**Policy Statement:** Students must perform professionally in the program's classroom and demonstrate collegiality with students, faculty, staff, and guest lectures at all time.

- Consistently complete class assignments with all required components and by the academic deadlines provided by the course instructor.
- Meet classroom attendance requirements and arrive to class on time and ready to learn.
- Respect the opinions of other students, faculty, staff, and guest lecturers at all times.
- Maintain a level of respect for all faculty, staff, and guest lectures both in and out of the classroom setting.
- Maintain professional standards both in and out of the classroom setting.
- Cell phones are to be turned off or silenced unless instructed to utilize during classroom activities.

Repetitive instances of inappropriate classroom behavior will be taken to the Academic and Professionals Affairs Committee (APAC). Failure to meet classroom behavior expectations may result in dismissal of the student from the Physician Assistant Program.

### **Procedure for Dealing with Classroom Misconduct:**

Classroom misconduct will be managed at the level of the course instructor. Repetitive instances will be presented to the Academic and Professional Affairs Committee (APAC).

1. As identified by the criteria above, students will be requested to appear before the Academic and Professional Affairs Committee (APAC) to clarify issues being discussed. Notice will be sent to students in writing, which will include the date of the meeting (within 10 business days of correspondence), topic of discussion, proposed action, and reason for the proposed action.
  - a. Students may refuse to appear and submit evidence on their behalf. The decision to not appear before the committee will not impact the decision of the APAC committee, however, this is the time that student's may represent themselves regarding the issue.
  - b. Students may choose a representative to be present at the meeting as support, however, this request must be made to the APAC committee prior to the meeting. Representatives may only give advice to the student and may not speak directly to committee members.
  - c. Meetings will not be rescheduled to accommodate student requests or availability of student representatives.
2. Recommendations for continued monitoring, development of a remediation plan, probation, or dismissal from the program will be made by the APAC committee and submitted in writing to the student and the Program Director.
3. In the absence of an appeal, the decision of the APAC committee is final and binding to all issues. All appeals must be submitted in accordance with the PA program appeal/grievance process found in the policy and procedure manual.

**Policy Accessibility:** The Classroom Conduct Policy for the PA Program can be located in the PA program policy and procedure manual and student manuals. Furthermore, instruction on classroom conduct will be performed during didactic/program orientation, during the first day of each course, and during clinical year orientation.

**Approved: 1/13/21**  
**Revised:**  
**Policy Review Frequency: Annually**

**Approving Body: PAFC**  
**Approving Body:**  
**Next review: 1/2022**

### **References**

Alter, P. & Haydon, T. (2017). Characteristics of effective classroom rules: a review of the literature. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*. 40(2): 114-127. <https://doi.org/10.1177/0888406417700962>

Mahvar, T., Ashghali Farahani, M., & Aryankhesal, A. (2018). Conflict management strategies in coping with students' disruptive behaviors in the classroom: systematized review. *Journal of Advanced Medical Education Professionals*. 6(3): 102-114. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6039817/pdf/JAMP-6-102.pdf>

### **Applicable ARC-PA Standards**

B 2.19: The curriculum *must* include instruction in  
c) professional conduct

### **Reference Release Policy**

#### **Policy Rationale:**

In order for employers and educational institutions to obtain meaningful reference information from prior course instructors, clinical preceptors, and program administrators it is useful to have a release form which assures that individuals will not pursue litigation against the school based on the reference information provided.

#### **Associated Definitions:**

**Family Educational Rights and Privacy Act (FERPA):** Federal law that protects the privacy of student education records and applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

**Reference:** a person who provides information about your character and abilities.

#### **Associated Forms:**

Reference Release Form

**Policy Statement:** Disclosure of a student's confidential education records requires prior written consent of the student (unless disclosure is permitted under certain exceptions to FERPA set forth in Section 99.31 of the FERPA regulations). A student's written consent must be obtained through submission of the Elizabethtown College PA Program Reference authorization/waiver prior to faculty/staff providing FERPA-protected student information to third parties.

#### **Procedure for Dealing with Reference Requests:**

1. Students must provide their written consent through submission of the Reference Release Form prior to faculty/staff providing a reference on their behalf which may include FERPA-protected student information to third parties.

**Policy Accessibility:** The Reference Release Policy for the PA Program can be located in the PA program policy and procedure manual and student manuals

**Approved: 1/13/21**  
**Revised:**  
**Policy Review Frequency: Annually**

**Approving Body: PAFC**  
**Approving Body:**  
**Next review: 1/2022**

## **Discrimination, Harassment, Mistreatment and Bullying Policy (A1.02j, A3.15 f, g).**

### **Policy Rationale:**

Elizabethtown College is committed to maintaining a safe, respectful, and healthy work and learning environment that ensures federal and state laws, as well as College regulations prohibiting violence and discrimination are fully enforced.

### **Associated Definitions:**

**Discrimination.** Elizabethtown College does not discriminate on the basis of gender, race, color, religion, age, disability, veteran status, national or ethnic origin, ancestry, sexual orientation, gender identity and expression, genetic information or any other characteristic protected by the applicable federal, state and local laws. Elizabethtown College's Physician Assistant Program will not tolerate any incidents of discrimination.

**Harassment.** The College defines harassment as any behavior, verbal or physical, which creates an intimidating, hostile or offensive work, learning, or living environment, particularly if questionable behavior is repeated and/or if it continues after the offending party is informed of the objectionable and/or inappropriate nature of the behavior, and which is based on individual characteristics including gender, race, color, religion, age, disability, veteran status, national or ethnic origin, ancestry, sexual orientation, gender identity and expression or any other legally protected status. Elizabethtown College's Physician Assistant Program will not tolerate any incidents of harassment.

**Mistreatment.** The Physician Assistant program defines student mistreatment as the obstruction of student learning, exploitation of vulnerability, and exclusion from the medical team. Student mistreatment of any kind is detrimental to a safe and effective learning environment. Elizabethtown College's Physician Assistant Program will not tolerate any incidents of student mistreatment.

**Bullying.** The College is committed to the elimination of all forms of bullying and will ensure that procedures exist to allow complaints of bullying to be dealt with and resolved without limiting any person's entitlement to pursue resolution of their complaint within the relevant statutory authority. Elizabethtown College's Physician Assistant Program will not tolerate any incidents of student bullying.

**Policy Statement:** The College does not tolerate discrimination or harassment of any kind, or bullying against any member of the Elizabethtown College community. Threatening, violent, discriminatory, or harassing conduct is subject to expulsion from the College or possible civil/criminal prosecution.

It is essential that individuals who have experienced bias, and witnesses, or other individuals reporting a bias-related incident provide as much information as possible about the incident. A detailed account including date, time, exact location, names of persons involved, including any witnesses, is considered necessary for an investigation by Campus Security and/or the local police. Impacted individuals and witnesses are encouraged to preserve evidence. For example, do not erase or remove graffiti, vandalism or public postings; take a photo if possible. Make a written record of any verbal assault; maintain any email record (do not alter, delete or forward the message). If the incident occurred by telephone, make note of the time and length of the call along with the phone number if possible, but do not engage with the caller.

Report of a bias-related incident will be referred to the appropriate college official for review and investigation. Individuals making a report will be given an opportunity to provide additional information, review issues of confidentiality, and discuss potential next steps. The resolution process for any reported incident will follow procedures outlined in the Student, Faculty and Employee Handbooks.

The College is required by law to issue a timely warning about hate crimes that present a continuing danger to the campus community and to disclose annual statistics about these crimes in the Annual Security and Fire Safety Report. Only general information, as opposed to personal or identifying details, will be disclosed in accordance with the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act*.

Confidentiality will be maintained throughout the investigation process to the extent practical and consistent with the College's need to undertake a full and impartial investigation.

### **Procedure for Discrimination, Harassment, Mistreatment and Bullying:**

Any student who believes he/she is the subject of conduct that violates this policy, including discrimination, harassment, or bullying is encouraged to report the situation in accordance with the College reporting procedures.

College reporting procedures for sexual harassment can be found at [Sexual Misconduct Policies](#)

College reporting procedures for harassment, intimidation, and bullying can be found at [Harassment, Intimidation, and Bullying Policy and Procedure](#)

**Policy Accessibility:** The Policy for Discrimination, Harassment, Mistreatment, and Bullying for the PA Program can be located in the PA program policy and procedure manual and student manuals

**Approved:** 1/13/21

**Approving Body:** PAFC

**Revised:**

**Approving Body:**

**Policy Review Frequency:** Annually

**Next review:** 1/2022

### **References**

Elizabethtown College (2016). Policy Regarding Harassment, Intimidation, and Bullying. Elizabethtown College Student Handbook. Retrieved from <https://catalog.etown.edu/content.php?catoid=9&navoid=459#policy-regarding-harassment,-intimidation,-and-bullying>

Elizabethtown College (2016). Policy Regarding Sexual Harassment, Sexual Misconduct, Sexual Exploitation, Stalking, Dating Violence, and Domestic Violence. Elizabethtown College Student Handbook. Retrieved from <https://catalog.etown.edu/content.php?catoid=9&navoid=459#policy-regarding-harassment,-intimidation,-and-bullying>

### **Applicable ARC-PA Standards**

A1.02: The sponsoring institution is responsible for:

j) defining, publishing, making *readily* available and consistently applying to students, its policies and procedures for processing student allegations of harassment

A3.15: The program *must* define, publish, consistently apply and make *readily available* to students upon admission:

f) policies and procedures for allegations of student mistreatment

g) policies and procedures for student grievances and appeals

## **Dress Code Policy (A3.06, B2.19c)**

### **Policy Rationale:**

Dress code within the classroom promotes conducive learning for all students while instilling a sense of pride in the completion of their coursework while the dress code within the laboratory setting promotes safety and injury prevention as well as facilitation of appropriate examination techniques. Dress code for clinical year students promotes the integration of students into the clinical setting, ensures appropriate student identification, and ensures professional demeanor in regards to dress.

### **Associated Forms:**

Dress Code Violation Form

### **Policy Statement:**

Student Attire for Didactic Year. Adherence to standards of professional appearance including personal hygiene, dress, and safety projects competence and credibility during interactions with patients, colleagues, and members of the general public. Students are allowed to wear comfortable clothing to classroom and laboratory activities, while maintaining dignity and professionalism. Students should wear closed-toed shoes during any laboratory activities. Scrubs should be worn in cadaver lab, along with disposable protective clothing

Student Identification. (A3.06) Students in the Physician Assistant Program must be clearly identified at all times while in the clinical setting to distinguish them from physicians, medical students, and other health profession students and graduates.

- Elizabethtown College student ID tags must be clearly displayed.
- Students must wear a short white lab coat.
- Elizabethtown College patch is to be worn on the left shoulder of the student's white coat
- Students must clearly identify themselves as a physician assistant student in both verbal and written documentation
  - Verbal: First and last name, Elizabethtown College Physician Assistant Student
  - Written: First and last name, PA-S

Failure to comply with the above identification procedures may result in professional probation.

Student Attire for Clinical Year. Maintenance of a professional appearance projects competency, confidence, and respect, as well as communicates how one feels about the work they do and the school they represent. The following attire guidelines are required in all clinical education settings to ensure a consistent and standardized image for all students encountering patients and their families.

### **General Hygiene Guidelines**

- Good personal hygiene, to include regular bathing, use of deodorant/antiperspirant, and regular dental hygiene
- Avoidance of perfumes and colognes
- Clean clothing in good repair that allows for adequate movement to complete necessary clinical examinations
- Strict avoidance of midriff tops, halters, translucent or transparent tops, low-cut necklines, tank tops, leggings, skirts greater than four inches above the knee, and visualization of undergarments.
- Short white lab jackets with appropriate student identification should be worn.
- Tattoos should be covered when seeing patients or navigating clinical sites.

### **Shoe Guidelines**

- Comfortable and clean shoes in good repair
- No open-toed shoes permitted

- Clean sneakers are only acceptable when worn with scrubs

#### Hair Guidelines

- Neatly groomed hair, worn in compliance with clinical site/healthcare facility guidelines
- Shoulder-length hair and longer must be secured to avoid interference with patient care
- Neatly trimmed facial hair
- Natural hair color must be worn at all times

#### Nail Guidelines

- Avoidance of artificial nails, tips, gel polish is mandatory during clinical rotations
- Nails may be painted and worn in a muted tone, however, polish may not remain in place longer than three days and must be removed if chipped

#### Jewelry Guidelines

- Students are permitted to wear a wrist watch, two to three rings, small and non-distracting earrings with maximum of two per ear, academic pins, and maximum of two bracelets/necklaces.

Clinical preceptors, site supervisors, office managers, and physician assistant faculty reserve the right to dismiss students from clinical education sites for inappropriate and unprofessional attire.

**Policy Accessibility:** The Dress Code Policy for the PA Program can be located in the PA program policy and procedure manual and student manuals

**Approved: 1/13/21**

**Revised:**

**Policy Review Frequency: Annually**

**Approving Body: PAFC**

**Approving Body:**

**Next review: 1/2022**

#### References

Bearman, G., Bryant, K., Leekha, S., Mayer, J., Munoz-Price, L.S., Murthy, R., Palmore, T., Rupp, M.E., & White, J. (2016). Expert Guidance: healthcare personnel attire in non-operating room settings. *Infection Control Hospital Epidemiology*. 35 (2): 107-121. doi: 10.1086/675066

#### Applicable ARC-PA Standards

A3.06: The program *must* define, publish, make *readily available*, and consistently apply a policy that PA students *must* be clearly identified in the clinical setting to distinguish them from other health profession students and practitioners.

B2.19: The program must include instruction in:

- c) professional conduct

#### **Drug and Alcohol Screening Policy.**

The practice of medicine requires students and healthcare practitioners to maintain sound mind at all times while interacting with patients to reduce risk of medical error and enhance the quality of care provided.

#### Associated Definitions:

**Controlled Substance:** drug or other substance that is tightly controlled by the government because it may be abused or cause addiction. This includes opioids, stimulants, depressants, hallucinogens, and anabolic steroids.

*Associated Forms: Drug and Alcohol Screening Form*

**Policy Statement:** The practice of medicine in a clinical setting requires that students and practitioners maintain sound mind at all times while interacting with patients. For this reason, it is the policy of the Elizabethtown College Physician Assistant Program, as well as many clinical rotation sites that all individuals participating in a patient's medical care team must be free from effects of intoxicating substances. Continued enrollment in the Elizabethtown College Physician Assistant Program is determined upon satisfactory completion of drug and alcohol screening at the following times while matriculated.

- Upon acceptance, but prior to matriculation
- Prior to the beginning of clinical year
- Random drug and alcohol screen
- At the request of clinical sites

The student is responsible for all costs related to these checks.

Students that utilize screened substances for medicinal purposes are responsible for providing reasonable proof that the substance was utilized for its intended/prescribed purpose. Documentation, including current prescription or a letter from the prescribing clinician must be provided to the Clinical Coordinator. Please note that cannabis is a Schedule I controlled substance, therefore, marijuana for medicinal use does not fall under this section.

*Procedures associated with the drug and alcohol screening policy can be found in the Policy and Procedure Manual*

**Policy for Employment during Enrollment in the Professional Program** (A3.04, A3.05 a, b, A3.15 e)

**Policy Rationale:**

The intense nature and full-time attendance requirements associated with the Physician Assistant program have proven difficult for students to maintain while employed.

**Associated Definitions:**

**Employment:** the action of giving work to someone, often in return for payment

**Associated Forms:** None

**Policy Statement:** Full-time and part-time employment is strongly discouraged due to the rigorous nature of the Physician Assistant program. Students may be required to work up to sixty hours per week dependent on preceptor expectations and rotation. No alterations to a student's clinical or testing schedule will be made to accommodate outside employment.

Furthermore, Students may not:

1. Work for the program in any capacity regardless of the student's background or level of specialty knowledge
2. Serve or substitute as instructional faculty or administrative staff in any setting during which professional instruction is occurring
3. Be employed as clinical staff for a program preceptor during clinical placements



## **Procedures Associated with Employment During Enrollment in the Professional Program:**

Students who disregard this recommendation:

1. Will not be given special considerations surrounding the completion of assignments, deadlines, exams, clinical placements, and scheduling for program activities.
2. May not identify themselves as a physician assistant or physician assistant student during employment, even if choosing to work in a medical setting.
3. May not dress in a manner that confuses or misinterprets their work role with their PA student status, therefore, name badge and program emblem may not be worn.
4. Will not be covered by the liability insurance offered for clinical work associated with the educational experience of the program.

The above statements also apply to the engagement in volunteer work or activities not required by the program throughout the entire didactic and clinical year.

**Policy Accessibility:** The Policy for employment during enrollment in the PA Program can be located in the PA program policy and procedure manual and student manuals

**Approved: 1/13/21**

**Revised:**

**Policy Review Frequency: Annually**

**Approving Body: PAFC**

**Approving Body:**

**Next review: 1/2022**

### **Applicable ARC-PA Standards**

A3.04: The program *must* define, publish, make *readily* available, and consistently apply a policy that PA students must not be required to work for the program.

A3.05: The program *must* define, publish, make *readily* available, and consistently apply a policy that PA students must not substitute or function as

- a) instructional faculty
- b) clinical or administrative staff

A3.15: The program *must* define, publish, consistently apply, and make *readily* available to students upon admission:

- e) policy for student employment while enrolled in the program

### **Policy for Extracurricular Activities during Enrollment in the Program**

#### **Policy Rationale:**

The intense nature and full-time attendance requirements associated with the Physician Assistant program have proven difficult for students to maintain while participating in extracurricular activities.

#### **Associated Definitions:**

**Extracurricular Activities:** any activity performed by students that falls outside the realm of the program curriculum.

**Associated Forms:** None

**Policy Statement:** Participation in extracurricular activities during the professional phase (didactic and clinical years) of the program will prove challenging to students due to the advanced education and extensive training requiring in supervised clinical practice environments. Students may be required to work up to sixty hours per week dependent on preceptor expectations and rotation. No alterations to a student's clinical or testing schedule will be made to accommodate extracurricular activities.

## **Procedures Associated with Extracurricular Activities during Enrollment in the Professional Program:**

Students who disregard this recommendation:

1. Will not be given special considerations surrounding the completion of assignments, deadlines, exams, clinical placements, and scheduling for program activities.

**Policy Accessibility:** The Policy for extracurricular activities during enrollment in the PA Program can be located in the PA program policy and procedure manual and student manuals

**Approved:** 1/13/21

**Approving Body:** PAFC

**Revised:**

**Approving Body:**

**Policy Review Frequency:** Annually

**Next review:** 1/2022

## **Family Educational Rights and Policy Act.**

The Family Educational Rights and Privacy Act (FERPA) is a federal law (20 U.S.C. 1232g) that protects the privacy of a student's education records. A student is someone that has been accepted, matriculated, and enrolled (or a former student of) Elizabethtown College. An "eligible student" under FERPA is a student who is 18 years of age or older, or who attends a post-secondary institution. The following information is reported as found on the Registration and Records office page at Elizabethtown College

### FERPA Forms

- [Authorization to Disclose Educational Record Information](#)
- [Request for Non-Disclosure of Directory Information](#)
- [Request to Revoke a Previous Authorization](#)

### FERPA Rights

#### **1. The right to review and inspect his or her own education records.**

An eligible student has the right to inspect and review the student's education records within 45 days after Elizabethtown College receives a request for access. The Office of Registration and Records is the custodian of your academic record. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Office of Registration and Records will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained by the Office of Registration and Records, you will be advised of the appropriate records custodian to whom the request should be addressed.

#### **2. The right to request an amendment of the education record.**

An eligible student has the right to seek amendment of the student's education records that the student believes to be inaccurate, misleading, or otherwise a violation of the student's privacy rights under FERPA.

- A student who wishes to ask the college to amend the record should write the records custodian responsible for the record, clearly identifying the part of the record the student wishes to be amended, and specify why it should be changed.
- The college will, within a reasonable time after receipt of the request, determine whether to amend the record as requested. The student will receive written notification of the research outcomes in writing.
- If the college reaches a decision not to amend the record as requested, the college will notify the student in writing of the decision and the student's right to a formal hearing regarding the

request for amendment. Additional information will be provided to the student when notification of the right to a hearing is conveyed to the student.

3. **The right to provide written consent before personally identifiable information is disclosed, except when FERPA authorizes disclosure without consent.**

An eligible student has the right to provide written consent before the college discloses personally identifiable information (PPI) from the student's education records, except to the extent FERPA authorizes disclosure without student consent. The college may disclose education records without a student's prior consent when authorized by FERPA, including to "school officials" whom the college has determined to have "legitimate education interest".

4. **The right to file a complaint.**

An eligible student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Elizabethtown College to comply with the requirements of FERPA. Mailing address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue - SW, Washington DC 20202.

**Grade Policy (A3.15a).**

**Policy Rationale:**

Student progress for students enrolled in the Physician Assistant Program must be continually monitored and documented in a manner that promotes that prompt identification of knowledge and skill deficiencies.

**Policy Statement:** All students must perform according to the academic standards set forth by the PA program. Student progress is continually monitored and documented in a manner that will promptly identify knowledge and skill deficiencies for students with the Elizabethtown College Physician Assistant Program. Required Academic Standards. The following standards are regarded as the minimum acceptable standards for students within the clinical year in each subject area for which a grade is earned.

Grades are reported as A, B, C, and F with plus and minus distinctions made. Designations of I, W, WF, P, NP, and AUD are used in appropriate situations.

Grade definitions are:

|    |                                |
|----|--------------------------------|
| A  | Distinguished                  |
| B  | Above Average                  |
| C  | Average                        |
| F  | Failure                        |
| I  | Work Incomplete                |
| W  | Withdrawal from Course         |
| WF | Withdrawal Failing from Course |
| P  | Pass                           |
| NP | No pass (Failure)              |

Grading Scale. Clinical year grading scale utilizes a 4.00 quality point system. Quality points are assigned per semester hour of credit as follows:

| Letter Grade | Percentage | Quality Points |
|--------------|------------|----------------|
| A            | 94-100%    | 4.00           |
| A-           | 90-93%     | 3.70           |
| B+           | 87-89%     | 3.30           |
| B            | 84-86 %    | 3.00           |

|       |        |      |
|-------|--------|------|
| B-    | 80-83% | 2.70 |
| C+    | 77-79% | 2.30 |
| C     | 74-76% | 2.00 |
| F, WF | < 74%  | 0.00 |

Students in the Physician Assistant Program must obtain  $\geq 74\%$  in all courses for successful completion of the course. For continuation from semester to semester in the clinical year, students may have no grades less than a C. For successful completion of the clinical year, students may have no more than one grade less than a B for the year and no grades less than a C.

The pass/no pass (P/NP) grading option may be utilized throughout the clinical year for completion of competencies and assessment skills, as well as for courses that are not included in the calculation of the student's overall grade point average. Students may be expected to complete one course per semester that is graded in this manner.

Clinical Rotation Grading. Grades for clinical rotations are derived from the following list. The final grade for each **core** clinical Rotation will be calculated using the following percentages for each module:

|                              |     |
|------------------------------|-----|
| End of Rotation Examination  | 40% |
| Preceptor Evaluation         | 25% |
| Quizzes                      | 10% |
| Written Assignments          | 10% |
| Patient Database Maintenance | 5%  |
| Mid-Rotation Evaluation      | 5%  |
| Self-Reflection              | 5%  |

The criterion for a failing grade for a clinical rotation is **any one** of the following items:

- Excessive unexcused absences from the clinical site
- Failing evaluation by the clinical preceptor
- Failure to submit written assignments to meet program standards
- Failure to successfully remediate end of rotation examinations
- Failure to obtain an overall grade of 74% or higher for the clinical rotation

**Policy Accessibility:** The Grade Policy for the PA Program can be located in the PA program policy and procedure manual, student manuals, and course syllabi

**Approved: 1/13/21**

**Revised:**

**Policy Review Frequency: Annually**

**Approving Body: PAFC**

**Approving Body:**

**Next review: 1/2022**

### **Applicable ARC-PA Standards**

A3.15: The program *must* define, publish, consistently apply and make *readily available* to students upon admission

- a) any required academic standards

## **Grievance and Appeal Policy—Students (A3.15 g)**

### **Policy Rationale:**

The Physician Assistant Program recognizes due process and the rights of students to appeal decisions/actions that affect their academic and professional progress throughout the program.

### **Associated Forms:**

Grievance Form

**Policy Statement:** Decisions and actions affecting the Academic and Professional Progression of Students within the Physician Assistant Program are made by the APAC Committee, which recognizes due process and the rights of students to appeal decisions.

**Grade Appeal:** The Physician Assistant Program abides by the Elizabethtown College Policies related to academic grievance, as outlined in the College Catalog.

Grades are considered official at the time of submission to the Office of Registration and Records. Official grades may only be changed through appeal under the Elizabethtown College's Grade Appeal Policy or by an instructor's petition to the Dean of Faculty to correct a documented grading error.

Grade appeals must be submitted within 30 days of the official release date from the Office of Registration and Records with evidence of grading errors presented at the time of appeal. Valid basis for grade appeals according to Elizabethtown College include the following:

- A mathematical error in grade calculation
- A clerical/technical error in recording of the grade
- Harsher grading standards were applied to one student over other students in the course
- Grade assigned was not calculated using the standings stated in the syllabus

Any exceptions to the 30-day time frame of appeal must be made through formal petition to and approval from the Elizabethtown College Academic Standing Committee.

**Information Specific to Clinical Year:** All issues and concerns regarding rotations should be addressed with the Physician Assistant Program's Clinical Coordinator first. Students must not express grievances regarding a rotation or program coursework directly with the instructional faculty/preceptor, or a member of the clinical site. Violation of this policy will not be tolerated.

Students are encouraged to establish and maintain good communication with their preceptors. This includes requests for feedback on their performance. However, it is not appropriate for students to dispute or argue an evaluation or rotation grade with the instructional faculty/preceptor during or after the completion of the rotation. All concerns regarding preceptor evaluations or grades should be addressed with the Clinical Coordinator immediately.

Any perceived communication or professional concerns that exist between the student and preceptor must be relayed to the Clinical Coordinator immediately. Presentation of concerns following the completion of the rotation, or after grades have been submitted will not be entertained.

All grievances, student grade appeals, or other program decisions should be submitted in writing to the Clinical Coordinator utilizing the Student Grievance or Grade Appeal Form. All student grievances will be fully investigated by the Clinical Coordinator.

If resolution of the student's concerns are not met during discussions with the Clinical Coordinator, student concerns should be addressed with the PA Program Director. Alteration to previously made decisions will be made at the discretion of the Program Director.

**Procedure for Grievance and Appeal Policy:**

1. Student appeals must be based upon the Program's failure to follow established PA program policies and procedures. As such, appeals must be based on evidence that a factual or procedural error was made or that significant information was overlooked. Furthermore, an appeal submission does not guarantee a change in the decision.
2. Appeals must be submitted in writing to the Program Director within five (5) business days of the action/decision being made.
3. Appeals will be reviewed by the Program Director and appropriate Program Committees.
4. Students will be invited to attend a meeting to present their case within five (5) business days of receiving the appeal and respond to any questions the committee or Program Director may have. No additional representatives or legal counsel are permitted to be in attendance.
5. A decision will be made provided to students within five (5) business days of the appeal meeting.
6. Students may choose to challenge the decision of the Physician Assistant Program and initiate an appeal to the Dean of the School of Human and Health Professions within five (5) business days of the Program's appeal decision and must be submitted in writing.
7. Students may choose to challenge the decision of the Dean of the School of Human and Health Professions and appeal the decision to the Academic Progress Committee at Elizabethtown College.

**Policy Accessibility:** The Grievance and Appeal Policy for the PA Program can be located in the PA program policy and procedure manual and student manuals

**Approved:** 1/13/21

**Revised:**

**Policy Review Frequency:** Annually

**Approving Body:** PAFC

**Approving Body:**

**Next review:** 1/2022

**Applicable ARC-PA Standards**

A3.15: The program *must* define, publish, consistently apply and make *readily available* to students upon admission:

- g) policies and procedures for student grievances and appeals

**Health Insurance Policy**

**Policy Rationale:**

Students are responsible for all costs associated with the evaluation and treatment of any illnesses or injuries that occur while in the Physician Assistant Program.

**Associated Forms:**

Proof of Health Insurance Form

**Policy Statement:** All students enrolled in the Elizabethtown College Physician Assistant Program are required to have active health insurance coverage throughout the duration of the program. Students are responsible for all costs associated with the evaluation and treatment of any injuries (needle stick, bodily fluid exposure, etc.) or illnesses that occur while in the Physician Assistant Program.

**Policy Accessibility:** The Health Insurance Policy for the PA Program can be located in the PA program policy and procedure manual and student manuals

**Approved:** 1/13/21

**Revised:**

**Policy Review Frequency:** Annually

**Approving Body:** PAFC

**Approving Body:**

**Next review:** 1/2022

## **Health Insurance Portability and Accountability Act (HIPAA) Policy**

### **Policy Rationale:**

The Health Insurance Portability and Accountability Act (HIPAA) is an essential aspect of providing healthcare and ensures that healthcare providers, health plans, healthcare clearinghouses, and business associates of HIPAA-covered entities must implement multiple safeguards to protect sensitive personal and health information.

### **Associated Definitions:**

**HIPAA:** The Health Insurance Portability and Accountability Act (HIPAA) of 1996 is a federal law that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge

### **Associated Forms:**

HIPAA Training Completion Form

### **Policy Statement:**

Didactic Year: Students will receive education on the Health Insurance Portability and Accountability Act (HIPAA) training throughout didactic year and must successfully complete HIPAA training prior to the provision of healthcare.

Clinical Year: Students must complete Health Insurance Portability and Accountability Act (HIPAA) training prior to entry into clinical rotations. Additionally, some clinical sites may require additional HIPAA training. Failure to complete this training will result in immediate dismissal from clinical rotations, resulting in additional clinical time required to make up missed time, causing a delay in graduation.

**Policy Accessibility:** The HIPAA Policy for the PA Program can be located in the PA program policy and procedure manual and student manuals

**Approved:** 1/13/21

**Revised:**

**Policy Review Frequency:** Annually

**Approving Body:** PAFC

**Approving Body:**

**Next review:** 1/2022

### **References:**

United States Department of Health and Human Services (n.d.a). Health Information Privacy. *Office for Civil Rights*. Retrieved from <https://www.hhs.gov/hipaa/index.html>

## **Inclement Weather Policy (A1.02 g)**

### **Policy Rationale:**

Elizabethtown College is committed to maintaining a safe, respectful, and healthy work and learning environment that promotes student safety in severe weather conditions.

### **Associated Definitions:**

**Inclement Weather:** any severe weather condition which delays or prevents the safe departure or arrival of students.

### **Associated Forms:**

Inclement Weather Form

### **Policy Statement:**

Didactic Year: During snow and extreme weather, the College will follow established procedures regarding classes and other scheduled on-campus events. It is important for students to be aware of the following:

- In inclement weather, classes at Elizabethtown College typically will meet as scheduled. On an individual basis, classes may be canceled or postponed if a faculty member is unable to safely travel to campus. If this occurs, faculty members will notify their students and Campus Security.
- If the normal schedule of classes and work is delayed or if campus is closed and classes are cancelled, a decision is made, if possible, by 5:30am.
- Delay: Students are expected to report once the delay is complete and follow the remainder of the day's schedule (unless otherwise notified).
- Closing: No classes will be held; campus events and home athletic events are cancelled; and all administrative and department offices are closed (with the exceptions outlined below).
- Announcements regarding changes in the overall class schedule resulting from inclement weather will be made electronically through an EC-Alert outreach text, through social media outlets and by a campus-wide Headline News e-mail, and/or on the College website. Additionally, local media outlets may be notified, but members of the campus community are encouraged to first check text, social media, College e-mail, the College website, or to call the College Hotline at 717.361.1988 or ext. 1988 for updated information.
- Dining Services, Campus Security, and other essential campus services will remain open regardless of the weather.

**Clinical Year:** In the event of school closure due to weather emergencies or other unforeseen circumstances, there will be no on-campus classes held. Any canceled or missed classes may be rescheduled and coursework made up at another time. If the clinical site or office remains open and students can arrive to their site safely, it is expected that they attend. If for any circumstance the student is unable to safely report to their clinical site, the Clinical Coordinator and Preceptor should be notified immediately and the Inclement Weather Form should be submitted.

#### **Procedure for Inclement Weather Policy (Clinical Year Students):**

1. Clinical year students unable to safely report to their clinical sites due to inclement weather must notify their Preceptor via Preceptor-preferred contact and the Clinical Coordinator via email immediately.
2. Inclement Weather Form must be completed and submitted within 24 hours.

**Policy Accessibility:** The Policy for Inclement Weather for the PA Program can be located in the PA program policy and procedure manual and student manuals

**Approved: 1/13/21**

**Revised:**

**Policy Review Frequency: Annually**

**Approving Body: PAFC**

**Approving Body:**

**Next review: 1/2022**

#### **Applicable ARC-PA Standard:**

A1.02: The sponsoring institution is responsible for:

g) documenting appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs



## Student Health Policy (A3.07a, A3.09, A3.19)

### Policy Rationale:

This document has been constructed with the purpose of defining policies and procedures surrounding the provision of health services to students enrolled in the Elizabethtown College Physician Assistant Program

### Associated Forms:

Immunization Release of Information Form  
Proof of Health Insurance Information

### Policy Statement:

Provision of Student Health Care to Students: The program director, principal program faculty, staff, medical director, and program guests *will not* participate as health care providers for students enrolled in the program and *will not* have access to any student health information provided to Student Health Services other than defined in this policy.

Health Insurance: Prior to matriculation into the Physician Assistant Program *all* students must provide proof of health insurance, which must remain active throughout the entire duration of the program. Students are responsible for all costs associated with the evaluation and treatment of any injuries (needle stick, bodily fluid exposure, TB testing, immunizations, etc.) or illnesses that occur while in the Physician Assistant Program.

Health Screening: Prior to matriculation into the Physician Assistant Program *all* students are required to submit an updated physical examination to student health services which includes a current physical examination and vision/color blindness screening.

Health screenings must be submitted to Student Health Services, **not to the Physician Assistant Program**

Immunization Requirements: Students are required to meet the immunization requirements of the College, Clinical Rotation sites, and CDC prior to engagement in any clinical activities.

Immunization Records and TB screenings must be submitted to Student Health Services and uploaded into EXXAT by the students, **not to the Physician Assistant Program.**

1. Tuberculosis Screening: One of the following must have been completed within the past 12 months:
  - 2 step TB skin test (administered 1-3 weeks apart)
  - QuantiFERON Gold blood test (lab report required)
  - Clear chest x-ray if positive results obtained (lab/imaging reports required)
2. Hepatitis B Series: Both of the following are required:
  - Completion of the three vaccine Hepatitis B series AND
  - Proof of protective titer with hepatitis B immune status (lab report required) OR
  - 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. Then, get an anti-HBs serologic test 1-2 months after the final dose.
3. Measles, Mumps, & Rubella (MMR): One of the following is required:
  - Two vaccinations: (immunization record required)
    - First vaccination must be administered after the age of 1 regardless of vaccination type and must be performed following CDC recommended vaccination schedule.

1. Vaccination may be the combined MMR vaccine or individual vaccines (2 mumps and measles, 1 rubella)
  - Positive antibody titer for all three components (lab report required)
    - If titer is negative or equivocal, students must receive a booster vaccine (administered after titer) and provide proof of immune status in 2<sup>nd</sup> titer
4. Varicella: One of the following is required:
  - Two step vaccination series (immunization record required) four weeks apart with repeated IgG titer
  - Positive antibody titer (lab report required)
    - If titer is negative or equivocal, vaccine series must be repeated
5. Tetanus/Diphtheria/Pertussis (Tdap):
  - Tdap vaccination within the past 10 years (immunization record required)
6. Influenza:
  - Students must obtain influenza immunization annually while enrolled in the Physician Assistant Program (immunization record required)
7. Polio:
  - Immunization record with date of last dose administered per Elizabethtown College admission requirements
8. Meningitis:
  - Immunization record with date of meningitis vaccination and proof of booster if initial dose was given prior to student's 16<sup>th</sup> birthday per Elizabethtown College admission requirements

**CLINICAL YEAR STUDENTS:** Please note that clinical sites may require additional physical examination, vaccinations, and/or documentation prior to completion of clinical rotations. Students who fail to submit these documents *will not* be permitted to begin clinical experiences, which will result in the inability to complete the clinical rotation opportunity until the end of the clinical year, therefore delaying graduation. The cost of all testing is the responsibility of the student.

**Policy Accessibility:** The Student Health Policy for the PA Program can be located in the PA program policy and procedure manual and student manuals

**Approved: 1/13/21**

**Revised:**

**Policy Review Frequency: Annually**

**Approving Body: PAFC**

**Approving Body:**

**Next review: 1/2022**

## References

CDC (n.d.a). Recommended Vaccines for Healthcare Workers. *Centers for Disease Control and Prevention*. Retrieved from <https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>

Elizabethtown College Student Health Department. Prematriculation Immunization Policy. Retrieved from <https://www.etown.edu/offices/health/immunization-policy.aspx>

## Applicable ARC-PA Standards

A3.07: The program *must* define, publish, make *readily available* and consistently apply:

a) a policy on immunization and health screening of students. Such policy *must* be based on the current Centers for Disease Control and Prevention recommendations for health professionals and state specific mandates.

A3.09: The program *must* define, publish make *readily available* and consistently apply policies that preclude *principal faculty*, the program director and the *medical director* from participating as health care providers for students in the program, except in an emergency situation.

A3.19: Student *health records* are confidential and *must* not be accessible to or reviewed by *program, principal or instructional faculty* or staff except for immunization and screening results, which may be maintained and released with written permission from the student.

### **Professionalism Policy (B2.19 c)**

#### **Policy Rationale:**

Elizabethtown College is committed to maintaining a safe, respectful, and healthy work and learning environment that ensures federal and state laws, as well as College regulations prohibiting violence and discrimination are fully enforced.

#### **Associated Definitions:**

**Professionalism:** respect, integrity, honesty, and ethical behavior in all circumstances

#### **Associated Forms:**

Professionalism Violation Form

#### **Policy Statement:**

*Expectations for Classroom Behavior.* Students must perform professionally in the program's classroom and demonstrate collegiality with students, faculty, staff, and guest lectures at all time.

- Consistently complete class assignments with all required components and by the academic deadlines provided by the course instructor.
- Meet classroom attendance requirements and arrive to class on time and ready to learn.
- Respect the opinions of other students, faculty, staff, and guest lecturers at all times.
- Maintain a level of respect for all faculty, staff, and guest lectures both in and out of the classroom setting.
- Maintain professional standards both in and out of the classroom setting.
- Cell phones are to be turned off or silenced unless instructed to utilize during classroom activities.

Repetitive instances of inappropriate classroom behavior will be taken to the Academic and Professionals Affairs Committee (APAC). Failure to meet classroom behavior expectations may result in dismissal of the student from the Physician Assistant Program.

*Expectations for Clinical Rotation Behavior.* To promote optimal learning during clinical rotations, students are to maintain professional and respectful interactions with other students, preceptors, site staff, program and instructional faculty, and their colleagues.

- Comply with all program policies as outlined in the clinical year/student manual.
- Maintain required GPA expectations.
- Understand the role of the student in the learning process.
- Attend clinical rotations as submitted on your schedule to the clinical coordinator.
- Meet all requirements for the end of rotation examinations.
- Complete all assignments in a timely manner.
- Comply with local, state, and national laws at all times.

Repetitive instances of inappropriate clinical year behavior will be taken to the Academic and Professionals Affairs Committee (APAC). Failure to meet clinical year behavior expectations may result in dismissal of the student from the Physician Assistant Program.

Students are encouraged to give professors, staff, and preceptors thank you notes. However, the giving of gifts to individual professors, staff, or preceptors while in the PA program is prohibited.

*Expectations for Interpersonal Behavior.* Utilization of appropriate interpersonal behaviors will facilitate a respectful and collegial environment for student learners.

- Maintain positive and constructive interpersonal relations to resolve conflict.
- Demonstrate emotional maturity and stability through challenges while forming professional work relationships with faculty, staff, rotation personnel, and peers.
- Avoid engaging in acts that may be construed as physically or verbally abusive, relational impropriety, and/or criminal violation of personal property.
- Appropriately function as a member of the health care team.

To promote optimal learning during clinical rotations, students are to maintain professional and respectful interactions with other students, preceptors, site staff, program and instructional faculty, and their colleagues.

- Comply with all program policies as outlined in the clinical year/student manual.
- Maintain required GPA expectations.
- Understand the role of the student in the learning process.
- Attend clinical rotations as submitted on your schedule to the clinical coordinator.
- Meet all requirements for the end of rotation examinations.
- Complete all assignments in a timely manner.
- Comply with local, state, and national laws at all times.

Repetitive instances of inappropriate interpersonal behavior will be taken to the Academic and Professionals Affairs Committee (APAC). Failure to meet interpersonal behavior expectations may result in dismissal of the student from the Physician Assistant Program.

**Policy Accessibility:** The Professionalism Policy for the PA Program can be located in the PA program policy and procedure manual and student manuals. Furthermore, instruction on professionalism will occur during program orientation for didactic and clinical year, as well as during the introduction to each didactic and clinical course.

**Approved: 1/13/21**

**Revised:**

**Policy Review Frequency: Annually**

**Approving Body: PAFC**

**Approving Body:**

**Next review: 1/2022**

## References

Poetzsch, B. (2008). Professionalism in Physician Assistant Education-A Modified Delphi Study. *Journal of the American Academy of Physician Assistants*. 21 (6). Retrieved from [https://journals.lww.com/jaapa/Citation/2008/06000/Professionalism\\_in\\_Physician\\_Assistant\\_Education\\_.39.aspx](https://journals.lww.com/jaapa/Citation/2008/06000/Professionalism_in_Physician_Assistant_Education_.39.aspx)

## Applicable ARC-PA Standard

B2.19 The curriculum must include instruction in  
c) professional conduct

## **Remediation Policies: Academic Remediation Policy (A3.15 c, f)**

### **Policy Rationale:**

The Physician Assistant Program is dedicated to the continued monitoring and documentation of student progress in a manner that promptly identifies knowledge or skill deficiencies as a means for academic remediation.

### **Associated Forms:**

Assessment Remediation Form  
Initial Student Remediation Form  
Individualized Remediation Plan for Academic Concerns  
Follow-Up Student Remediation Form

### **Policy Statement:**

Didactic Year (A3.15c). Assessments will be done on a block system (1 block represents an organ system) with evaluations in a multitude of approaches (written exam, observed skills, oral presentations, etc.) completed at the end of each block.

- Students that fail a block will be assigned an individualized action plan that may include meeting with the course instructor, written assignments, case studies and/or reflective papers.
- Students may not fail more than 2 blocks per term to avoid program dismissal.  
Students obtaining a B- or below, though passing, at the end of a block evaluation, will be put on a pre-remediation plan which may include written assignments, case studies, research, etc. The purpose is to further increase knowledge and understanding of the lower scoring area(s) and promote success in the program.
- Any student that fails the end of term final that previously passed the correlating block(s), will retake the test within 1 week with further studying.
- Any student that fails the end of term final without previously passing the correlating block(s), will result in a meeting with the Academic and Professional Affairs Committee to discuss a potential remediation plan which may include a combination of the above tasks or, if appropriate, program dismissal.

Clinical Year (A3.15c). Student progress is continually monitored and documented in a manner that will promptly identify knowledge and skill deficiencies for students in the Elizabethtown College Physician Assistant Program.

All students must perform according to the academic standards set forth by the PA program. The following standards are regarded as the **minimum** acceptable standards for students within the clinical year in each subject area for which a grade is earned.

- End of Rotation Examination 74%
- Quizzes 74%
- Written Assignments 74%
- Directed Practical 74%
- Objective Structured Clinical Examination (OSCE) 74%
- Preceptor Evaluation 74%

Multiple methodologies for remediation during the clinical year will be employed and monitored by student faculty advisors and the clinical coordinator. Completion of student remediation will allow the program to document that the student has met the professional, clinical, and academic expectations of the Physician Assistant Program, which is a requirement for program completion and graduation.

Soft Remediation will be required for all students who received a score on assignments  $\leq 80\%$ . Students will meet with the Clinical Coordinator either in person or via email/phone dependent on clinical rotation schedule and availability. An individualized performance improvement plan will be implemented to enhance student awareness, medical knowledge, and synthesis of clinical information.

No changes will be made to the initial grade earned and recorded in the gradebook upon completion of the remediation assignments. Students must successfully complete all required remediation assignments in order to graduate from the Physician Assistant Program.

- Below Benchmark Adjusted PACKRAT Score: Students with a PACKRAT score below benchmark (one standard deviation below national average) prior to the beginning of clinical year must enroll in a non-credit independent study course (at no cost to student) in the Spring semester. Remediation will be individualized for each student that emphasizes topic areas in which they struggled. Students will retest at the end of the semester. If a passing score is not obtained, students must repeat the non-credit independent study course (at no cost to student) in the Summer semester that follows the same process. A passing score must be attained prior to continuation into the Fall Semester of Clinical Year.
- Failure of Written Examinations: Students with a failing score on written examinations must meet with the Clinical Coordinator to review areas of concern and deficiency as well as complete a critical evaluation of learning objectives sent to the student utilizing evidence based journal articles or medical text. Students will have one month to submit the remediation assignment and will then schedule a retest examination to ensure competence on course materials. A passing grade must be attained on the retest or course failure will result.
- Failure of Quizzes: Students with a failing score on a quiz will be sent a list of deficiency areas by email from the Clinical Coordinator. Students are expected to independently review these areas and seek assistance as needed. No retest is required for quizzes.
- Failure of Written Assignments: Students with a failing score on written assignments related to rotations are submitted to their faculty advisors for evaluation. The faculty advisor will counsel the student regarding the quality of work and assist with any needed corrections. Resubmission of the assignment will be completed as directed by the Clinical Coordinator. A passing grade must be attained on the retest or course failure will result.
- Failure of Directed Practicals: Students with a failing score on directed practicals must meet with the clinical coordinator or faculty grading the practical for feedback on their performance and recommendations for improvement in practical skills. The student must repeat the directed practical and achieve a passing score. Failure to pass a directed practical after three attempts will result in failure to progress through the Physician Assistant Program.
- Failure of OSCEs: Students with a failing score on an OSCE must meet with the clinical coordinator or faculty grading the OSCE for feedback on their performance and recommendations for improvement in practical skills. The student must repeat the OSCE and achieve a passing score. Failure to pass an OSCE after three attempts will result in failure of the course.
- Failure of a Clinical Rotation: Students with an overall failing score for a clinical rotation must repeat the clinical rotation successfully at the end of clinical year, resulting in a delay of graduation. Students will not be permitted to repeat more than one clinical rotation.

**Procedure for Academic Remediation Policy:**

Please see remediation and soft remediation flow sheets.

**Policy Accessibility:** The Remediation Policy for the PA Program can be located in the PA program policy and procedure manual and student manuals

**Approved:** 1/31/21

**Revised:**

**Policy Review Frequency:** Annually

**Approving Body:** PAFC

**Approving Body:**

**Next review:** 1/2022

### **Applicable ARC-PA Standards**

A3.15: The program *must* define, publish, consistently apply and make *readily available* to students upon admission:

c) policies and procedures for *remediation and deceleration*,

f) policies and procedures for allegations of student mistreatment

### **Remediation Policies: Professionalism Remediation Policy**

#### **Policy Rationale:**

The Physician Assistant Program is dedicated to the continued monitoring and documentation of student progress in a manner that promptly identifies knowledge or skill deficiencies as a means for professionalism remediation.

#### **Associated Forms:**

Evaluation of Professional Behaviors Form

Clinical Year Professionalism Remediation Plan

Initial Professionalism Remediation Form

Professionalism Concern/Violation Form

Professional Remediation Follow-Up Form

**Policy Statement:** Expectations for professional behaviors required of students align with the definition of professionalism as described by the National Board of Medical Examiners and can be found in the PA program's professionalism policy statement.

In addition to professionalism evaluations that are linked directly to written and practical assignments, the professional behavior of students will be evaluated by the Academic and Professional Affairs Committee (APAC) at the completion of each didactic semester and each clinical rotation. At these time frames, an evaluation of professional behaviors form will be completed and placed in the student's file. The following criteria will be utilized: respect, flexibility, behavior, and integrity. Evaluations will be completed based on feedback received from faculty advisors, course directors, clinical coordinators, and clinical preceptors.

Professionalism concerns identified throughout the didactic and clinical phases of the program will be documented using the Professionalism Concern/Violation Form and discussed with the student. Professionalism concerns do not automatically constitute immediate adverse actions and recommendations for addressing professionalism concerns will follow the remediation and soft remediation flow sheets.

*Professionalism Concerns include but are not limited to:* tardiness or absence without appropriate notification or approval, lack of respect in verbal communications, use of unprofessional language, utilization of potentially demeaning language towards another individual.

Professionalism violations are considered to be greater concerns that require a meeting among the APAC committee to determine recommendations for addressing professionalism violations in accordance with the remediation and soft remediation flow sheets.

*Professional Violations include but are not limited to:* evidence of cheating or plagiarism, intoxication from alcohol or drugs, openly discriminatory or demeaning language that may result in physical or emotional harm to another individual.

**Procedure for Professionalism Remediation Policy:**

Please see remediation and soft remediation flow sheets.

**Policy Accessibility:** The Remediation Policy for the PA Program can be located in the PA program policy and procedure manual and student manuals

**Approved: 1/13/21**

**Revised:**

**Policy Review Frequency: Annually**

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**Approving Body:**

**Next review: 1/2022**

**Applicable ARC-PA Standards**

A3.15: The program *must* define, publish, consistently apply and make *readily available* to students upon admission:

c) policies and procedures for remediation and deceleration

**Satisfactory Academic Progress Policy (A3.15 a, b)**

**Policy Rationale:**

This policy is designed to guide program faculty, staff, and administration in a consistent, fair, and impartial framework approach through the monitoring and management of academic progression through the Physician Assistant Program so students will be able to meet expected graduate competencies, take the Physician Assistant National Certification Examination (PANCE), and integrate into clinical practice as a certified and licensed physician assistant.

**Associated Definitions:**

**Satisfactory academic progress:** is defined by a series of standards set forth by the PA program to ensure successful completion of program coursework and competencies to progress from one semester to the next.

**Associated Forms:**

Student Passport for Graduation

**Policy Statement:** Satisfactory academic progress for students in the Physician Assistant program consists of maintaining professionalism and the successful completion of all requirements necessary for the advancement from one semester to the next or one rotation to the next.

“Satisfactory Academic Progress” is defined as:

- Completing each semester with a term GPA 3.0 or greater.
- Completing each course with a 74% or higher overall score.
- Completing each didactic semester with no more than one grade below a B- each semester and no grades less than a C.
- Completing didactic year with no grades less than a C and no more than three grades below a B-.
- Completing clinical year with no grades less than a C and no more than one grade less than a B.
- Completing requirements in the major in an organized, timely sequence.
- Completing all program graduation requirements in an organized, timely sequence.
- Making satisfactory academic progress while on academic probation and meeting requirements as defined by the Academic and Professional Affairs Committee (APAC).



Upon advisement and recommendations from the Academic and Professional Affairs Committee, the Physician Assistant Program Director makes the determination of satisfactory academic progress, at the conclusion of each semester.

**Procedure for Dealing with Academic Progress Related Concerns:**

1. All student files will be reviewed by program faculty at the completion of each semester and/or clinical rotation.
2. Students identified as unsuccessful in meeting program standards necessary for academic progression within the program will be reviewed by the APAC committee.
3. Recommendations for continued monitoring, development of a remediation plan, probation, or dismissal from the program will be made by the APAC committee and submitted in writing to the Program Director.
4. Final determination of satisfactory academic progress will be made by the Physician Assistant Program Director at the conclusion of each semester and provided to students in writing.

**Policy Accessibility:** The Satisfactory Academic Progress Policy for the PA Program can be located in the PA program policy and procedure manual and student manuals.

**Approved: 1/31/21**

**Revised:**

**Policy Review Frequency: Annually**

**Approving Body: PAFC**

**Approving Body:**

**Next review: 1/2022**

**References**

Cachia, M., Lynam, S., & Stock, R. (2018). Academic success: is it just about the grades? *Higher Education Pedagogies* 3 (2). doi: 10.1080/23752696.2018.1462096

**Applicable ARC-PA Standards**

A3.15. The program *must* define, publish, consistently apply and make *readily available* to students upon admission:

- a) any required academic standards,
- b) requirements and deadlines for progression in and completion of the program

**Withdrawal Policy (A3.15d)**

**Policy Rationale:**

Elizabethtown College is committed to maintaining a safe, respectful, and healthy work and learning environment that ensures federal and state laws, as well as College regulations prohibiting violence and discrimination are fully enforced.

**Associated Forms:**

Elizabethtown Course Withdrawal Form

**Policy Statement:** If a student finds it necessary to withdraw from the College, they are permitted to do so at their discretion following the Elizabethtown College defined procedure. Withdrawal from an individual course will not allow a student to comply with academic progression requirements for the Physician Assistant Program. As the Physician Assistant Program does not have a formal deceleration plan or process, students will terminate their degree candidacy upon course withdrawal.

To withdraw from the program, the Program Director must be notified in writing, and students must complete the Course Withdrawal Form found in JayWeb to initiate the process.

Using collective judgment through the Academic and Professional Affairs Committee, the Physician Assistant Program faculty reserve the right to recommend the withdrawal or dismissal of any student whose health, academic standing, clinical performance, or professional conduct make it inadvisable for the student to continue their education within the program.

Withdrawal from classes after the start of a semester may affect your academic record, tuition charge, financial aid, and/or VA benefits. To determine the financial impact that dropping or withdrawing from a course may have, please contact the Financial Aid Office at 717-361-1404.

Withdrawal policies, including tuition reimbursement/refunds through Elizabethtown College can be found at [Withdrawal and Refund Policies](#)

The effective date of calculating refunds is the date of acceptance of a written notice of voluntary withdrawal by Counseling Services. Failure to provide notice of withdrawal will result in an unofficial withdrawal.

**Procedure for Discrimination, Harassment, Mistreatment and Bullying:**

1. Notice of withdrawal for medical reasons must be processed through Student Wellness. Students must complete the necessary medical withdrawal paperwork located at [Medical Withdrawal Forms](#)
2. Notice of withdrawal for non-medical reasons must be given in writing to the Program Director as well as through Academic Advising, which can be contacted at 717-361-1415.
3. Students must complete the Course Withdrawal Form found in JayWeb.

**Policy Accessibility:** The Withdrawal Policy for the PA Program can be located in the PA program policy and procedure manual and student manuals

**Approved: 1/13/21**

**Revised:**

**Policy Review Frequency: Annually**

**Approving Body: PAFC**

**Approving Body:**

**Next review: 1/2022**

**Applicable ARC-PA Standards**

A3.15: The program *must* define, publish, consistently apply and make *readily available* to students upon admission:

- d) policies and procedures for withdrawal and dismissal



**ELIZABETH TOWN COLLEGE PHYSICIAN ASSISTANT PROGRAM**  
**End of Term Course Review**

**Date:** \_\_\_\_\_

**Course Name/Number:** \_\_\_\_\_

**Course Coordinator/Instructor:** \_\_\_\_\_

**1. Brief Summary of Course:**

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**2. New methods/ideas implemented:**

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**3. Perceived positives:**

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**4. Perceived obstacles:**

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**5. Student feedback:**

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**6. Student outcomes:**

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**7. Proposed changes:**

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**ELIZABETHTOWN COLLEGE PHYSICIAN ASSISTANT PROGRAM**  
**STUDENT EVALUATION: COURSE EVALUATION FORM**

Date: \_\_\_\_\_

Name:

|   |  | Strongly Disagree | Disagree | Neither Disagree or Agree | Agree | Strongly Agree |
|---|--|-------------------|----------|---------------------------|-------|----------------|
| 1 | The syllabus clearly outlined the course policies, expectations and objectives.  |                   |          |                           |       |                |
| 2 | I feel I was able to meet all/most of the learning objectives.                   |                   |          |                           |       |                |
| 3 | The assignments and examinations were relevant to the course material.           |                   |          |                           |       |                |
| 4 | I had access to lectures, resources, etc. required for the course.               |                   |          |                           |       |                |
| 5 | This course coincided effectively with the other courses for connected learning. |                   |          |                           |       |                |
| 6 | Constructive feedback (write below):   |                   |          |                           |       |                |

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**ELIZABETHTOWN COLLEGE PHYSICIAN ASSISTANT PROGRAM**  
**STUDENT EVALUATION: GUEST LECTURER EVALUATION FORM**

**Date:** \_\_\_\_\_

Name:

|   |  | Strongly Disagree | Disagree | Neither Disagree or Agree | Agree | Strongly Agree |
|---|--|-------------------|----------|---------------------------|-------|----------------|
| 1 | The instructor was organized and communicated well.    |                   |          |                           |       |                |
| 2 | The instructor was knowledgeable in the subject area.  |                   |          |                           |       |                |
| 3 | The instructor explained the course material well.     |                   |          |                           |       |                |
| 4 | The instructor was responsive to questions/discussion. |                   |          |                           |       |                |
| 6 | Constructive feedback (write below):                   |                   |          |                           |       |                |

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**ELIZABETH TOWN COLLEGE PHYSICIAN ASSISTANT PROGRAM**  
**STUDENT EVALUATION OF CLINICAL SITE/PRECEPTOR (B3.01, C2.01)**

Date: \_\_\_\_\_

Student: \_\_\_\_\_  
 Rotation Site: \_\_\_\_\_

Preceptor: \_\_\_\_\_  
 Rotation #: 1   2   3   4   5   6   7   8

| Facility Evaluation         |  | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------------|--|----------------|-------|---------|----------|-------------------|
| 1                           | The facility was clean and well-maintained.  | 5              | 4     | 3       | 2        | 1                 |
| 2                           | There was access to technology and reference materials.  | 5              | 4     | 3       | 2        | 1                 |
| 3                           | There was adequate space for studying in downtime.   | 5              | 4     | 3       | 2        | 1                 |
| 4                           | There was adequate space for changing if required.   | 5              | 4     | 3       | 2        | 1                 |
| 5                           | I felt safe at the rotation site.  | 5              | 4     | 3       | 2        | 1                 |
| 6                           | Clinical hours were appropriate; not > 60 hours/week.  | 5              | 4     | 3       | 2        | 1                 |
| 7                           | Program policies and procedures were enforced and clearly communicated to staff.                                   | 5              | 4     | 3       | 2        | 1                 |
| Rotation Content Evaluation |  | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 1                           | I was able to meet rotation objectives at this site.   | 5              | 4     | 3       | 2        | 1                 |
| 2                           | Adequate opportunity was provided to enhance my clinical skills and knowledge.                                     | 5              | 4     | 3       | 2        | 1                 |
| 3                           | I was able to participate in the care of diverse populations   | 5              | 4     | 3       | 2        | 1                 |
| 4                           | Adequate opportunity was provided to strengthen my communication skills with other members of the healthcare team. | 5              | 4     | 3       | 2        | 1                 |
| 5                           | I was able to actively participate in the care of patients.  | 5              | 4     | 3       | 2        | 1                 |
| Preceptor Evaluation        |  | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 1                           | Adequate orientation to the facility was provided.   | 5              | 4     | 3       | 2        | 1                 |
| 2                           | The preceptor was adequately prepared for a PA student.  | 5              | 4     | 3       | 2        | 1                 |
| 3                           | The preceptor was knowledgeable in their field of practice.  | 5              | 4     | 3       | 2        | 1                 |
| 4                           | The preceptor was able to teach effectively in their field.  | 5              | 4     | 3       | 2        | 1                 |
| 5                           | Consistent and constructive feedback of my clinical performance was provided.                                      | 5              | 4     | 3       | 2        | 1                 |
| 6                           | The preceptor acted in a professional and ethical manner.  | 5              | 4     | 3       | 2        | 1                 |
| 7                           | I was treated with respect during my clinical rotation.  | 5              | 4     | 3       | 2        | 1                 |
| 8                           | The preceptor provided appropriate supervision.  | 5              | 4     | 3       | 2        | 1                 |
| 9                           | The preceptor was available for questions or concerns.   | 5              | 4     | 3       | 2        | 1                 |
| 10                          | The preceptor challenged me to think critically.   | 5              | 4     | 3       | 2        | 1                 |

**1. What were the strengths of the preceptor?**

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**2. Are there any areas that the preceptor could improve?**

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**3. What were the strengths of the clinical site?**

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**4. Were there any areas of the clinical site that could be improved?**

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**5. What did you like most about your experience at the clinical site?**

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**6. What did you like least about your experience at the clinical site?**

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**7. Was there housing provided?**

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**8. What would be the most important pearl to pass onto another student going to this site?**

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**9. Do you feel that your evaluation accurately reflects the strengths and weaknesses you displayed during this rotation?**                      YES      NO

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**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_